

Family Characteristics Influencing Reading Readiness Among Kindergarten And Grade I Pupils As Perceived By Their Parents: The Case Of Campakirit Elementary School

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ABSTRACT

Family Characteristics Influencing Reading Readiness Among Kindergarten And Grade I Pupils As Perceived By Their Parents: The Case Of Campakirit Elementary School, Maydolong Eastern Samar By Zosima Ana A. Fabula Eastern Samar State University – Maydolong Campus, Maydolong Eastern Samar Philippines.

This study was conducted, first and foremost, to determine the demographic profile of the respondents in terms of age, sex, civil status, class work, highest educational attainment, the extent of the respondents' agreement on the family characteristics influencing reading readiness in terms of parents' occupation, parents level of education parental involvement, and the respondents' agreement on the developmentally appropriate intervention to improve reading readiness among primary learners.

This study utilized a descriptive – survey method. It was conducted outside the premise of Eastern Samar State University – Maydolong Campus particularly at Campakirit Elementary School, Maydolong Eastern Samar

The respondents of the study were the parents of eleven (11) pupils of the school, particularly the parents of five (5) Kindergarten pupils and six (6) Grade I pupils correspondingly. It is significantly noted that for this research, the researcher did not use any sampling techniques because according to Calmorin & Calmorin (2014), “ The use of sampling is advisable only if the number of population is equal to or more than 100”.

Furthermore, the researcher used a close-ended survey questionnaire. The instrument was generally adapted from Obilloh, Williams Otieno. Nevertheless, it was revised by the researcher since the study was bound to certain aspects only. The survey questionnaire was divided into three (3), namely: Part I incorporates the demographic profile of the respondents in terms of age, sex, civil status, class work, and highest educational attainment. Part II, on the other hand, deals with the extent of the respondents' agreement on the statements involving family characteristics influencing reading readiness in terms of parent's occupation, parent's level of education, and parental

involvement. Lastly, Part III deals with the respondents' agreement on the developmentally appropriate intervention to improve reading readiness among primary learners specifically Kindergarten and Grade I pupils.

The data obtained were tailed, tabulated, summarized, and analyzed using the following statistical tools, namely: (1) frequency counts, and (2) weighted arithmetic mean respectively.

Based on the results of the study, it was found that out of the eleven (11) respondents, nine (9) or 81.82 percent were aged 21-30, nine (9) or 81.82 percent were female, four (4) or 36.37 percent were self-employed, and three (3) were college undergraduate.

Subsequently, the research transparently shows that the respondents had a neutral decision on the family characteristics influencing reading readiness in terms of parents' occupation with an average weighted mean of 2.64. Consequently, the respondents disagreed on the family characteristics influencing reading readiness in terms of parents' level of education with an average weighted mean of 2.23. Lastly, the respondents agreed on the family characteristics influencing reading readiness in terms of parental involvement with an average weighted mean of 4.05. This generally implies that the respondents had a neutral decision with regards to the statements on the family characteristics influencing reading readiness particularly on the parent's occupation, parent's level of education, and parental involvement correspondingly. Hence, the null hypothesis is rejected.

Above all the respondents strongly agreed on the developmentally appropriate interventions to improve reading readiness among primary learners with an average weighted mean of 4.31.

CHAPTER I

INTRODUCTION

Background of the Study

Learning to read is an essential part of basic education. Reading, after all is an important gateway to the other disciplines. It has been said that reading is the primary avenue to knowledge (Stern and Gould, 1995). It is the cornerstone of education and the foundation of lifelong learning. It unlocks and carries the reader to new discoveries and learning. It equips the person with varieties of knowledge which he can use in his daily living. A person who loves to read understands any phenomenon easily.

Reading is a continuous development process and readiness is merely a concept in various stages of reading. It should be realized by teachers and parents that reading for children does not only involve basic reading skills but also includes other relevant factors that also contribute to reading skills such as poor motivation, parent's

educational background and teacher's involvement. Reading readiness affects academic achievement because reading is a medium to explore knowledge. Other determinants include the child's enjoyment and interest in reading picture story books and engaging in songs, chimes, chants and storybooks.

Reading is a process that motivates the reader to acquire new ideas, thoughts and develop imaginative skills. It involves imitating words, speaking in learnt vocabulary and making sense of written texts. It allows the reader to interpret as well as to ask and answer questions. (Schwartz, 2008). In addition, reading is important for future personal accomplishment and provides endless enjoyment (Obama, 2009). In addition, reading is important for future personal accomplishment and provides endless enjoyment (Obama, 2009). It is the foundation for all other subject areas in terms of comprehension and it enables the learner to answer questions (Bird, 2008).

Globally, more than 796 million people cannot read and write while around 20% of the English speaking children reach the age of 7 without the ability to read confidently (UNESCO, 2008). This may imply that the children may not have acquired the reading readiness skills at the appropriate time that could enable them read at the right time and age. Consequently, it can also mean that there may be other factors that are influencing reading of the children.

With the above mentioned insights, the researcher, therefore, found it compelling to conduct study that will determine the family characteristics influencing reading readiness among Kindergarten and Grade I pupils in Campakirit Elementary School, Maydolong Eastern Samar.

Statement of the Problem

This study generally aimed to determine the family characteristics influencing reading readiness among Kindergarten and Grade I pupils in Campakirit Elementary School, Maydolong Eastern Samar, Philippines.

Precisely, it sought to answer the following queries

1. What is the demographic profile of the respondents in terms of :
 - 1.1 age
 - 1.2 sex
 - 1.3 civil status
 - 1.4 class work
 - 1.5 highest educational attainment?
2. To what extent is the agreement of the respondents on the family characteristics
 - influencing reading readiness in terms of:
 - 2.1 parent's occupation
 - 2.2 parents level of education
 - 2.3 parental involvement
3. To what extent is the agreement of the respondents on the developmentally
 - appropriate intervention to improve reading readiness among primary learners?

Objectives of the Study

This study was conceptualized to attain the following objectives:

1. To determine the demographic profile of the respondents in terms of age, sex, civil status, class of work, and highest educational attainment.
2. To determine the extent of the respondents' agreement on the family characteristics influencing reading readiness in terms of parents' occupation, parents' level of education, and parental involvement.
3. To determine the extent of the respondents' agreement on the developmentally appropriate interventions to improve reading readiness among primary learners.

Significance of the Study

This study is determined beneficial to the following sectors:

BECED Department. The general findings of the study may help the faculty and students of the BECED Department to acquire further knowledge and understanding of the family characteristics that influence reading among primary learners particularly those in Kindergarten and Grade I.

Pupils. The overall results of this study may help them improve their reading readiness which could be valuable to them as learners.

Parents. The output of this study may help them realize the significance of honing their child's reading readiness at an early age.

Administrators/Principals. This study may serve as a point of reference in the planning and implementation of future policies, programs, and extension services or interventions related to improving the reading readiness of young learners

Future Researchers. This study may serve as baseline in the conduct of future research undertakings that are related to the present study.

Scope and Delimitation of the Study

This study was delimited to identifying the demographic profile of the respondents in terms of age, sex, civil status, class of work and highest educational attainment, the extent of the respondents' agreement on the family characteristics influencing reading readiness in terms of parent's occupation, parent's level of education and parental involvement, and the respondents' agreement on the developmentally appropriate intervention to improve reading readiness among primary learners.

Definition of Terms

To fully grasp the Ideas presented in this study, the following terms were operationally defined:

Kindergarten. This refers to the school or class for children usually from four to five years old with a class duration that ranges from 3-4 hours daily.

Parents Education. This refers to the highest educational level attained by the respondents which could be classified as no grade completed, elementary undergraduate and below, elementary graduate, high school undergraduate, high school graduate, post-secondary undergraduate, college undergraduate, college graduate and post baccalaureate.

Parental Involvement. This refers to the participation of the parents in activities such as shared reading, listening to children read, and reading for the children to listen.

Parent's Occupation. This refers to the class of work done by a parents or a guardian to earn a living which could be classified as worked for private household, worked for private establishment, worked for government, self-employed, employer in own family – operated farm or business, and employee in own family – operated farm or business.

Reading. This refers to the process of extracting meaning from the reading materials that are provided to the children.

Reading Literacy. This refers to the ability to recognize sounds and words.

Reading Readiness. This refers to primary pupil's ability to read.

CHAPTER II

RELATED LITERATURE

This chapter deals with the general concepts and principles related to the study.

Similarly, it also includes some studies conducted by other researchers that are relevant to the present study.

Related Literature

The purpose of education is to enable society to have a command of knowledge, skills, and values for achieving the country's vision of attaining the status of a fully developed nation in terms of economic development, social justice, and spiritual, moral, and ethical strength, towards creating a society that is united, democratic, liberal and dynamic (Abu Bakar et al 2009).

Children from all walks of life suffer significant difficulties in learning to read. Countless young students begin kindergarten lacking the readiness skills necessary for successful adjustment to school (Cooke, Kretlow, & Helf, 2010).

Reading readiness skills are important prerequisite skills students need to master to succeed academically in later grades. Six essential threads for reading are: reading/phonics awareness, phonics and decoding, fluency, vocabulary, and word recognition. "Without having each thread present in the tapestry of student's reading abilities becomes holes and the weave will not hold tight and will not function for lifelong use" (Tankersley, 2003, p2).

Many students begin with great differences in vocabulary knowledge (Coyne, et al., 2007). Some students enter school with thousands of hours of exposure to books and a wealth of rich and supportive oral language experiences from peers who have a rich vocabulary knowledge. Other students begin school with very limited knowledge of language and

word meanings. Sadly, the vocabulary gap grows larger in the early grades as students with limited vocabulary knowledge grow more discrepant over time from their peers who have rich vocabulary. (Coyne et al. 2007)

Readiness is a composite of several different skills and factors that enable students to read without needless frustration and difficulty. Teachable readiness skills are visual and auditory discrimination and language and conceptual skills. The reading factors that are more difficult to teach, but can to some extent be nurtured, are environmental background, learning experiences, and maturational level. Early research emphasized the importance of delaying beginning reading instruction until a certain maturational level had been reached (Huey, 1908). Morphett and Washburn (1931) suggest the mental age of 6 ½ years as the optimum time to begin reading instruction. In its most restricted form, the proponents of maturational attainment suggest that there is little that can or should be done to alter the course of this maturational process.

Environment and the learning experiences therein have also been emphasized as major contributing factor to students' preparation for learning to read (Witty, 1947, Sheldon and Carrillo, 1952, Rogers, 1976). This position suggests that reading readiness can be brought about through a predetermined sequence of learning experiences for each individual student.

More recent information indicated that a student's readiness to learn to read involves a combination of maturation and environment (Durkin, 1974, p.38). It must also take into account the relationship between the student's particular abilities and the kind of learning opportunities made available. There is no magic age or maturational level at which a student becomes "ready to read".

Conceptual Framework

Figure 1 shows the interplay of variables of the study. The independent variable used for this study was the role conflict of the respondents and the academic performance on the other hand, serves as the dependent variable.

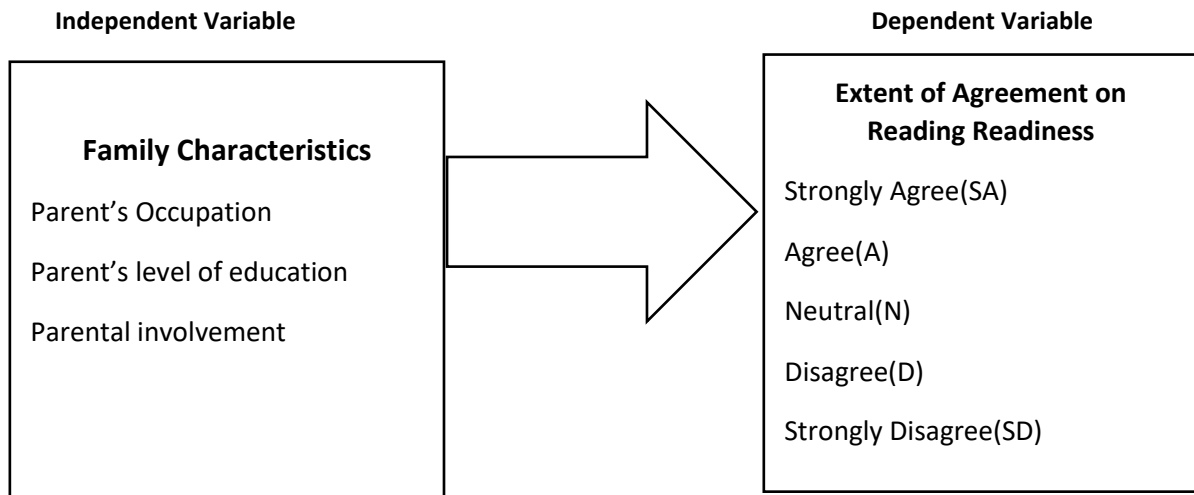


Figure 1. Schematic Diagram Showing the Variables of the Study

Null Hypothesis

The family characteristics do not influence reading readiness among Kindergarten and Grade I pupils in Campakirit Elementary School, Maydolong Eastern Samar, Philippines as perceived by their parents.

CHAPTER III

METHODOLOGY

The chapter presents a consequential part of the methodology of the study.

Likewise, it discusses the research design, locale of the study, respondents of the study, research instrument, sampling procedures, data gathering procedure, and analysis of data necessary to arrive at a sound, valid, and reliable answers to the research problem.

Research Design

Specifically, a descriptive survey method was utilized in the study. In further definition. According to Calmorin & Calmorin (2014), "This type is suitable wherever the subjects vary among themselves and one is interested to know the extent to which different conditions and situations are obtained among these subjects. The word survey signifies the gathering of data regarding present conditions. A survey is useful in: (1) providing the value of facts, (2) focusing attention to the most important things reported."

Locale of the Study

The study was conducted outside the premise of Eastern Samar State University – Maydolong Campus particularly at Campakirit Elementary School, Maydolong Eastern Samar Philippines which has a distance of sixteen (16) meters away from ESSU- Maydolong.

Respondents of the Study

The respondents of the study were the parents of eleven (11) pupils at Campakirit Elementary School, Maydolong Eastern Samar particularly the parents of five (5) Kindergarten pupils and six (6) Grade I pupils correspondingly. It is significantly noted that for this research, the researchers did not use any sampling technique.

According to Calmorin & Calmorin (2014). “Sampling is applicable if the population of the study is too large especially if the 7Ms – manpower, money, materials, machinery, methods, moments, and marketing of the researcher – are limited. Furthermore, the use of sampling is advisable only if the number of population is equal to or more than 100.”

Research Instrument

The research used a close-ended survey questionnaire to gather the needed information. The instrument was generally adapted from Obilloh, Williams Otieno. Nevertheless, it was revised by the researchers since the study was bounded to certain aspects only.

Specifically, the questionnaire consists of three (3) parts, namely;

Part I incorporates the demographic profile of the respondents in terms of age, sex, civil status, class of work, highest educational attainment.

Part II, on the other hand, deals on the extent of the respondents’ agreement on the statement involving family characteristics influencing reading readiness in terms of parent’s occupation, parents’ level of education, and parental involvement. The respondents will rate each statement using a five-point Likert scale.

5 – significant that the respondent strongly agrees on a specific statement

4 – signifies that the respondents agree on a specific statement

3- signifies that the respondent had a neutral decision on a specific statement

2- signifies that the respondents disagree on a specific statement

1- signifies that respondents strongly disagree on a specific statement

Lastly, Part III deals with the extent of the respondent's agreement on the developmentally appropriate interventions to improve reading readiness among primary learners specifically Kindergarten and Grade I pupils. The respondents will rate each statement using a five-point Likert scale.

5- signifies that the respondent strongly agrees on a specific statement

4- signifies that the respondent agrees on a specific statement

3 - signifies that the respondent had a neutral decision on a specific statement

2 - signifies that the respondent disagrees on a specific statement

1 - signifies that the respondent strongly disagrees on a specific statement

Data Gathering Procedure

After the research instrument was completed and approved by the research adviser, the researchers asked, through a formal letter, for permission

from the campus administrator, the dean of the undergraduate programs, the head of the BEED program, and the respondents to conduct the study. Subsequently, with the concurrence of the authorized personnel, the researchers proceeded to the distribution of the research questionnaire to its respondents.

Lastly, the researchers retrieved the research instrument right after the

respondents were done filling out all the necessary information. All the responses were tabulated, summarized, and interpreted for the sole purpose of realizing the objectives of the study.

Data Analysis

The statistical tools used in analyzing the gathered data are: (1) frequency

counts, and percentages, and (2) weighted arithmetic mean respectively.

Frequency counts is a tool used in arranging data into categories and show

the number of observations in each category. It was used to organize data pertaining to the respondents' demographic profile in terms of age, sex, civil status, class of work, and highest education attainment.

Moreover, the weighted arithmetic mean is an arithmetic average and the most common of the three measures of central tendency. It is derived by dividing the sum of variables by the number of variables. Particularly, it was used to

determine the extent of the respondents' agreement with the statements involving family characteristics influencing reading readiness in terms of parents' occupation, parents' level of education, and parental involvement. Likewise, it was also used to determine the extent of the respondents' agreement on the developmentally

appropriate interventions to improve reading readiness among primary learners specifically Kindergarten and Grade I pupils.

The following formula were used:

$$P = \frac{f}{n} \times 100$$

Where:

P= percentage,

f = Frequency,

n = number of cases

To interpret the extent of the respondents' agreement on the statements involving family characteristics influencing reading readiness in terms of parent's occupation, parent's level of education, parental involvement and the extent of the respondents' agreement on the developmentally appropriate interventions to improve reading readiness among primary learners specifically Kindergarten and Grade I pupils. The following scale used are: 4.21 -5.00 - Strongly Agree, 3.41 -4.20 -Agree, 2.61 - 3.40 - Neutral, 1.81 - 2 .60 - Disagree, and 1.00 - 1.80 - Strongly Disagree.

CHAPTER IV

RESULTS AND DISCUSSION

This chapter presents, analyzes, and interprets all the results of the study conducted in matrix and textual form.

Demographic Profile of the Respondents in Terms of Age

Table 1 presents the respondents' demographic profile according to age. It conspicuously shows that out of eleven (11) respondents, nine (9) or 81.82 percent were aged 21 - 30, one (1) or 9.09 percent was aged 31 - 40, and also one (1) or 9.09 percent were aged 41 - above. Whereas, no respondent were aged 20 - below.

Table 1: Distribution of Respondents According to Age

Age	Frequency (f)	Percentage (%)
20 –below	0	0
21-30	9	81-82
31-40	1	9.09

41-above	1	9.09
Total	19	100

Demographic Profile of the Respondents in Terms of Sex

Table 2 presents the respondents' demographic profile according to sex. It

evidently shows that out of eleven (11) respondents, two (2) or 18.18 percent were

male while nine (9) or 81.82 percent were female. Thus, the research was dominated

by female respondents.

Table 2. Distribution of Respondents According to Sex.

Sex	Frequency (f)	Percentage (%)
Male	2	18.18
Female	9	81.82
Total	19	100

Demographic Profile of the Respondents in Terms of Civil Status

Table 3 presents the respondents' demographic profile according to civil status. It visibly shows that out of eleven (11) respondents, two (2) or 18.18 percent were single, four (4) or 36.37 percent were married, three (3) or 27.27 percent were common law/live-in, and one (1) or 9.09 percent was widowed and also one (1) was unknown or the respondent opt not to tell his/ her civil status. On the other hand, there was neither divorced/ separated nor annulled respondent in this study.

Table 3: Demographic Profile of the Respondents in Terms of Civil Status

Civil Status	Frequency (f)	Percentage (%)
Single	2	18.18
Married	4	36.37
Common law/live-in	3	27.27
Widowed	1	9.09
Divorced/separated	0	0

Annulled	0	0
Unknown	1	9.09
Total	19	100

Demographic Profile of the Respondents in Terms of the Class of Work

Table 4 presents the respondents' demographic profile according to the class of work. It clearly indicates that out of eleven (11) respondents, three (3) or 27.27

worked for private households, one (1) or 9.09 worked for private households, two (2) or 18.18 percent worked for the government, and five (5) or 45.46 percent were self-employed. On the contrary, no respondent worked as an employer or employee in own family-operated farm or business.

Table 4: Distribution of Respondents according to Class Work

Class of work	Frequency (f)	Percentage %
Worked for Private Household	3	27.27
Worked for Private Establishment	1	9.09
Worked for Government	2	18.18
Self-employed	5	45.46
Employer in Own Family-Operated Farm or Business	0	0
Employee in Own Family-Operated Farm or Business	0	0
Total	19	100

Demographic Profile of the Respondents in Terms of the Highest Educational

Attainment

Table 5 presents the respondents' demographic profile according to the highest educational attainment. It conspicuously shows that out of eleven (11) respondents, one (1) or 9.09 was elementary undergraduate and below, two (2) or 18.18 percent were elementary graduate, one (1) or 9.09 was high school undergraduate, two (2) or 18.18 percent were high school graduate, three (3) were college undergraduate, and two (2) were college graduate. Nevertheless, there was

no post-secondary undergraduate, post secondary graduate, and no one reached the post-baccalaureate level. Furthermore, no one was classified as "no grade completed" or "unknown" or the respondent prefer not to tell about their highest educational attainment.

Table 5: Distribution of Respondents According to the highest Educational Attainment

Class of work	Frequency (f)	Percentage %
No Grade Completed	0	0
Elementary Undergraduate and Below	1	9.09
Elementary Graduate	2	18.18
High School Undergraduate	1	9.09
High School Graduate	2	18.18
Post-Secondary Undergraduate	0	0
Post-Secondary Graduate	0	0
College Undergraduate	3	27.28
College Graduate	2	18.18
Post Baccalaureate	0	0
Unknown	0	0
Total	19	100

Extent of Agreement on the Family Characteristics Influencing Reading

Readiness in Terms of Parent's Occupation

Table 6 shows the respondents' extent of agreement on the statements

regarding the family characteristics influencing reading readiness in terms of parents'

occupation. It noticeably indicates that the respondents had a neutral decision on the

statement, "My occupation doesn't allow me to prepare my child for reading." with a weighted mean of 2.73. Likewise, the respondents had a neutral decision on the statement, "A change in occupation would allow me to prepare my child for reading." with a weighted mean of 2.73. Furthermore, the respondents disagree on the statement, "I am too busy to prepare my child for reading." with a weighted mean of 2.45. To sum up, the respondents had a neutral

decision on the family characteristics influencing reading readiness in terms of parent's occupation with an average weighted mean of 2.64.

Table 6: Extent of Agreement on the Family Characteristics Influencing Reading

Readiness in Terms of Parent's Occupation

Statement	Weighted Mean	Interpretation
1. My Occupation doesn't allow me to prepare my child for reading	2.73	Neutral
2. A change in occupation would allow me to prepare my child for reading	2.73	Neutral
3. I am too busy to prepare my child for reading	2.45	Disagree
Average Weighted Mean	2.64	Neutral

Extent of Agreement on the Family Characteristics Influencing Reading Readiness in Terms of Parent's Level of Education

Table 7 shows the respondents' extent of agreement on the statements

regarding the family characteristics influencing reading readiness in terms of parent's

level of education. It prominently points out that the respondents had a neutral decision

on the statement, "I lack reading skills to transfer to my child." with a weighted mean

of 2.73. Moreover, the respondents strongly disagree on the statement, "I don't see it

necessary for my child to learn how to read." with a weighted mean of 1.73. In

summary, the respondents disagreed on the family characteristics influencing reading

readiness in terms of parent's level of education with an average weighted mean of

2.23.

Table 7: Extent of Agreement on the Family Characteristics Influencing Reading

Readiness in Terms of Parent's Level of Education

Statement	Weighted Mean	Interpretation
1. I lack reading skills to transfer to my child	2.73	Neutral
2. I don't see it necessary for my child to learn how to read	1.73	Disagree
Average Weighted Mean	2.64	Disagree

Extent of Agreement on the Family Characteristics Influencing Reading Readiness in Terms of Parental Involvement

Table 8 shows the respondents' extent of agreement on the statements regarding the family characteristics influencing reading readiness in terms of parental involvement. It notably indicated that the respondents had agreed on the statement, "I spare time to read with my child." with a weighted mean of 4.10. Moreover, the respondents strongly agreed on the statement, "I take time to read for my child." With a weighted mean of 4.82. Furthermore, the respondents agreed on the statement, "I guide my child on his or her homework." with a weighted mean of 4.10. In addition, the respondents strongly agreed on the statement, "I praise my child when he or she performs well in school." with a weighted mean of 5.00. Besides that, the respondents agreed on the statement, "I provide reading materials for my child." with a weighted mean of 3.64. Likewise, the respondents agreed on the statement, "I talk to the teachers about my child's progress." with a weighted mean of 4.00. Indicatively, the respondents had a neutral decision on the statement, "I play together with my child." with a weighted mean of 3.10. Similarly, the respondents had a neutral decision on the statement, "I talk to the teachers about my child's progress." with a weighted mean of 3.18. On the contrary, the respondents strongly agreed on the statement, "I attend parent-teacher meetings." with a weighted mean of 4.73. Lastly, the respondents agreed on the statement, "I listen carefully to my child as he or she talks." with a weighted mean of 3.82. In summary, the respondents agreed on the family characteristics influencing reading readiness in terms of parental involvement with an average weighted mean of 4.05.

Table 8: Extent of Agreement on the Family Characteristics Influencing Reading

Readiness in Terms of Parental Involvement

Statement	Weighted Mean	Interpretation
1. I spare time to read with my child.	4.10	Agree

2. I take time to read for my child	4.82	Strongly Agree
3. I Guide my child on his/her Homework	4.10	Agree
4. I praise my child when he/she Performs well in school	5.00	Strongly Agree
5. I provide reading materials for my child	3.64	Agree
6. I talk to the teacher about my child's progress	4.00	Agree
7. I Play together with my child	3.10	Neutral
8. I answer my child's questions	3.18	Neutral
9. I attend parent-teacher meetings.	4.73	Strongly Agree
10. I listen carefully with my child as He or she talks	3.82	Agree
Average Weighted Mean	4.05	Agree

Summary on the Family Characteristics Influencing Reading Readiness

Table 9 presents the summary on the family characteristics influencing reading

readiness. It transparently shows that the respondents had a neutral decision on the family characteristics influencing reading readiness in terms of parent's occupation with an average weighted mean of 2.64. Subsequently, the respondents disagreed on the family characteristics influencing reading readiness in terms of parent's level of education with an average weighted mean of 2.23. Lastly, the respondents agreed on the family characteristics influencing reading readiness in terms of parental involvement with an average weighted mean of 4.05. This generally implies that the respondents had a neutral decision with regards to the statements on the family characteristics influencing reading readiness, particularly on the parent's occupation, parent's level of education, and parental involvement correspondingly. Hence, the null hypothesis is rejected.

Table 9: Summary on the Family Characteristics Influencing Reading Readiness

Family Characteristics	Average Weighted Mean	Interpretation
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Parents Occupation	2.64	Neutral
Parent's Level of Education	2.23	Disagree
Parental Involvement	4.05	Agree
Average Weighted Mean	2.97	Neutral

Extent of Agreement on the Developmentally Appropriate Interventions to

Improve Reading Readiness among Primary Learners

Table 10 shows the respondents' extent of agreement with the statements

regarding the developmentally appropriate interventions to improve reading readiness

among primary learners. It notably indicated that the respondents had strongly agreed on the developmentally appropriate intervention that states, "Offer your child a well-balanced diet of literacy activities." with a weighted mean of 4.50. Moreover, the respondents had a neutral decision on the developmentally appropriate intervention that states, "Recognize that language development is vital to reading development and focus on vocabulary instruction." with a weighted mean of 4.82. Furthermore, the respondents strongly agreed on the developmentally appropriate intervention that states, "Ensure that Phonemic awareness and phonics are taught explicitly and systematically." with a weighted mean of 4.29. In addition, the respondents agreed on the developmentally appropriate intervention that states, "Consider "word study" approaches, particularly for those with spelling difficulties." with a weighted mean of 4.16. Besides that, the respondents strongly agreed on the developmentally appropriate intervention that states, "Teach sight vocabulary (to the point of fluency)." with a weighted mean of 4.65. Likewise, the respondents strongly agreed on the developmentally appropriate intervention that states, "Model, teach, and practice reading comprehension strategies." with a weighted mean of 4.90. Indicatively, the respondents had agreed on the developmentally appropriate intervention that states, "Offer your child a meaningful writing opportunities." with a weighted mean of 3.39. In contrast, the respondents had strongly agreed on the developmentally appropriate intervention that states, "Encourage fluent reading through guided and independent" with a weighted mean of 4.84. Similarly, the respondents strongly agreed on the developmentally appropriate intervention that states, "Ensure that your child have opportunities to read for pleasure." with a weighted mean of 4.77. Likewise, the respondents strongly agreed on the developmentally

appropriate intervention that states, "Make sure that your child is reading at the "just - right" level." with a weighted mean of 4.91. Meanwhile, the respondents agreed on the developmentally appropriate intervention that states, "Ensure that your child have a wide range reading materials suitable to his/ her level." with a weighted mean of 3.67. All in all, the respondents strongly agreed on the developmentally appropriate interventions to improve reading readiness among primary learners with an average weighted mean of 4.31.

Table 10: Extent of Agreement on the Developmentally Appropriate Interventions to

Improve Reading Readiness among Primary Learners

Statement	Weighted Mean	Interpretation
1. Offer your child a well-balanced diet of literacy activities	4.50	Strongly Agree
2. Recognize that language development Is vital to reading development and Focus on vocabulary instruction	3.33	Neutral
3. Ensure phonemic awareness Phonics are taught explicitly and systematically	4.29	Strongly Agree
4. Consider "word study" approaches, Particularly for those with spelling difficulties	4.16	Agree
5. Teach sight vocabulary (to the point Of fluency)	4.65	Strongly Agree
6. Model, Teach, and practice reading Comprehension strategies	4.90	Strongly Agree
7. Offer your child a meaningful writing opportunities	3.39	Strongly Agree
8. Encourage fluent reading through Guided and independent	4.84	Strongly Agree
9. Ensure that your child have opportunities to read for pleasure	4.77	Strongly Agree
10. Make sure that your child is reading at the just-right level.	3.82	Strongly Agree

11. Ensure that your child have a wide range reading materials suitable to his/her level.	3.67	Agree
Average Weighted Mean	4.31	Agree

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the findings, conclusions and recommendations of this study.

Summary

This study was conducted, first and foremost, to determine the demographic profile of the respondents in terms of age, sex, civil status, class of work, highest education attainment, the extent of the respondents' agreement on the family characteristics influencing reading readiness in terms of parent's occupation, parent's level of education, parental involvement, and the respondents' agreement on the developmentally appropriate interventions to improve reading readiness among primary learners.

This study utilized a descriptive - survey method. It was conducted outside the premises of Eastern Samar State University - Maydolong Campus, particularly at Cabalagnan Elementary School, Borongan City which has a distance of sixteen (16) kilometers away.

The respondents of the study were the parents of eleven (11) pupils of the school, particularly the parents of five (5) Kindergarten pupils and six (6) Grade I pupils correspondingly. It is significantly noted that for this research, the researchers did not use any sampling technique because according to Calmorin & Calmorin (2014), "The use of sampling is advisable only if the number of population is equal to or more than 100 "

Furthermore, the researchers used a close - ended survey questionnaire. The

instrument was generally adapted from Obilloh, Williams Otieno. Nevertheless, it was

revised by the researchers since the study was bounded to certain aspects only. The survey questionnaire was divided into three (3), namely: Part I incorporates the demographic profile of the respondents in terms of age, sex, civil status, class of work, highest education attainment. Part II, on the other hand, deals on the extent of the respondents' agreement on the statements involving family characteristics influencing

reading readiness in terms of parent's occupation, parent's level of education, parental involvement. Lastly, Part III deals on the extent of the respondents' agreement on the developmentally appropriate interventions to improve reading readiness among primary learners specifically Kindergarten and Grade I pupils

The data obtained were tallied, tabulated, summarized, and analyzed using the following statistical tools, namely: (1) frequency counts, and (2) weighted arithmetic mean respectively. Based on the results of the study, it was found out that out of the eleven (11) respondents, nine (9) or 81.82 percent were aged 21 - 30, nine (9) or 81.82 percent were female, four (4) or 36.37 percent were married, five (5) or 45.46 percent were self-employed, and three (3) were college undergraduates.

Subsequently, the research transparently shows that the respondents had a neutral decision on the family characteristics influencing reading readiness in terms of parents' occupation with an average weighted mean of 2.64. Consequently, the respondents disagreed on the family characteristics influencing reading readiness in terms of parental involvement with an average weighted mean of 4.05. This generally implies that the respondents had a neutral decision with regards to the statements on the family characteristics influencing reading readiness, particularly on the parent's occupation, parent's level of education, and parental involvement correspondingly. Hence, the null hypothesis is rejected. Above all, the respondents strongly agreed on the developmentally appropriate interventions to improve reading readiness among primary learners with an average weighted mean of 4.31.

Conclusions

Based on the outcomes of the study, the following conclusions are enumerated below:

1. The study was dominated by female respondents who were aged 21 - 30, mostly married, currently self-employed, and were college undergraduates.
2. The majority of the respondents had a neutral decision with regard to the statements on the family characteristics influencing reading readiness, particularly on the parent's occupation, parent's level of education, and parental involvement correspondingly.
3. Most, if not all, of the respondents strongly agreed on the developmentally appropriate interventions to improve reading readiness among primary learners specifically Kindergarten and Grade I.

Recommendations

Based on the abovementioned conclusions of this study, the following

recommendations are hereby emphasized:

1. Parents should always be involved in the early literacy development of their children

by means of applying the developmentally appropriate interventions posed in this study to hone the reading readiness of their children.

2. As responsible individuals, parents should always cater the needs and interests of

their children especially in the aspect of early literacy development like reading readiness.

3. To address illiteracy among parents that hinders in the positive transition of learning

towards their children, it is hereby suggested that educators across all learning Institutions at all levels should conduct outreach or extension programs and services that are centered on educating illiterate parents on early literacy development especially in the aspect of reading.

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Appendix A

Letter Request to the Respondents

_____ Date _____

_____ (Name) _____

Dear Respondent,

The ESSU – Maydolong BEED & BECED Program Head is conducting a study on **FAMILY CHARACTERISTICS INFLUENCING READING READINESS AMONG KINDERGARTEN AND GRADE I PUPILS AS PERCEIVED BY THEIR PARENTS** here in your school Campakirit Elementary School. In connection with this, I am humbly requesting your permission to actively participate in the administration of the survey questionnaire by answering it with utmost honesty.

Rest assured that the data that will be gathered from you will be solely used for

this study and will be dealt with utmost confidentiality and anonymity.

Anticipating your favorable consideration on this matter.

Thank you, in advance. God bless and more power!

Respectfully yours,

(Sgd) ZOSIMA ANA A. FABULA
 Researcher



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**Appendix E
Research Instrument**

**SURVEY QUESTIONNAIRE ON THE FAMILY CHARACTERISTICS
INFLUENCING
READING READINESS AMONG KINDERGARTEN AND GRADE I PUPILS
AS PERCEIVED BY THEIR PARENTS: THE CASE OF CAMPAKIRIT
ELEMENTARY SCHOOL, MAYDOLONG EASTERN SAMAR**

(Adopted from: Obilloh , Williams Otieno*)

Name(Optional): _____
_Date: _____

- I. **Direction:** Kindly put a check mark (v) as your response to the following:

Respondent's Demographic Profile	Students Response
Age	()
Below- 20	()
21-30	()
31-40	()
41- above	()
Sex	
Male	()
Female	()
Civil Status	
Single	()
Married	()
Common-law partner/live-in	()
Widowed	()
Divorced/Separated	()
Annulled	()
Unknown	()
Class of Work	
Worked for private household	()
Worked for private establishment	()
Worked for government/government- controlled corporation	()
Self-employed without any paid employee	()
Employer in own family-operated farm or business	()
Employee in own family-operated farm or business	()

Highest Educational Attainment	
No grade completed	()
Elementary undergraduate and below	()
Elementary Graduate	()
High School undergraduate	()
High School Graduate	()
Post-secondary undergraduate	()
Post-secondary graduate	()
College undergraduate	()
Post baccalaureate	()
Unknown	()

- ii. Direction: Below are the statement on the family characteristics influencing the reading readiness of pupils in terms of parental occupation, parent's level of education, and parental involvement respectively. Indicate the extent of your agreement for each statement by checking (✓) one of the options on the right column per item. The option 5,4,3,2 and 1 represents the extent of your agreement. Thus,
- 5-Strongly Agree(SA)
4- Agree(A)
3- Undecided(U)
1- Disagree(D)
1- Strongly Disagree(SD)

FAMILY CHARACTERISTICS INFLUENCING READING READINESS	SA	A	U	D	SD
A. Parent's Occupation	5	4	3	2	1
1. My occupation doesn't allow me to prepare my child for reading.					
2. A change in occupation would allow me to prepare my child for reading					
3. I am too busy to prepare my child how to read.					
B. Parents level of Education					
1. I lack reading skills to transfer to my child					
2. I don't see it necessary for my child to learn how to read					
C. Parental Involvement					
1. I spare time to read with my child					
2. I take time to read for my child					
3. I guide my child on his or her homework					
4. I praise my child when he or she performs well in school					
5. I provide reading materials for my child					
6. I talk to the teacher about my child's progress					
7. I play together with my child					
8. I answer my child's questions.					
9. I attend parents-teacher meetings.					

10. I listen carefully to my child as he or she talks.					
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- II. Direction: Below are statement on the developmentally appropriate intervention to improve reading readiness among primary learners. Indicate the extent of your agreement for each statement by checking (v) one of the option on the right column per item. The option 5,4,3,2, and 1 represents the extent of your agreement. Thus,
- 5-Strongly Agree(SA)
 4- Agree(A)
 4- Undecided(U)
 2- Disagree(D)
 2- Strongly Disagree(SD)

DEVELOPMENTALLY APPROPRIATE INTERVENTIONS TO IMPROVE READING READINESS AMONG PRIMARY LEARNERS	SA	A	U	D	SD
	5	4	3	2	1
1. Offer your child a well – balanced diet of literacy activities.					
2. Recognize that language development is vital to reading development and focus on vocabulary instruction.					
3. Ensure that Phonemic awareness and phonics are taught explicitly and systematically					
4. Consider “word study” approaches, particularly for those with spelling difficulties.					
5. Teach sight vocabulary (to the point of fluency)					
6. Model, teach, and practice reading comprehension strategies.					
7. Offer your child a meaningful writing opportunities.					
8. Encourage fluent reading through guided and independent					
9. Ensure that your child have opportunities to read for pleasure					
10. Make sure that your child is reading at the “just-right “level.					
11. Ensure that your child have a wide range reading materials suitable to his/her level.					