



PARENTS' COMMON PROBLEMS IN FACILITATING READING LESSONS DURING THE PANDEMIC

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Completed 2020



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Parents' Common Problems in Facilitating Reading Lessons During the Pandemic

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Abstract

This descriptive research which delved on the common difficulties of parents in facilitating reading was conducted at the height of the pandemic, school year 2020-2021 at Maria Aurora East District, Division of Aurora with 20 parents of Grade 1 pupils enrolled at Marcos R. Necesito Sr. Memorial Elementary School as participants who were picked thru total enumeration process. The major areas of focus were letter sounds, blending sounds and basic sight words. It used a two-part questionnaire and informal interviews to collect data. The statistics such as frequency, percentage and Pearson Correlation Coefficient were used for data analysis. The results showed that majority of the parents do not have secure employment and most of them are with secondary as highest educational attainment. The study also revealed that the parents are having difficulties in guiding their children as to the proper reading direction and in writing the letters legibly, reading the basic sight words and providing activities that enhance eye coordination. The results implied that the profiles educational attainment and type of occupation of parents are significantly related with their common difficulties in facilitating reading lessons, thereby rejecting the study hypothesis. To enhance reading facilitation of parents, OPLAN KAPITBASA is offered by the researcher, an action plan that hopes to strengthen the school-home partnership towards better reading.

Key words: *OPLAN KAPITBASA, letter sounds, blending sounds, basic sight words*

Introduction

Reading is fundamental. Parents need to realize how important their role is in motivating love for reading. The custom of reading and the love of books must be established in childhood. Since parents are the first teachers of their children, it is important to look at how these interactions affect their learning. First, it is of no debate that parental education influences students' academic performance. This is posited by Li and Qiu (2018) in their study where they claimed that “parenting and educational support could help cultivate children's learning habits and improve academic performance”.

In relation to the above, Ahmad (2013) suggested “that children from families where parents have less education tends to perform systematically worse in school than pupils whose parents have more education. To him educated parents provide intellectual, economical, psychological and emotional support to their children who in turn make them to be more comfortable and adjusted to their learning development and this result in high academic performance”.

On the other hand, Đurišić and Bunijevac (2017) claimed that “parental involvement in the education of students begins at home with the parents providing a safe and healthy environment, appropriate learning experiences, support, and a positive attitude about school”. According to Garcia and Thornton (2014), the involvement of family in learning helps to improve student performance, reduce absenteeism and restore parents' confidence in their children's education. Learners with parents or caregivers who are involved in learners' education, earn higher grades and test scores, have better social skills and show improved behavior. Which is something that we as a community and the world at large are in need of, as it would highly

contribute in reducing crime and poverty. Ideally it would help to have a greater percentage of parental involvement in their children's education.

Hornby and Lafaele (2011) maintained that parental involvement is a significant element in education and can also be achieved through home-based parental involvement like listening to the child as they read, helping them in completing their homework as well as school-based activities, which include attending parents meeting and education workshops.

Thus, based on the above, parental involvement in learning acts as a gel that helps to make learning for children pleasant and encourages them to work even more as they seek to make understanding of the environment closest to them.

Another factor that was considered in this study is the type of occupation of parents and its connection to children's learning of reading. In the study of Zhang, Tardif, Shu, Li, Liu and McBride-Chang (2013), it was found that the socio-economic status of families "contribute to variance in phonological and vocabulary skills in early developmental stages".

In the findings of Chen, Kong, Gao and Mo (2018), the relationship between parents and children "play a mediating role between reading ability and socio-economic status". In other words, family socio-economic status influences individual success differently according to the motivation. Children with similar family socio-economic status may not have the same academic achievement.

While the above findings are accepted, the common set up then is the learning that usually takes place in the classroom. The parents support the school as a way of helping the child. However, because of COVID 19 pandemic, the process of delivery of education changed. The home became the classroom. The parents cannot avoid doing the role of facilitating learning

for their children. Considering the basic need to read, write and count in order to navigate higher fields of learning, there is uncertainty how parents could facilitate the reading lessons of their Grade 1 children. As Feldman (2011) has explained Piaget's theory, "the way parents interacted with the children during reading may have a positive or negative result". According to Clinton and

Hattie (2013), the more involved parents are with the child's learning activities, the more beneficial and impressive are the effects. Mudzielwana (2014) is supportive of this premise. The author maintained that reading skills were the important keys for learning. In addition, anything that exposes children to the basics of language in meaningful and understanding manner contributed immensely to their learning of the art of how to read. Furthermore, in order for the children to develop and master the art of reading, the role of parents is very critical as they were the first mentor and teachers who can initiate the actual process of developing the reading habit. Based from the researcher's experiences on teaching reading to Grade 1 learners, most of them (learners) pose struggles in the letter sound combination, reading words with blends, and reading the basic sight words. In the first quarter of the school year, the teacher usually need to focus first in building and enhancing the mentioned reading skills to the children before formal learning in other subjects would ensue. This is how important the above skills are, they determine largely the pace of coping to learning a pupil would render as he/she continues schooling.

These are the reasons behind the researcher's inspiration to conduct this study, how do the parents go about teaching thru modular distance learning while addressing the reading challenges of their children? Beyond knowing the problems, it is the researcher's sincere hope that she could somehow develop a plan to alleviate and assist parents in meeting said problems.

But of course, parents may encounter some problems in assisting their children during reading lessons. Thus, this study was planned to look deeper into the common problems of parents in teaching reading to their children.

It hoped to discover the common difficulties of parents in facilitating reading lessons with their Grade 1 children. The data was used to plot an action plan that is geared towards The conceptual framework of the study is presented in Figure 1.

Conceptual Framework

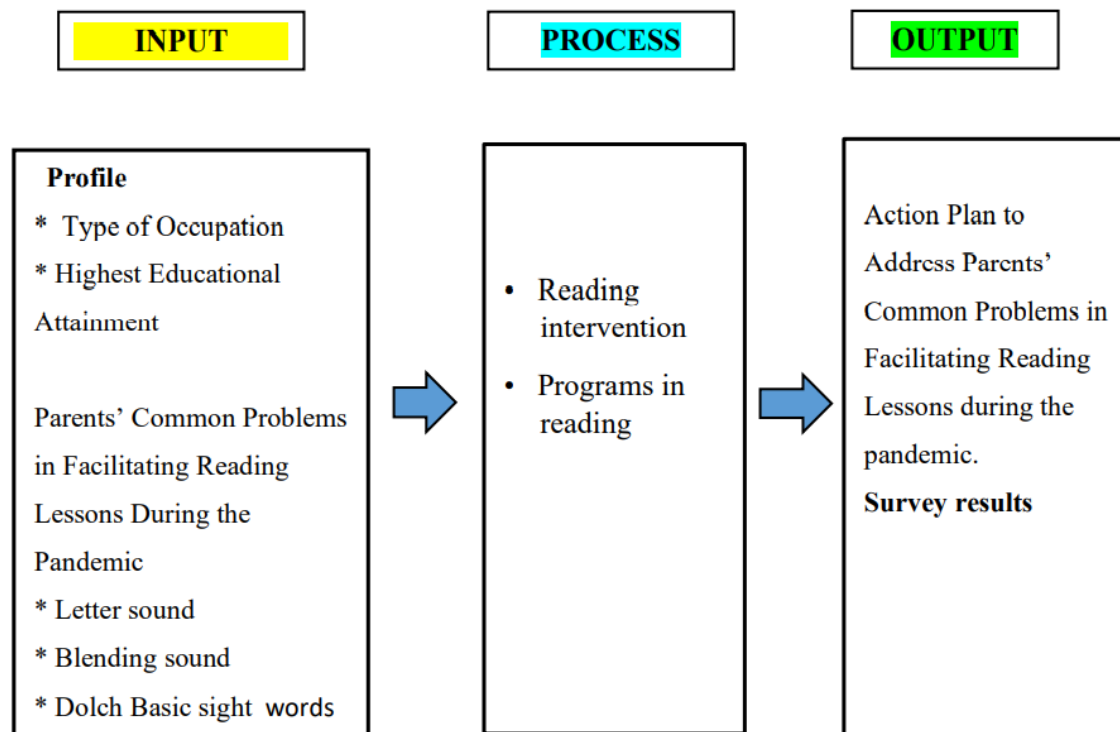


Figure 1 The conceptual framework showing the relationship of the study variables.

Research Questions

The general objective of the study was to investigate the parents' common problems in facilitating reading lessons during the pandemic and use the findings in developing an action plan to address said problems. Specifically, this study tried to answer the following questions:

1. How may the profile of the respondents be described in terms of:
 - 1.1 Type of occupation
 - 1.2 Highest Educational attainment
2. What are the common problems of parents in facilitating reading lessons during the pandemic in terms of:
 - 2.1 Letter sounds
 - 2.2 Blending Sounds
 - 2.3 Basic sight words
3. Are the parents' common problems in facilitating reading lessons significantly related to their profile?
4. What plan of action may be offered to address the common problems of parents in facilitating reading lessons?

Hypothesis

The parents' common problems in facilitating reading lessons are not significantly related to their profile.

Significance of the Study

The results of this study is deemed beneficial to the following, to wit:

Learners. The improvement in children's reading now depend largely on the parents' techniques in teaching. The results of this study will benefit the learners because adjustments and collaboration activities may be developed to help the parents enhance their teaching skills in reading.

Parents. Knowing that not only they are experiencing difficulties in teaching reading, possible measures to learn better may be opened and explored for the benefit of the parents.

Teachers. Knowing how parents deal with the reading lessons of the children will assist teachers in providing practicable interventions that will encourage parents to continue teaching the reading skills to their children.

Policy Makers. The results of this study may be utilized as basis for improving policies on parental involvement that could help serve learners and educators in making education meet desired goals.

Researchers. To achieve reading goals, future researchers may use the results of this study as additional input to other scientific inquiries, now focused on enhancing parents' capacities to handle reading lessons at home in all grade levels.

Scope and Limitations

The respondents of this study are parents of Grade 1 pupils enrolled in Marcos R. Necesito Sr. Memorial Elementary School in School Year 2020-2021. The results therefore, are applicable only to the respondents in the research locale and do not embody the common problems of parents facilitating reading lessons in the whole Maria Aurora East District nor the whole Schools Division of Aurora.

Method

Type of Research

This study used the descriptive type of research using survey method. It describes the population and situation of the Grade 1 parents, their common problems in facilitating reading of Marcos R. Necesito Sr. Memorial Elementary School. These data are applicable to be studied descriptively based on the definitions of Combes (2020) and Kirumbi (2018). According to Kirumbi (2018), a research design "is a set of methods and procedures used in collecting and

analyzing measures of the variables specified in the research problem research. It is a framework that has been created to find answers to research questions”.

Respondents and Sampling

The respondents of this study were the parents of Grade 1 pupils enrolled for school year 2020-2021 of Marcos R. Necesito Sr. Memorial Elementary School in the District of Maria Aurora East, Schools Division of Aurora. Total enumeration was applied to get a thorough investigation of the topic at hand.

Sources of Data

The data for this study was gathered using triangulation method. The main source of data was the survey questionnaire prepared by the researcher. Additional information was gained from semi- structured interviews.

Instruments

The main instrument of the study is a survey questionnaire. It is composed of two-parts. Part I contains information on respondents' profile variables, namely: type of occupation and highest educational attainment of parents. Part II is a list of indicator statements grouped into three. The first group are statements about common problems of parents in facilitating letter sounds lessons, second is common problems of parents in facilitating blending sounds, third is common problems of parents in facilitating basic sight words. Each indicator was rated by the respondents in a scale of 1-4 (depending on what applies to them, each with designated transmuted description where 4 is the highest and 1 is the lowest. The questionnaire was administered to test its reliability before the final usage in the intended respondents.

Data Collection Procedure

The researcher submitted the research proposal to the Schools Division Office –Research Evaluation Committee, for review and approval. Upon approval, the letter of consent/assent was distributed to the parents as participants of the study. Interviews was conducted and verify the data for profile was done by survey interview. The responses were listed using appropriate coding system and data was tabulated for better presentation.

Ethical Considerations

At the very start, the researcher has sought permission from the Schools Division Superintendent, the Schools District Supervisor and the School Principal before conducting the study. Since the study was conducted during the COVID -19 pandemic, the researcher always remembered that only minimal physical contact is allowed. Digital platforms were applied whenever applicable. The hard copies of the instrument were disinfected before distribution and after it was collected from the respondents. To ensure safety, all the instruments were stored in a container with lid.

All the information about the parents were kept confidential. The appropriate consents were asked before they were given survey questionnaires. In using literature and related studies, proper methods of citation were observed to duly recognize the sources.

Data Analysis

Quantitative data were gathered in the data collection process. The research study used Statistical Packages for Social Sciences (SPSS 15.0). Additional information that were gained from interviews were analyzed using descriptive statistical procedures.

To answer Questions 1 and 2, frequency and percentage were used. The possible relationship between variables and common problems were tested using Pearson Correlation Coefficient.

Results and Discussion

This chapter presents the findings of the study and the implications of each towards reading lesson facilitation. Points were discussed as they were arranged in the research questions.

1. Profile of The Respondents

1.1 Type of Occupation.

Table 1 shows the profile of parents as to occupation. It can be gleaned from the table that among the Grade 1 parents, there are 8 or 40% who have part –time jobs, the same number also considered themselves without job at present while 4 or 20% are employed full time. As to the fathers, majority (10 or 50%) are employed part time, 7 or 35% have full time jobs while 3 or 15% have no jobs at present.

These results show that more than fifty percent of the parents do not have secure employment. This is a reality felt in almost all communities and families as a result of the lockdown. This proves one of the issues raised by Tisdell (2020) that policies being implemented during the pandemic hinder economic recovery.

Table 1.
Profile of Respondents as to Type of Occupation

	Part time		Full Time		No job at present	
	F	%	F	%	F	%
Mother	8	40.0	4	20.0	8	40.0
Father	10	50.0	7	35.0	3	15.0

Table 2 shows the profile as to the highest educational attainment of parents. It can be observed that majority of the parents had secondary education as their highest educational attainment (9 or 45% for mothers and 13 or 65% for fathers). The second largest number were those who had elementary education (7 or 35% for mothers and 3 or 15% for mothers). This result implies that the parents have at least the basic knowledge about learning to read which they use in facilitating reading lesson for their children.

According to Andrew (2000) “students whose parents have higher levels of education may have an enhanced regard for learning, more positive ability beliefs, a stronger work orientation, and they may use more effective learning strategies than children of parents with lower levels of education”.

Table 2.
Profile of Respondents as to Highest Educational Attainment

	Elementary		Secondary		College		Masteral		Doctorate	
	F	%	F	%	F	%	F	%	F	%
Mother	7	35.0	9	45.0	4	20.0	0	0	0	0
Father	3	15.0	13	65.0	3	15.0	1	5.0	0	0

2. Common Problems of Parents in Facilitating Reading This Pandemic

2.1 Letter Sounds.

Table 3 shows the common problems of parents in facilitating reading lessons during the pandemic particularly in letter-sound aspect. As shown in the table, most of the parents can do the activities in facilitating reading lessons. The practices where they are challenged are guiding them in recognizing letters (14 or 70 % - can do it a little), writing the letters legibly (13 or 65%

- can do it a little) and giving examples that go with the pictures (12 or 60 %). There are also 9 or 45% who can do a little on matching the upper and lower case of letters.

After weighing the results, it could be concluded that the most common problems of parents in facilitating letter-sound lessons are: guiding learners from left to right and from top to bottom of texts according to proper reading direction, writing the letters legibly, giving examples of sentences that go with the pictures and matching upper and lower case of letters.

These results can be compared with the findings of Schissel (2020) that an early step in learning how to read is learning the letters of the alphabet and how they look and sound. This is because letter knowledge is an awareness of the letters of the alphabet. Letter knowledge, letter formation, and letter sounds become the focus of early reading instruction.

Table 3.

Common Problems of Parents in Facilitating Reading this Pandemic as to Letter-sound

Item No.	<i>While facilitating reading to my child, I</i>	I can do it very well		I can do it		I can do it a little		I cannot do it	
		(4)		(3)		(2)		(1)	
		F	%	F	%	F	%	F	%
1.	Help him/her identify letters	12	60.0	7	35.0	1	5.0	0	0
2	Guide him/her recognize letters	15	75.0	4	20.0	1	5.0	0	0
3	Can write legibly the letters	3	15.0	4	20.0	13	65.0	0	0
4	Can identify blending letters	3	15.0	12	60.0	5	25.0	0	0
5	Can model proper sound of each letter in the alphabet	1	5.0	13	65.0	6	30.0	0	0
6	Can match upper and lower case of letters	2	10.0	9	45.0	9	45.0	0	0
7	Can pinpoint the start and end of texts in a book.	5	25.0	11	55.0	4	20.0	0	0
8	Can guide him/her from left to right and from top to bottom of texts according to proper reading direction	2	10.0	4	20.0	14	70.0	0	0
9	Can give examples of sentences that go with the pictures.	1	5.0	7	35.0	12	60.0	0	0
10	Can formulate simple phrases and sentences to clarify questions.	3	15.0	11	55.0	6	30.0	0	0

2.2 Blending Sounds.

Table 4 shows the common problems of parents in facilitating lessons on blending sounds. As can be gleaned from the table, majority of the parents can facilitate reading lessons focused on blending sounds. Notably, there are 4 or 20 % parents who have difficulties in reading blending sounds to help the child discriminate words and understand meanings. This implies that though the parents may be able to read words with blending sounds, the proper method of demonstrating to the child how sounds blend and how they become distinct from one sound to another could be the source of the challenge.

According to DiMauro (2019), “blending is the skill that helps us read, especially when confronted with unfamiliar words. For young children, most words are unfamiliar and they will need to blend many of the words they encounter. It involves pushing together the sounds of the letters in the word in order to create the whole word. Modelling how to orally blend to create a spoken word and how to break a word apart is how to start a child’s blending and segmenting journey”. According to the author, “once children can blend at an oral level, the blending of words in print becomes a lot easier”.

Table 4 Common Problems of Parents in Facilitating Reading this Pandemic as to Blending Sounds

Item No.		I know it very well (4)		I know it (3)		I know it a little (2)		I do not know it (1)	
		F	%	F	%	F	%	F	%
1	recognizing the letters of the alphabet is important to reading.	13	65.0	7	35.0	0	0	0	
2	pronouncing the letter sound properly is needed in reading	11	55.0	9	45.0	0	0	0	0

3	Putting learning into writing enhances learning skills	12	60.0	7	35.0	1	5.0	0	0
4	Reading the basic sight words helps my child achieve fluency in reading	8	40.0	12	60.0	0	0	0	0
5	Reading blending sounds makes my child discriminate words and understand meanings	7	35.0	9	45.0	4	20.0	0	0
6	Using pictures to help reading and writing activities is a good practice.	10	50.0	9	45.0	1	5.0	0	0
7	Helping my child from his thoughts by using objects in his/her environment is helpful in his/her learning.	11	55.0	9	45.0	0	0	0	0
8	Giving my child books and other materials to read is a good practice.	7	35.0	12	60.0	1	5.0	0	0
9	Reading with my child is a healthy reading experience.	11	55.0	8	40.0	1	5.0	0	0
10	Asking questions in between reading develops my child's higher thinking skills.	9	45.0	11	55.0	0	0	0	0

2.3 Basic Sight Words.

Table 5 presents common problems of parents in facilitating lessons on basic sight words. As shown in the table, the parents all agree that the use of Basic Sight Words to enhance reading skills of pupils is important. However, there are common problems parents encounter in facilitating lessons is reading thru the basic sight words to help their child achieve fluency in reading. Parents strongly disagree in giving the child chances to play with basic words thru computer games as an experience that helps him/her practice eye coordination that is necessary in reading development (f=8 or 40%) and in giving their child the chance to take a break and play outside in between lessons helps him/her feel reading is fun (f=1 or 5%). These results prove the strong inclination of parents to disciplined and closely supervised learning.

McArthur et al., (2015) cited that “words that can be recognized this way by a reader are known as sight words. Learning certain kinds of sight words enables children to devote their

energy to decoding words that are more difficult. There are high frequency words that can be read by sounding them out, but they appear so often in text that learning to read them on sight will increase children's reading fluency".

Moreover, these words can provide a student access to connected text in advance of learning the phonics principles otherwise necessary for decoding them based upon (Ehri, 2014)

Table 5

Common Problem of Parents in Facilitating Reading this Pandemic as to Basic Sight Words

Item No.	Indicators <i>While facilitating reading to my child, I think...</i>	Strongly Agree (4)		Agree (3)		Undecided (2)		Disagree (1)	
		F	%	F	%	F	%	F	%
1.	Giving him/her lots of real objects to talk about develops my child's reading skills.	13	65.0	7	35.0	0	0	0	0
2	Reading is important for my child to succeed in life.	10	50.0	10	50.0	0	0	0	0
3	When I often talk to him/her, I am developing my child's vocabulary.	10	50.0	8	40.0	2	10.0	0	0
4	Giving my child the chance to take a break and play outside in between lessons helps him/her feel reading is fun.	7	35.0	11	55.0	1	5.0	1	5.0
5	Giving my child chances to play with basic words thru computer games is an experience that helps him/her practice eye coordination that is necessary in reading development.	3	15.0	6	30.0	3	15.0	8	40.0
6	Reading stories to my child makes him/her interested in reading.	10	50.0	10	50.0	0	0	0	0

7	Our family practice of reading before going to sleep is a good practice.	9	45.0	8	40.0	3	15.0	0	0
8	Allowing my child to select books he/she wants me to read for him/her develops in him/her the love for reading.	9	45.0	10	50.0	1	5.0	0	0
9	Pointing out labels and names of objects practices my child in reading.	9	45.0	11	55.0	0	0	0	0
10	Reciting rhymes in English and in Filipino trains my child to be fluent in reading and speaking.	10	50.0	10	50.0	0	0	0	0

3. Relationship of the Parents' Common Problems in Facilitating Reading Lessons to Their Profile

3.1.a Relationship Between Parents' Common Facilitation Problems as to Letter Sound and Type of Occupation.

Table 6 shows the relationship between parents' common problems in facilitating reading lessons as to letter –sounds and parents' type of occupation. It can be gleaned from the table that the occupation of the mother is not significantly related to the common difficulties of parents in facilitating letter-sound lessons in reading. These are proved by the p-values higher than 0.05.

On the other hand, only one indicator, identifying blending letters, is significantly related to the occupation of father ($p=0.035$). The results imply that on the part of the mothers and fathers, the less time they spend at work mean more time assisting the child in studying. This further signifies that the identified difficulty in facilitating letter-sound lessons is a challenge worth exploring to assist the parents make letter- sound activities work.

Reeb (2011) “ emphasized that the use of phonics strategies in support to instruction increased the students' identification knowledge of letters and sounds. Educators should use phonics strategies as a tool to enhance their instruction since the students benefit from the extra

support. The essential skills of being able to recognize and pronounce letters need to be developed at a young age and should be targeted if a child is not developing at a positive rate. Students that do not acquire letter-sound recognition could struggle later in life with spelling, reading, and writing. Literacy knowledge starts to be acquired and mastered early which makes it crucial to give proper support to inspire learning

Table 6
Relationship Between Parents' Common Facilitation Problems as to Letter Sound and Type of Occupation

Indicators	<i>While facilitating reading to my child, I</i>	P-value (Occupation of Mother)	P-value (Occupation of father)
1	Help him/her identify letters	1.000	0.286
2	Guide him/her recognize letters	0.674	0.269
3	Can write legibly the letters	0.526	0.162
4	Can identify blending letters	0.252	0.035
5	Can model proper sound of each letter in the alphabet	0.378	0.127
6	Can match upper and lower case of letters	0.275	0.492
7	Can pinpoint the start and end of texts in a book.	0.726	0.304
8	Can guide him/her from left to right and from top to bottom of texts according to proper reading direction	0.724	0.214
9	Can give examples of sentences that go with the pictures.	0.691	0.942
10	Can formulate simple phrases and sentences to clarify questions.	0.275	0.068

3.1.b Relationship Between Parents' Common Facilitation Problems as to Blending Sounds and Type of Occupation.

Table 7 shows the relationship between common facilitation problems of parents as to blending sounds and type of occupation. It can be seen that all indicators are not significantly related with the occupation of both mothers and fathers. This means that in assisting children how to read words with blend, the type of occupation of parents does not have any connection. Saila and Chamundeswari (2014) expressed that family financial resources, which are mostly associated with parent's occupation and educational attainment, often influence learning opportunities both at home and in school and concluded that there is a positive relationship between parental level of occupation and socio economic background of a student.

Table 7.
Relationship Between Common Facilitation Problems as to Blending Sounds and Type of Occupation

Indicators	<i>While facilitating reading to my child, I know that</i>	P-value (Occupation of Mother)	P-value (Occupation of father)
1	recognizing the letters of the alphabet is important to reading.	0.320	0.739
2	pronouncing the letter sound properly is needed in reading	0.146	0.270
3	Putting learning into writing enhances learning skills	0.099	0.152
4	Reading the basic sight words helps my child achieve fluency in reading	0.632	0.637
5	Reading blending sounds makes my child discriminate words and understand meanings	0.187	0.412
6	Using pictures to help reading and writing activities is a good practice.	0.224	0.286
7	Helping my child from his thoughts by using objects in his/her environment is helpful in his/her learning.	0.146	0.276
8	Giving my child books and other materials to read is a good practice.	0.674	0.959
9	Reading with my child is a healthy reading experience.	0.226	0.213
10	Asking questions in between reading develops my child's higher thinking skills.	0.637	0.503

3.1c Relationship Between Parents' Common Facilitation Problems as to Basic Sight Words and Type of Occupation.

Table 8 shows that the occupation of parents was not significantly related in facilitating reading lessons on basic sight words. Signh (2019) gleaned that “a working mother with some sense of accomplishment and satisfaction can serve as a good role model for her children and also they inspired to peruse their dreams and ambition”

Table 8.

Relationship Between Common Facilitation Problems as to Basic Sight Words and Type of Occupation

Item No.	Indicators	P-value (Occupation of Mother)	P-value (Occupation of father)
1	Giving him/her lots of real objects to talk about develops my child's reading skills.	0.623	0.786
2	Reading is important for my child to succeed in life.	0.639	0.773
3	When I often talk to him/her, I am developing my child's vocabulary.	0.477	0.153
4	Giving my child the chance to take a break and play outside in between lessons helps him/her feel reading is fun.	0.530	0.154
5	Giving my child chances to play computer games is an experience that helps him/her practice eye coordination that is necessary in reading development.	0.835	0.536
6	Reading stories to my child makes him/her interested in reading.	0.343	0.382
7	Our family practice of reading before going to sleep is a good practice .	0.510	0.656
8	Allowing my child to select books he/she wants me to read for him/her develops in him/her the love for reading.	1.000	0.551
9	Pointing out labels and names of objects practices my child in reading.	0.637	0.931
10	Reciting rhymes in English and in Filipino trains my child to be fluent in reading and speaking.	0.343	0.382

3.2 Relationship of Parents' Common Problems in Facilitating Reading Lessons to

Highest Educational Attainment

3.2.a Relationship Between Parents' Common Facilitation Problems as to Letter Sounds and Highest Educational Attainment.

Table 9 shows that the educational attainment of mother and father was significantly related on indicator 7, pinpointing the start and end of texts in book, and in indicator 1, helping the child to identify letters. For the mother, in indicator 4, identifying blending letters, indicator 10, formulating simple phrases and sentences in clarifying questions.

The results show that because most of the mother only attain elementary and secondary education, their knowledge was limited. But most of the father respondents are in high school and college degree, they have the ability to facilitate learning.

Major studies across the world which follow families over time have found fathers' involvement with their children linked with their higher educational achievement and higher educational /occupational mobility relative to their parents. Children of involved fathers are more likely to live in cognitively stimulating homes and fathers' commitment to the education process also matters. (Sarkadi et al,)

Moreover, “list “letters and sounds” as one of the primary blocks that needs to be focused on in emergent literacy instruction. Letters and sounds are often listed together because as well as learning the letters, students also need to develop the alphabetic principle. They need to understand the different sounds that individual letters and groups of letters can make – and use this alphabetic principle to begin to spell words and to decode words” Hall and Williams (2000)

Table 9.
Relationship Between Parents' Common Facilitation Problems as to Letter Sounds and Highest Educational Attainment

Indicators	<i>While facilitating reading to my child, I</i>	P-Value (Educational Attainment of Mother)	P-Value (Educational Attainment of Father)
1	Help him/her identify letters	0.013	0.035
2	Guide him/her recognize letters	0.095	0.385
3	Can write legibly the letters	0.162	0.686

4	Can identify blending letters	0.035	0.384
5	Can model proper sound of each letter in the alphabet	0.341	0.398
6	Can match upper and lower case of letters	0.361	0.285
7	Can pinpoint the start and end of texts in a book.	0.005	0.054
8	Can guide him/her from left to right and from top to bottom of texts according to proper reading direction	0.085	0.413
9	Can give examples of sentences that go with the pictures.	0.416	0.960
10	Can formulate simple phrases and sentences to clarify questions.	0.037	0.207

3.2.b Relationship Between Parents' Common Facilitation Problems as to Blending Sounds and Highest Educational Attainment.

Table 10 shows that the educational attainment of mother was significantly related to indicator 1 recognizing the letters of the alphabet is important to reading, indicator 7 Helping the child from his thoughts by using objects in his/her environment is helpful in his/her learning. Sutherland (2015) gleaned that “education of parents—particularly a mother's education—also has a causal impact on children's outcomes through many separate mechanisms. Mothers' education also matters later in childhood: College-educated mothers are "able to more appropriately tailor cognitively stimulating activities to their children's developmental level," the researchers document, and they are more equipped to help kids do homework and study for tests.”

Table 10.

Relationship Between Parents' Common Facilitation Problems as to Blending Sounds and Highest Educational Attainment

Indicators	<i>While facilitating reading to my child, I know that</i>	P-Value (Educational Attainment of Mother)	P-Value (Educational Attainment of Father)
1	recognizing the letters of the alphabet is important to reading.	0.009	0.077
2	pronouncing the letter sound properly is needed in reading	0.333	0.587
3	Putting learning into writing enhances learning skills	0.184	0.647
4	Reading the basic sight words helps my child achieve fluency in reading	0.906	0.624
5	Reading blending sounds makes my child discriminate words and understand meanings	0.159	0.481
6	Using pictures to help reading and writing activities is a good practice.	0.088	0.103
7	Helping my child from his thoughts by using objects in his/her environment is helpful in his/her learning.	0.023	0.245
8	Giving my child books and other materials to read is a good practice.	0.319	0.449
9	Reading with my child is a healthy reading experience.	0.075	0.305
10	Asking questions in between reading develops my child's higher thinking skills.	0.162	0.196

3.2.c Relationship Between Parents' Common Facilitation Problems as to Basic Sight Words and Highest Educational Attainment

Table 11 shows that the educational attainment of father is not significantly related while educational attainment of mother was significantly related based on indicator 2, Reading is important for my child to succeed in life., indicator 6 -Reading stories to my child makes him/her interested in reading and indicator 8 Allowing my child to select books he/she wants me to read for him/her develops in him/her the love for reading, indicator 9 Pointing out labels and names of objects practices my child in reading and indicator 10 Reciting rhymes in English and in Filipino trains my child to be fluent in reading and speaking.

Sight words are words that appear frequently in most of the text kids read, but can't easily be sounded out. Learning to recognize sight words through—you guessed it—sight is the easiest

and quickest way for early readers to progress and become confident. The purpose of learning sight words is for children to recognize them instantly while they're reading.

Based on the findings of Hernandez (2014) “proves that children living in poor families with mothers who have low educational attainments experience less success, both in school and later as adults in the workforce, than living more advantaged circumstances. Mother’s educational attainments have important consequences for children, as those whose mothers have limited education tend to experience lower levels of cognitive functioning, and lower levels of academic achievement than children with higher levels of mother’s education”.

Table 11.

Relationship Between Parents' Common Facilitation Problems as to Basic Sight Words and Highest Educational Attainment

Item No.	Indicators	P-Value (Educational Attainment of Mother)	P-Value (Educational Attainment of Father)
1	Giving him/her lots of real objects to talk about develops my child's reading skills.	0.229	0.279
2	Reading is important for my child to succeed in life.	0.031	0.059
3	When I often talk to him/her, I am developing my child's vocabulary.	0.055	0.928
4	Giving my child the chance to take a break and play outside in between lessons helps him/her feel reading is fun.	0.063	0.810
5	Giving my child chances to play computer games is an experience that helps him/her practice eye coordination that is necessary in reading development.	0.154	0.232
6	Reading stories to my child makes him/her interested in reading.	0.031	0.222
7	Our family practice of reading before going to sleep is a good practice .	0.102	0.308

8	Allowing my child to select books he/she wants me to read for him/her develops in him/her the love for reading.	0.026	0.251
9	Pointing out labels and names of objects practices my child in reading.	0.040	0.196
10	Reciting rhymes in English and in Filipino trains my child to be fluent in reading and speaking.	0.031	0.222

4. Plan of Action Offered to Address the Common Problems in Facilitating Reading

Lessons

Table 12 shows the suggested plan of action to address the common problems of parents in facilitating reading lessons that may enhance their abilities and knowledge. Finding ways to get parents more involved in pupil's learning process and their own pupil's success is a daunting task. It is a challenge to keep parents involved and in-the-know with what is happening with their children. Parents, though, are the biggest supporters and the biggest influences in their children's lives, so partnering with parents is imperative.

We know that parental engagement leads to better educational outcomes. This is why parental engagement, family learning and learning at home is a key within this plan. Thus, the action plan will maximize the participation of neighbors or "kapitbahay" as facilitators in reading, hence,

OPLAN KAPITBASA.

There are activities to be done in this plan. One is creating a group chat for parents to provide support needed to connect parents at the local level. This will also help ensure that they have the skills, knowledge and tools they need to engage fully in their children's education

especially in reading. We must find technology that will help and keep the dialogue open. Pupils reading may improve when parents play an active role in their children's education.

Another is provision of video lessons that could help parents understand better the letter sound learning strategies, letters with blends and how to facilitate learning of the basic sight words. The researcher will also provide a demonstration of the reading lessons to the parents. These will be monitored, the progress of the parents and learners will be evaluated for revision and enhancement of the reading plan implementation.

According to Axtell (2020) "there are plenty of ways that educators and parents can support readers in distance learning model. Communicating with the child's teacher to understand what specific intervention goals, if any, the child is working towards. Together, form a plan for your child to continue that support to attain their goal."

Table 12.

OPLAN KAPITBASA" - Action Plan to Enhance Reading Facilitation

OPLAN KAPITBASA - ACTION PLAN TO ENHANCE READING FACILITATION								
PROGRAMS/ PROJECTS ACTIVITIES	OBJECTIVES	STRATEGIES	TIME FRAME	RESOURCES				EXPECTED OUTPUT
				MATER IAL	FUND	SOURC E OF FUND	MANPOWER	
Creation of a Group Chat for OPLAN KAPITBASA	Provide a platform where there is a venue for coaching and assistance	KAPITBASA group chat creation	June 2021	Internet Connectivity	100.00	Personal fund/ other School fund	ICT Coordinator Teachers	A group chat for communication is established
Reading video lesson preparations	Prepare a series of video lessons on reading	Series of video lessons on reading	June 2021	Internet Connectivity CD/USB	500.00	Personal fund/ other School fund	Teacher	Prepared lessons on reading
Demonstration of lessons	Demonstrate the proper sound of letters, blending sounds and basic sight words using video recorded lessons.	Group the parents by Purok to watch the recorded video lessons	July to August	Internet Connectivity CD/USB	500.00	Personal fund/ other School fund	Teacher parents	Recorded video lessons given to parents thru Group Chat
Monitoring of program	Monitor the parents using GC /Group Chats of what are the difficulties that parents encountered and how can the teacher help them	Thru the use of GC/Group chat, the teachers can monitor every lessons and help the parents overcome those difficulties in facilitating reading	July to September 2021	Internet Connectivity	200.00	Personal fund/ other School fund	Teacher parents	Parents can now facilitate reading lessons

Conclusion

1. Majority of the Grade 1 parents do not have secure employment, are with secondary level of education.
2. The Grade 1 parents have difficulty in guiding learners about proper reading directions, writing letters legibly, reading the basic sight words and providing activities that enhance eye coordination.
3. The common problems of parents in facilitating reading lessons during pandemic are significantly related to their profile. The hypothesis is rejected.
4. The “OPLAN KAPITBASA” is the action plan offered to address the common problems of parents in facilitating reading lessons. It may help parents to find ways to improve their child’s learning especially in letter sounds, blending sounds and basic sight words. Creation of a Group Chat for OPLAN KAPITBASA , reading video lesson preparations, demonstration of lessons, and monitoring of program are the activities proposed to help parents facilitate reading lessons.

Recommendations

1. The school provide assistance to the Grade 1 parents to enhance their capacities in facilitating reading lessons.
2. The Grade 1 teacher conduct regular reading assessment to monitor progress of learners.
3. Researches on reading facilitation among parents in other grade levels be conducted to gauge how parents and pupils meet the challenges of learning during the pandemic.
4. To enhance reading facilitation of parents, OPLAN KAPITBASA is offered by the researcher, an action plan that hopes to strengthen the school-home partnership towards better reading.

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