



PARENT-ASSISTED MODULAR READING PROGRAM: ITS EFFECT ON READING PERFORMANCE DURING THE COVID-19 PANDEMIC

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Abstract

This study was conducted in order to determine the effectiveness of the Parent-Assisted Modular Reading program among the 32 frustration readers in the grade 5 of Biwag Elementary School. The researcher made use of one group pre-test and post-test research design to determine the effectiveness of the program. After a thorough analysis, the results showed that reading performance of grade 5 students improved from a frustration reading level to a majority of Instructional readers with a few as independent readers. This demonstrates that the program was effective in improving the learners' reading skills. The findings were supported by a t-test analysis where the computed p-value is 0.0004 which is lesser than the alpha of 0.05, which revealed a significant difference in the learners' reading comprehension performance before and after the experiment. Additionally, grade 5 participants' reading speed increased, shifting from a preponderance of slow readers to a predominance of ordinary readers and a few quick readers. This demonstrates that the training was successful in enhancing the readers' ability to recognize words. The statistical analysis showing that the p-value is 0.0072 and the alpha of 0.05, supported this, demonstrating a substantial difference in the respondents' reading speed before and after the Parent-Assisted Modular Reading Program was implemented. As a result, the program is suggested for schools with struggling readers, as it has proven to be helpful in boosting reading skills.

Keywords: Reading, Parent-Assisted Modular Reading, Reading Performance, Reading Level, Reading Skill, Effectiveness

Introduction

One of the best predictors of academic achievement is found to be literacy. In general, children who start school struggling with reading continue struggling with reading during their education. This is due to the fact that reading is the prelude to higher forms of learning. When one is able to read, he/she can have access to the infinite knowledge available in various sources. Aside from that, it also develops simple vocabulary and enunciation skills that enhance comprehension and the ability of learners to think logically. Hence, the Department of Education (DepEd) as the leading agency for literacy has been dedicated in pushing forward its goal of making every learner a reader through its various initiatives like *3Bs or Bawat Bata Bumabasa* enshrined in DepEd Memorandum No. 173, s2019 and *Sulong Edukalidad* among others.

Prominent early childhood education scholars have promoted the idea that adult engagement affects pupil learning outcomes for students who are at risk for academic failure. Recent focus has been paid to different areas in which parents can help improve student achievement by engaging with children as they complete their home learning experiences. It is important to remember that the word parent is interchangeably used with the words mother, guardian, and part of family.

Reading provides a significant difference to the educational success of learners. Likewise, evidence suggests that children who read for pleasure every day not only perform better reading tests than those who do not, but also develops a broader vocabulary, increased general knowledge and a better understanding of other cultures. In reality, reading is more likely to decide if a child is performing well at school than their social or economic history.

In the Philippines many learners could not read English, especially in the elementary level. Among the schools with learners who cannot read is Biwag Elementary School. Results of the Philippine inventory reading shows that many learners cannot read English. From the Pre Reading conducted on the first quarter of this school year, the result shows that most pupils need immediate action to aid them in reading English. Also, with the current teaching-learning set up, teachers have to rethink of possible and alternative way to continue teaching the skill of reading despite the challenges in the current times. This prompted the researcher to evaluate the effects of using Parent-Assisted Modular Reading Program.

While parents, family members and members of the community may assume specific roles when engaging in the education of concentrate on quality education; family involvement; and site management children, for example as volunteer (see the typology of Epstein and Connors, 1993), a synthesis of the literature reveals three overarching roles created in the development and implementation of parent and community involvement programs (Lyons, Robbins and Smith, 1983; Lynn, 1994)

Parents are the main outlet for their children's education is best exemplified in-home learning. Home learning is the activity, or set of activities, that parents and family members can engage in to help their kids achieve academic success. This position of collaboration between parents and/or members of the family and schools can have the greatest impact on achievement.

Parents and community members are facilitated as supporters and advocates for their children's education through site-based restructuring of the school. The organizational structure focuses on the restructuring of schools to create parent and community partnerships with schools. As participants in all children's education, parents and community members incorporate a broader vision in the partnership between the schools and the populations they serve. District wide services provide the platform for parents and community leaders to participate in positions that extend beyond a particular child's immediate effect to the effect on all children in the district.

The primary program elements unique to home learning are: well-developed local practices; teachers' ability to draw on parental strengths; ongoing recruiting using various methods; successful approaches supporting home learning; and the home learning environment through modular activities and school improvement programs that focus on the following key elements of the program: concentrate on quality education; family involvement; and site management. Parents are a powerful resource for rising academic achievement of adolescents. Recent studies have shown that parents can collaborate with which teachers and help their children learn by delivering school-related education at home. Hence this study was conducted in order to determine the effectiveness of using Parent-Assisted Modular Reading Program on the reading performance of the grade 5 pupils of Biwag Elementary School.

Today, as COVID-19 cases surges in the Philippines, learning is still conducted remotely as part of the Learning Continuity Plan of DepEd through *DepEd Memo* No. 11, s. 2020. With this set up, parents or guardians serve as the immediate teachers of the learners. This has made the parents' role in education more crucial and essential.

Research Questions

This study aimed at determining the effects of using Parent-Assisted Modular Reading Program on the reading performance of the grade 5 pupils of Biwag Elementary School.

Specifically, it sought to answer the following questions.

1. What is the reading performance of the grade 5 pupils before and after the implementation of Parent-Assisted Modular Reading Program?

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2. What is the reading speed of the grade 5 pupils before and after the implementation of Parent-Assisted Modular Reading Program?
3. Is there a significant difference between the reading performance of the grade 5 learners before and after the implementation of Parent-Assisted Modular Reading Program?
4. Is there a significant difference between the reading speed of the grade 5 learners before and after the implementation of Parent-Assisted Modular Reading Program?

Research Methodology

The respondents of this study were the grade 5 learners under frustration level enrolled at Biwag Elementary School for the school-year 2020-2021, composed of 12 males and 20 females with a total of 32 respondents. This study is quasi-experimental research that utilized a one group pre-test and post-test research design since the main goal of this research is to determine the effectiveness Parent-Assisted Modular Reading Program on the reading performance of learners in English.

To find out the effects of Parent-Assisted Modular Reading Program on the reading performance of learners in English, the researcher conducted a quarter-long experiment using single group pre-test post-test method. Prior to the conduct of the experiment, the researcher assessed the learners' reading performance in English using the prescribed materials from Phil-IRI. After identifying the frustration readers, the researcher developed the reading module that catered the needs of the learners. This study ran through the entire first two weeks of May of this school-year 2020-2021. After the experiment, the researcher reassessed the reading performance of the learners in English to see how effective the intervention is. The researcher chose to follow the data privacy laws of 2012 because the study elicited certain personal information from the participants. For the endorsement to the approval of the Division Research Committee, the researcher requested authorization from the School Head and the District Research Committee to carry out the research.

To protect their identities, pupils who took part in this study were kept anonymous. To protect the anonymity of the data, the researcher used the codes when assessing the results. During the collection of their responses and informal interviews, the maximum secrecy of their responses was observed during the Pre-Implementation, Implementation, and Post-Implementation phases.

Authors of journals, websites, and other publications that were used as references were also appropriately cited.

Result and Discussion

The following contains the presentation and interpretation of results, conclusion derived from the findings and the recommendations made based on the results:

Problem No. 1. What is the reading performance of the grade 5 pupils before and after the implementation of Parent-Assisted Modular Reading Program?

Table 1.a Reading Performance of the Grade 5 Learners Prior to the Implementation of Parent- Assisted Modular Reading Program

Reading Performance	Frequency	Percentage
Independent	0	0%
Instructional	0	0%
Frustration	32	100%
Total	32	100%

The table above shows the distribution of the respondents in terms of reading performance prior to the conduct of the Parent- Assisted Modular Reading Program. It can be seen from the table that all of the 32 respondents before the implementation of the program are frustration readers. This means that the respondents all failed the reading comprehension test prior to the conduct of experimentation. All of them got below 74 percent reading comprehension grade which made them fall under the frustration level. This is the problem the Department of Education is trying to resolve as reading is foundation of learning, hence, the launch of various literacy programs across the nation and contextualized in each region to make them relevant and timely.

English is not the lingua franca in most schools here in the Philippines and is also the second or third language to many, hence, teaching it becomes a challenge to many teachers especially among elementary learners. And so the Department of Education has launched programs to help learners master basic English skill among elementary learners. And teachers, play a major role in the success of such program, and thus, other intervention programs are crafted within school level.

Table 1.b Reading Performance of the Grade 5 Learners After the Implementation of Parent- Assisted Modular Reading Program

Reading Performance	Frequency	Percentage
Independent	6	18.75 %
Instructional	17	53.13%
Frustration	9	28.13%

Total	32	100 %
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Learning Basic English skill is vital as most major subjects in the Philippines starting grade 4. Aside from that, DepEd also believes that the equipping learners the ability to comprehend English is necessary as the Philippines traverses the roadmap to globalization.

The table above shows the Reading Performance of the Grade 5 Learners After the Implementation of Parent- Assisted Modular Reading Program. It can be gleaned from the table that after the implementation of the program, there was major leap among most of the learners. It shows that, 17 learners moved from frustration to instructional reading performance. This comprise 53.13% of the respondents. This denotes that majority of the respondents have improved in terms of reading comprehension which is the ultimate goal of reading programs in the Philippines.

Aside from that, it can also be seen from that table that from zero, now there are 6 independent readers after scoring 90 above in the reading comprehension test. This is a major improvement to them. This denotes that the program has become effective in improving the learners' reading performance. According to the learners, the program was really helpful to them in mastering English. To them, their exposure to various reading materials with the help of their parents and other family members helped them improve their reading comprehension skills. One student said that, it has become their bonding and they learn together as a family using the tools given by the teacher. This helped them understand deeper what they as they are explained to them. They also got familiar with various words which helped them at learn new vocabulary.

However, despite the improvement of the 71.88 percent of the grade 5 learners, 9 or 28.13 of them remained under frustration reading level. According to them, one of the reasons why they did not improve is that there is a lack of home support as some parents or the family members they are with have insufficient English reading skills. This then, put the learners in the same level. With this result, the school is now on new project to help these learners.

Problem No. 2. What is the reading speed of the grade 5 pupils before and after the implementation of Parent-Assisted Modular Reading Program?

Table 2.a Reading Speed of the Grade 5 Learners Before the Implementation of the Parent- Assisted Modular Reading Program

Reading Performance	Frequency	Percentage
Fast Reader	0	0 %
Average Reader	11	34.38%
Slow Reader	21	65.63%
Total	32	100 %

Table 2.a reveals the reading speed of the grade 5 learners before the implementation of Parent- Assisted Reading Program. It can be shown from the table that majority or 65.63 percent of the participants are slow readers. This means that the words that they can read is below 110. Aside from that, the table also shows that 11 are average readers with about 111 to 139 words per minutes, while none is fast reader. This means that before the implementation, most learners are not able to read at the pace they are supposed to, hence they are categorized mostly as slow readers. Slow reading is an indication of poor reading comprehension (William, 2002).

Table 2.b Reading Speed of the Grade 5 Learners After the Implementation of the Parent-Assisted Modular Reading Program

Reading Performance	Frequency	Percentage
Fast Reader	6	18.75 %
Average Reader	21	65.63%
Slow Reader	5	15.63%
Total	32	100 %

The table above shows the reading speed of the Grade 5 learners after the implementation of Parent- Assisted Modular Reading Program. Reading speed does tell how well the readers can recognize words which is an indication of good vocabulary and comprehension.

It can be seen from the table that most of the grade 5 learners or 65.63 percent are average readers. This means that they can read 111 words to 139 words per minute. In the previous tables, the data showed that majority or 21 out of the 32 respondents are slow readers. This then is an indication that the program helped the learners improve their reading speed.

In addition, the table, also shows that from zero, there are now 6 fast readers which means they can read beyond 140 words in one minute. This again shows an improvement to the reading speed ability of the learners. According to the readers, the program helped them improved their reading speed as they were taught how to read certain words which helped them recognize them and others easily. At home, their parents and their family members are teaching them how to read which made them read faster.

Despite this, those who were not given the attention they need remained slow readers. Post-test showed that 5 or 15.63 percent of the total respondents remained slow readers

Problem No. 3. What is the reading speed of the grade 5 pupils before and after the implementation of Parent-Assisted Modular Reading Program?

Table 3. Comparative Analysis of the Reading Performance/ Reading Comprehension Level of the Grade 5 Learners Before and After the Implementation of the Parent-Assisted Reading Program

Variable	P-Value	Alpha	Decision	Interpretation
Reading Performance	0.0004	0.05	Reject H_0	Significantly Different

Table 3 presents the comparison between the mean scores of the learners before and after the implementation of the parent-assisted modular reading program. Using paired t-test, it can be seen that the significance (p) value is less than the 0.05 alpha ($p = 0.0004 < \alpha = 0.05$). This signifies that there is enough evidence to reject the null hypothesis, hence, statistically, there is a significant difference between the reading performance and reading comprehension level of the grade 5 learners before and after the implementation of the parent-assisted reading program.

The reading performance of grade 5 students improved from a frustration reading level to a majority of Instructional readers with a few as independent readers. This demonstrates that the program was effective in improving the learners' reading skills. The findings were supported by a t-test analysis, which revealed a significant difference in the learners' reading comprehension performance before and after the experiment.

The evidence about the benefits of parents being involved in their children's education in general, and their children's literacy activities in particular, is overwhelming. Research shows that parental involvement in their children's learning positively affects the child's performance at school (Fan & Chen, 2001) in both primary and secondary schools (Feinstein & Symons, 1999), leading to higher academic achievement, greater cognitive competence, greater problem-solving skills, greater school enjoyment, better school attendance and fewer behavioural problems at school (Melhuish, Sylva, Sammons et al., 2001).

4. Is there a significant difference between the reading speed of the grade 5 learners before and after the implementation of Parent-Assisted Modular Reading Program?

Table 4. Comparative Analysis of the Reading Speed of the Grade 5 Learners Before and After the Implementation of the Parent-Assisted Reading Program

Variable	P-Value	Alpha	Decision	Interpretation
Reading Speed	0.0072	0.05	Reject Ho	Significantly Different

Table 4 presents the comparison between the reading speed before and after the implementation of the parent-assisted modular reading program. Using paired t-test, it can be seen that the significance (p) value is less than the 0.05 alpha ($p = 0.000 < \alpha = 0.05$). This signifies that there is enough evidence to reject the null hypothesis, hence, statistically, there is a significant difference between the reading speed of the grade 5 learners before and after the implementation of the parent-assisted reading program.

The reading speed of the grade 5 participants improved as well, moving from a predominance of slow readers to a predominance of average readers and a few fast readers. This indicates that the program was successful in improving the readers' word recognition abilities. The statistical analysis confirmed this, revealing a significant difference in the reading speed of the respondents before and after the implementation of the Parent-Assisted Modular Reading Program.

Similar impacts have also been identified with regards to literacy practices, including early reading experiences with their parents prepare children for the benefits of formal literacy instruction. Indeed, parental involvement in their child's reading has been found to be the most important determinant of language and emergent literacy (Bus, van Ijzendoorn & Pellegrini, 1995). Furthermore, parents who introduce their babies to books give them a head start in school and an advantage over their peers throughout primary school (Wade & Moore, 2000).

Conclusion

After a thorough analysis of the results of the data analysis, the following conclusions are drawn:

1. The reading performance which denotes the reading comprehension of the grade 5 learners improved from frustration reading level to a majority of Instructional reader

with few as independent readers. This shows that the program was effective in improving the reading competence of the learners. The results were backed up by the t-test analysis which showed that there was a significant difference in the reading comprehension performance of the learners before and after the experimentation.

2. The reading speed of the grade 5 participants also improved from mostly on slow readers to now majority on average readers and few as fast readers. This means that the program was effective in improving the word recognition ability of the readers. This was affirmed by the statistical analysis which revealed that there was significant difference in the reading speed of the respondents before and after the implementation of Parent- Assisted Modular Reading Program.

Recommendation

In the light of the results of the study, the following recommendations are made:

1. Parent-Assisted Modular Reading program is encouraged among schools to help the learners improve their reading skills.
2. The school has to device other ways in which learners can learn reading if the parents cannot assist them.
3. Reading along with family members should be practiced as it has huge impact on the reading comprehension level and reading speed of the learners.



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