

Parental Participation and Reading Skills of Learners

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ABSTRACT: Parental participation is the active engagement of parents in their child's education. The study aimed to assess parental participation while also examining the level of reading skills of learners. The study was conducted in Taraka, Lanao del Sur, among one hundred seventy-seven (177) parent respondents. It used the stratified random sampling technique and employed correlational and causal designs with documentary analysis from the Phil-IRI. The collected data were analyzed and interpreted using descriptive and inferential statistical tools such as Frequency and Percentage, Mean and Standard Deviation, Pearson Product Moment Correlation Coefficient and Multiple Linear Regression. Findings revealed that respondents had limited access to educational materials and faced challenges in fostering reading development at home. Parental participation, particularly in terms of reading attitudes and early literacy experiences, were found to have a significant influence on learners' reading skills. The study also demonstrated that targeted instructional interventions can enhance reading skills and encourage independent reading. The findings highlight the importance of parental participation, home literacy resources, and appropriate instructional interventions in promoting children's reading development. Thus, this study recommends that a future study to examine how cultural and socio-economic factors influence parental participation, home literacy resources, and children's reading development.

KEYWORDS: learners, literacy experiences, parental participation, reading skills, resources

I. INTRODUCTION

Education played a critical role in advancing society and fostering individual growth, with reading proficiency being a cornerstone skill. This skills in reading is not only a fundamental skill but also a key determinant of academic success. The development of strong reading skills is particularly crucial for primary school learners, as it lays the foundation for future educational pursuits.

Reading skills are typically developed during elementary school years and are influenced by a variety of factors including learning methods, motivation, family support, and educational instruction. Among these factors, the amount of reading time pupils receive is pivotal. Phillips (2023) emphasized that children's reading proficiency is directly related to the extent of reading exposure they received. For instance, children who are exposed to at least 290,000 words by kindergarten are less likely to struggle with grasping new words. Parental support and participation in a child's education are paramount for success. However, this can be challenging for parents in poverty due to financial constraints, limited educational knowledge, and difficulties in participating in school events, often compounded by single-parent household dynamics. It was essential that the schools identified and implemented ways to support parents in this role.

Parents' engagement in their children's schooling has a profound effect on their children's success (Tran et al., 2020). Studies demonstrated that pupils did better academically, attended school more regularly, and scored higher on standardized tests when their parents were also invested in their education (Castillo et al., 2020). Parents support their children's learning in a variety of ways, including by assisting with homework, attending school events, being active in school decision-making, and maintaining open lines of communication with instructors (Cusinato et al., 2020). Parental involvement in a child's education had many positive effects, but one of the most tangible was assistance with homework (Romero et al., 2020). Parents who help their children with homework are better able to ensure that their offspring fully grasped the concepts at hand and are prepared to do well on any related examinations or homework (Emm-Collison et al., 2019). As an added bonus, parents who assist with their children's homework are able to spot problem areas and help their children improve in those areas (Xu et al., 2020).

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Attending parent-teacher conferences, school plays, and other school events is another great opportunity for parents to show their support for their child's education (Casillas et al., 2020). Parents can express their support for the school and their child's education by attending these events. They can also learn more about their child's academic progress and any challenges that may emerge (Duxbury et al., 2021). Parental engagement also includes being heard and considered during decision-making. Parents can play an active role in their child's education by assisting in the lesson of a suitable school or educational program, creating an IEP, and speaking up for their child's unique needs (Kaden, 2020). Involving parents in decision-making is important because it allows them to guarantee that their child receives an education that is individualized to their requirements and that the child has access to the sources necessary for success.

Lastly, a crucial part of parental participation is maintaining open lines of communication with teachers (Valverde-Berrocoso et al., 2020). Communicating with their child's teachers allows parents to be aware of their child's academic development and any challenges that may occur (Seabra et al., 2021). In addition, parents can collaborate with educators to help their children learn and overcome obstacles (Sandoval-Reyes et al., 2021). The degree of parental participation is a significant predictor of pupils' success in school. When parents are involved in their children's education, they are better able to provide the direction, support, and resources that are essential to their children's academic success.

Parental participation is a critical factor in shaping the reading proficiency of Grade 3 pupils. Parents play a pivotal role in nurturing early literacy skills by engaging in activities such as reading to their children, creating a home environment rich in reading materials, and encouraging regular reading practice. Ultimately, parental participation tailored to the unique needs of each child contributes significantly to their reading proficiency, setting a strong foundation for academic success.

This study was anchored on the theory of the Interactive Model of Parental Involvement and the Model of Academic Socialization (MAS). Three levels of parental involvement are identified by McWayne et al. (2018) through their Interactive Model of Parental engagement framework. These dimensions include cognitive, effective, and behavioral. Books and book discussions are two examples of activities that support children's cognitive development and fall under the category of cognitive involvement. Behavioral involvement refers to the concrete steps parents take to promote their children's academic development, whereas effective involvement involves providing emotional support and encouragement for their children's learning. Parental involvement is impacted by a number of contextual elements, including family dynamics, cultural norms, socioeconomic status, and educational opportunities, as the model recognizes. The model underscores the intricate interactions across many dimensions of parental participation, wherein elevated levels of cognitive involvement may bolster effective involvement and hence lead to improved academic outcomes. In summary, the Interactive Model of Parental Involvement offers valuable insights into the complexities of parental involvement in children's education. By considering the multidimensional nature of parental involvement, its interactional effects, and contextual influences, researchers and practitioners can develop more effective approaches to promote parental involvement and support children's academic success.

Furthermore, according to McDonough et al. (2019), Model of Academic Socialization (MAS) explain how parents socialize if their children into the academic domain and how it impacts their academic achievement. It consists of three domains: academic encouragement, academic value transmission, and academic involvement. These domains interact with contextual factors like socioeconomic status and cultural background, influencing children's attitudes toward education and academic success. The MAS acknowledges that parental academic socialization occurs within family, school, and community environments and that contextual factors like socioeconomic status, parental education level, family structure, cultural background, and school resources can shape the effectiveness of these practices.

II. METHODOLOGY

The present study employed a combination of correlational and causal research designs, along with documentary analysis, to assess the reading proficiency of Grade 3 pupils. Correlational research was used to explore the relationships between various parental involvement factors, such as reading behaviors, early literacy experiences, and home literacy resources, and their impact on pupils' reading skills. Causal research, on the other hand, aimed to investigate the direct influence of parental involvement and home literacy environments on pupils' reading abilities, allowing for an analysis of cause-and-effect relationships.

Quantitative data collection was conducted using standardized reading assessments, specifically the Phil-IRI, which measures multiple dimensions of reading proficiency, including decoding skills, fluency, comprehension, and vocabulary development. These assessments provided precise, numerical data on pupils' reading abilities. This mixed-method approach facilitated a comprehensive understanding of how parental involvement influences reading proficiency in Grade 3 pupils. The researcher employed various statistical methods tailored to each specific problem. For Problem 1, which involved determining the parents' profile in terms of educational attainment, income, and number of children in the family, Frequency and Percentage calculations were used. To address the Problem 2, which sought to ascertain the level of parental involvement in areas such as

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parental reading attributes, early literacy experience at home, and home literacy resources, Mean and Standard Deviation was employed for a detailed analysis. The Problem 3, focused on determining the reading proficiency level of Grade 3 pupils, also utilized Frequency and Percentage as the primary statistical tools. For the Problem 4, aimed to explore the relationship between parental involvement and reading proficiency levels, the Pearson Product Moment Correlation Coefficient (r) was used to establish any statistical significance in the link between these variables. Lastly, Problem 5, involved understanding how moderating variables affect dependent variables either singly or in combination, Multiple Linear Regression was employed for comprehensive insights.

III. RESULTS AND DISCUSSION

Problem 1. What is the profile of the parents in terms of the following:

- 1.1 age;
- 1.2 gender;
- 1.3 educational attainment;
- 1.4 number of children in the family; and
- 1.5 income?

Table 1 shows the profile of the parent respondents in Taraka 2 District. There are 54 or 31 % of the 177 parent respondents were 41-50 years old. Only 34 or 19% were 51 and up ages of the parent respondents. However, adding the number of parent respondent between the ages of 21-30 and 31-40 years old has a total of 88 or 50% of the 177 parent respondents. Thus, the data show that parents of the Grade 3 pupils are in the middle age group. They are not too young nor too old. They are likely to be actively involved in their children's reading proficiency. This is likely due to a combination of factors, including a higher level of education, more time available, greater awareness of the importance of early literacy, and more likely to use technology (Raj & Chand, 2023).

Further, on the same table, shows the gender profile of the parent respondents. More than half of the respondents at 62.0% or 109 are female, while less than half at 38.0% or 68 are males. Thus, research consistently indicates a stronger correlation between mothers' involvement and children's reading proficiency compared to fathers.

Table 1: Parents' Profile

Profile of Parents	Frequency	Percentage
Age		
51 years old and above	34	19
41 – 50 years old	54	31
31 – 40 years old	48	27
21 – 30 years old	41	23
Total	177	100
Gender		
Male	68	38
Female	109	62
Total	177	100
Educational Attainment		
College Graduate	20	11
College Level	27	15
Vocational	13	8
High School Graduate	32	18
High School Level	38	21
Elementary Graduate	18	10
Elementary Level	13	8
No Grade Completed	16	9
Total	177	100
Number of Children in the Family		
5 and above children	18	10
4 children	39	22
3 children	58	33
2 children	37	21

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1 child	25	14
Total	177	100
Income		
21,000 and up	16	9
11,000 – 20,000	27	15
10,000 – 19,000	39	22
6,000-9,000	43	24
5,000 and below	52	30
Total	177	100

This is a generalization, several factors contributed to this trend: traditional gender roles and childcare. First, historically, women have often been the primary caregivers, spending more time with children. Lastly, many early education programs and resources are targeted toward mothers, reinforcing the idea that they are the primary educators during these formative years (Dimitriou, 2020).

Furthermore, Table 1 on the previous page also shows the educational attainment of the parent respondents. There were 38 or 21% of the 177 parent respondents were at high school level. There were 16 or 9% of the parent respondents who have not completed any grade level. But there were also parent respondents who have graduated college and a larger proportion of respondents (39% + 34% = 73%) have completed or at least stepped in high school. Generally, parents with higher education levels tend to be more aware of the importance of early literacy and have better resources to support their children's reading development. They may also have higher expectations for their children's academic success. In addition, parents with higher educational attainment are more likely to read to their children regularly, provide a stimulating home learning environment, and help with homework and school projects (Davis-Kean et al., 2019).

On the same table, it also shows the number of children in the family. Data shows that 58 or 33% of the parent respondents have 2-3 children in the family.

Only 18 or 10% of the parent respondents have more than 5 children. The data suggest potential challenges to parental involvement in each child's reading proficiency. This can result in divided attention, limited resources, time management, and different treatment (Krauss & Orth, 2020).

Lastly, the table also shows the family income of the parent respondents. Of the 177 parent respondents, 52 or 30% of them have 5,000 and below income only, while only 16 or 9% have 21,000 above income. The data on family income reveal a significant challenge for a large portion of the population in supporting their children's reading proficiency. A substantial majority of respondents (54% + 37% = 91%) have a family income below Php 20,000. This suggests limited financial resources are available for educational materials, books, and other resources crucial for fostering reading development. Also, low income can create barriers to parental involvement, such as difficulty affording educational programs or tutoring, lack of access to libraries or bookstores, time constraints due to multiple jobs or long working hours, and stress related to financial burdens, which can impact parental engagement (Sumual, 2023).

Problem 2. What is the level of parental participation as to:

- 2.1 parental reading attitudes;
- 2.2 early literacy experience at home; and
- 2.3 home literacy resources?

Table 2: Overall Parental Participation

Variables	Mean	SD	Description	Interpretation
Parental Reading Attitudes	4.09	0.57	Often	High
Early Reading and Writing Skills Experience at Home	4.06	0.55	Often	High
Home Literacy Resources	4.01	0.57	Often	High
Overall	4.05	0.56	Often	High

Note: 4.21 – 5.00 Very High 3.41 – 4.20 High
2.61 – 3.40 Moderately High 1.81 – 2.60 Low 1.00 – 1.80 Very Low

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Table 2 presents the overall level of parental participation in various dimensions of their children's literacy with an overall Mean of 4.05 with SD = 0.56, which is described as Often and interpreted as High. Based on the data, parents are highly involved in their children's literacy development. This indicates that, on average, parents are frequently involved in various aspects of their children's literacy development. It also shows that there is a relatively small amount of variation in parental involvement levels. In other words, most parents are consistently involved in their children's literacy. In conclusion, the data suggest that parents are actively engaged in supporting their children's reading and writing skills, which is likely to have a positive impact on the pupils' reading proficiency.

Research on home literacy resources has highlighted the importance of the home environment and family resources in supporting literacy interaction (Dolezal-Sams, 2019). This is particularly relevant for bilingual pupils, whose home literacy practices can enhance their literacy development and affirm their identities. Collaboration between home, school, and community organizations is also crucial, with the use of literacy backpacks and writing suitcases being suggested as effective tools (Jongsma, 2018). Furthermore, the use of media texts, such as popular cultural and media texts, can be a valuable resource for promoting children's literacy development.

The variable, *parental reading attitudes*, got the highest Mean of 4.09 with SD = 0.57, described as Often and interpreted as High. This means that it reflects parents' frequent engagement with their children's literacy through positive reading behaviors and beliefs. The active role that parents play in their children's literacy development is crucial because children often emulate these attitudes, and a positive view of reading can foster a lifelong love for books. This implies that parents generally have positive attitudes towards reading; they perceive obstacles such as low socio-economic status and a lack of interest. Additionally, parents who value reading and have positive attitudes toward it are more likely to engage their children in reading-related activities, the duration and quality of which can have a significant impact on children's literacy development.

Research on parental reading attitudes reveals a range of findings. JECCE (2023) emphasized the positive impact of parents reading to their children, with Sturges suggesting the need for awareness programs to promote this practice. Matković (2023) highlighted the influence of parental education on children's leisure activities, with more educated parents often enrolling their children in structured activities but not necessarily encouraging reading. Corral-Robles (2021) underscored the importance of family attitudes and habits in the literacy learning process, suggesting a need for further training and awareness initiatives. These studies collectively point to the need for interventions to promote parental reading attitudes and practices.

On the other side, the variable, *home literacy resources*, got the lowest Mean of 4.01 with SD = 0.57, described as Often and interpreted as High. This means that engaging in more home literacy activities is associated with higher reading and writing achievement. This implies that the majority of emergent literacy skills come from the home. The home is our first source of education, so it is pretty important. A positive environment can increase emergent literacy, setting children up for a successful education, while a negative home environment can delay emergent literacy skills.

According to the study by Barger et al. (2019), small positive associations between parents' naturally occurring involvement in children's schooling and children's academic adjustment such as achievement, engagement, and motivation were maintained over time. Parents' involvement was also positively related to children's social and emotional adjustment and negatively related to their delinquency concurrently. Analyses focusing on children's academic adjustment revealed that different types of involvement like parents' participation in school events and discussion of school with children were similarly positively associated with such adjustment. The only exception was that parents' homework assistance was negatively associated with children's achievement but not engagement or motivation. There was little variation due to age, ethnicity, or socioeconomic status in the links between different types of involvement and children's academic adjustment.

Problem 3. What is the reading proficiency of Grade 3 pupils for the school year 2023-2024?

Table 3: Pupils' Overall Reading Proficiency

Reading Proficiency	Frequency	Percentage
Independent (Fast)	73	41.24
Instructional (Average)	57	32.20
Frustration (Slow)	47	26.55
Total	177	100.00

Table 3 shows pupils' reading proficiency levels. There are 73 or 41.24% Grade 3 pupils who were Independent readers. This indicates that they can read alone without assistance. This is a positive sign as it suggests a strong foundation in reading skills. While, 57 or 32.20% of pupils fall into the Instructional category. These pupils need some assistance or guidance to comprehend the material. While they may not be completely independent, they are still making progress in their reading skills. Lastly, 47 or

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26.55% of pupils were classified as at the Frustration level. These pupils may struggle with reading, finding it difficult to understand the material. This group may require more intensive support to improve their reading abilities. Overall, while a majority of pupils are independent readers, there is a significant number who require additional support to enhance their reading skills. The data can be used to inform instructional decisions and allocate resources to address the specific needs of different groups of pupils.

This result, agrees with PISA 2018 that around 80% of Filipino pupils who participated did not reach the minimum Level 2 of proficiency in reading (OECD, 2018). This is because of various non-cognitive factors related to the Filipino learners' home backgrounds, learning beliefs and motivations, classroom and school experiences, to mention a few.

Problem 4. Is there a significant relationship between the parental participation and reading proficiency of Grade 3 pupils in Taraka 2 District?

Table 4 presents the correlation values between different variables related to parental participation and reading skills. Each of the variables parental reading attitudes, early reading and writing skills experience at home, and home literacy has been analyzed to understand their relationship with reading proficiency in pupils. The analysis shows that all three factors have a significant but weak positive correlation with reading proficiency.

Starting with Parental Reading Attitudes, the study found an r-value of 0.413 and a p-value of 0.002. This indicates a weak positive correlation between parental reading attitudes and pupils' reading proficiency. The p-value, which is less than the 0.05 threshold, suggests that this relationship is statistically significant. However, the weak strength of the correlation implies that while parental reading attitudes do have a slight positive effect on reading proficiency, other variables may also be contributing to the pupils' reading success.

The Early Reading and Writing Skills Experience at Home also shows a weak positive correlation with an r-value of 0.469 and a p-value of 0.001. This correlation is significant as the p-value is below 0.05. It suggests that when children are exposed to early reading and writing experiences at home, their reading proficiency tends to improve. Although the correlation is weak, it highlights the importance of early literacy practices in shaping reading abilities. However, the influence of this factor is moderate, meaning that other factors could also play a significant role in the children's reading development.

Table 4: Test Correlation on Parental Participation and Reading Skills

Variables	r-value	p-value	Level of Correlation	Description	Interpretation
Parental Reading Attitudes	0.413	0.002	Weak Positive Correlation	Reject Ho	Significant
Early Reading and Writing Skills Experience at Home	0.469	0.001	Weak Positive Correlation	Reject Ho	Significant
Home Literacy	0.408	0.002	Weak Positive Correlation	Reject Ho	Significant

Note: Significant when computed p-value < 0.05.

Lastly, the Home Literacy Environment exhibits an r-value of 0.408 with a p-value of 0.002. This weak positive correlation suggests that a more enriching home literacy environment characterized by access to books, educational materials, and supportive literacy interactions—has a slight positive impact on reading proficiency. Despite the weak correlation, the significant p-value indicates that the home literacy environment plays a role in fostering better reading skills in children.

In summary, all three variables parental reading attitudes, early reading and writing experiences at home, and home literacy show significant but weak positive correlations with pupils' reading proficiency. These findings suggest that while these factors do influence reading skills, they are not the only contributors, and other variables may also be impacting reading success. Therefore, it is important to consider a range of factors that could collectively support the development of reading proficiency in Grade 3 pupils.

According to Wong et al. (2018), the benefits of parental involvement in children's education have been well established, but increasing evidence suggests that over-parenting may have adverse effects on children. The question of whether excessive parental involvement hinders children's academic and psychosocial development warrants further investigation. This study examined the associations of parental educational involvement at home. Parents reported on their level of involvement in children's schooling and their children's psychosocial issues. It also explored the underlying mechanism by testing children's engagement with school as a mediator of the relationships. The results showed that home-based parental educational involvement was positively associated with children's language competence and psychosocial well-being, and the associations were linked through engaging children with school.

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Problem 5. Which of the independent and moderating variables affects singly or in combination the dependent variable?

Table 5: Regression Analysis on Parental Participation and Reading Skills

Variables	UC		SC		Sig. (P-value)
	B	SE	B	t-value	
Constant	0.5927	0.6283	0.4986	4.3854	0.001
Parental Reading Attitudes	0.3447	0.2978	0.3548	1.6851	0.073
Early Reading and Writing Skills Experience at Home	0.5867	0.4976	0.4598	6.7835	0.001**
Home Literacy Responses	0.3457	0.3728	0.2643	1.3487	0.065
Model	R	R ²	Adjusted R ²	f-value	Sig. (P-value)
	0.512	0.443	0.461	10.312	0.001

Note: UC = Unstandardized Coefficients SC = Standardized Coefficients Dependent Variable = Reading Skills

Significant when computed p-value <0.05.

Table 5 shows the regression analysis of parental i participation and reading skills. It reveals a significant influence of parental involvement in early reading and writing skills experience at home on pupils' reading proficiency (t-value= 6.78, p-value= .001). However, data reveal that there is no significant influence between parental participation as to parental reading attitudes (t-value= 1.69, p-value= .073) and home literacy responses to pupils reading proficiency (t-value= 1.35, p-value= .065).

Thus, the same table shows that parental participation in early reading and writing skills at home has a significant positive impact on pupils' reading skills. However, parental reading attitudes and home literacy responses do not have a significant impact on pupils' reading skills. This suggests that parents who help their children with these skills at home are likely to have children who are better readers. In addition, parents' own attitudes towards reading do not seem to have a strong influence on their children's reading skills or the types of literacy activities that parents engage in. Overall, the data in Table 8 suggest that parental involvement in early reading and writing skills is the most important factor in predicting pupils' reading proficiency. While parental reading attitudes and home literacy responses may still play some role, they do not appear to be as significant as early reading and writing skills. Children at home do not have a strong impact on their reading skills.

The research study of Boonk et al. (2018) presents how individual parental involvement variables correlate with academic achievement based on an age-related classification. Parental involvement variables that show promises according to their correlations with academic achievement are: reading at home, parents that hold high expectations/aspirations for their children's academic achievement and schooling, communication between parents and children regarding school, parental encouragement and support for learning.

Table 6: Regression Analysis on Parent Profiles and Reading Skills

Variables	UC		SC		Sig. (P-value)
	B	SE	B	t-value	
Constant	0.4837	0.4285	0.4895	5.3687	0.001
Age	0.3567	0.2562	0.1461	1.0491	0.089
Gender	0.3345	0.1573	0.1644	1.0168	0.083
Educational Attainment	0.4376	0.4796	0.4985	5.8769	0.001*
Number of Children	0.1246	0.1684	0.1552	1.3342	0.082
Income	0.2354	0.2658	0.2567	1.0253	0.077
Model	R	R ²	Adjusted R ²	f-value	Sig.
	0.406	0.352	0.381	9.131	0.001

Note: UC = Unstandardized Coefficients SC = Standardized Coefficients Dependent Variable = Reading Skills

Significant when computed p-value <0.05.

Table 6, shows a regression analysis of parent and reading skills. It reveals a significant influence between parents' educational attainment and reading proficiency levels (t-value= 5.58, p-value= .001). However, there is no significant influence of parents' profile as to age (t-value= 1.05, p-value= .089), gender (t-value= 1.02, p-value= .083), number of children (t-value= 1.33, p-value= .082), or income (t-value= 1.03, p-value= .077). Thus, the data in Table 9 shows that parents' educational attainment has a significant positive impact on their children's reading proficiency, but other factors like parents' age, gender, number of children,

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and income do not have a significant influence. This suggests that parents with higher levels of education are more likely to have children who are better readers, while parents' age, gender, number of children, and income do not seem to have a strong influence on their children's reading skills. Overall, the data in Table 9 suggests that parents' educational attainment is the most important factor in predicting their children's reading proficiency. While other factors may still play some role, they do not appear to be as significant as educational attainment.

According to Gustanti and Ayu (2021), one of the factors that influence the success of language learning is learning strategy; with language learning strategies, learners not only achieve learning achievement but also improve language skills. Their study aims to determine whether there is a correlation between cognitive reading strategies and English proficiency test scores. The result indicated a positive correlation between cognitive reading strategies and English proficiency test scores. Pupils usually and sometimes use cognitive reading strategies while reading a text.

IV. CONCLUSIONS

Based on the findings presented above, the following conclusions were drawn:

1. The parents have ideal number of children which can be sufficed by their meager income.
2. Parents are supportive to their pupils.
3. Most Grade 3 pupils can already read.
4. Parent's participation plays a vital role in the reading performance of the children.
5. Early reading and writing skills, and parents' educational attainment influence reading skills.

V. RECOMMENDATIONS

Based on the findings and conclusions presented above, the researcher has formulated the following recommendations:

1. Parents need to extend an effort as to constantly making follow up on the reading skills of their children at home or in school as well as improve income for better support.
2. Parents may continue their high parental participation specially on providing resources such as books and other related materials. This helps children to have easy access during their reading time.
3. The teachers may sustain the reading skills of the pupils in school and also continue to provide remediation to struggling readers.
4. Parents need to consistently monitor and assist the activities in reading, such as regular follow-ups to sustain high level reading skills of the pupils.
5. School heads and teachers may provide more activities dealing on early reading and writing skills not just on the pupils but even to the parents so that they can properly assist and guide their children at home.

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