



# **Examination Of Parental Contribution To Pupils' Reading Ability In The Implementation Of The Early Grade Reading Intervention Programs**

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## **ABSTRACT**

The main purpose of this paper is to review the findings of the previous studies on the parental contribution to pupils' reading ability in the implementation of Early Grade Reading Intervention Programs. Further, the paper defined the reading component skills: (concept of prints, phonological awareness, phonics, reading fluency, vocabulary, comprehension and writing skills. The synthesis of previous studies revealed that parental contribution is significantly related to children's reading improvement.

**Keywords:** Early Grade Reading Intervention and Parents.

## **Early Grade Reading Interventions**

According to USAID, (2023), "Early reading intervention programs aim to assist struggling children in the first three years of their education to enable them to develop essential reading skills. Some nations around the world have today expanded endeavours to progress early reading instruction. Numerous of these endeavours are upheld by donor-funded programs. To improve reading abilities, these programs ordinarily target four levels of reading instruction: classroom learning, instructors, teachers, institutional system and the community, (USAID, 2023). Early-grade reading programs work to guarantee that the classroom gives a secure environment for children; one that produces their need to learn language, reading, and writing abilities. To begin with, language is at the heart of reading, and the choice of the language that children begin learning to read is important. In multilingual situations, children come to the classroom with distinctive levels of familiarity with the diverse local languages. But in any case, of the language, children must create their vocabulary and capacity to express themselves by talking (orally) and to get others' speech (or tuning in comprehension). Children require a plenitude of quality reading materials to read to back the advancement of these abilities, (USAID, 2023; Study.com 2017; 2021).

Also, early-grade reading programs recognize that the family and community play an imperative part in supporting children's proficiency. They frequently incorporate activities pointed at advancing a common "culture of reading" (where reading is broadly practised and esteemed), expanding children's access to opportunities to read outside of school, raising community mindfulness around the proficiency advance and needs of children, and empowering family inclusion within the accomplishment of literacy objectives, (USAID, 2023).

Reading intervention programs mostly focus on the development of the reading component skills (concepts of prints, phonological awareness, reading fluency, vocabulary, comprehension and writing skills) in formal daily classroom instruction in order to improve children's reading ability:

Writing Abilities are pupils' acquired skills and competencies related to expressing ideas and thoughts through written language, including the ability to generate coherent and organized written

responses, use suitable writing rules and punctuation, exhibit an acute grasp of the topic, and express thoughts properly (Kim et al., 2016).

### **Importance of Parental Literacy**

Parental behaviours that affect children's literacy acquisition are referred to as parental literacy participation in their children's activities. According to Johnson, et al., (2008) and Senechal (2006), the main advantage of parental literacy involvement in literacy development is that children may learn through interactions with their parents, (Dong et al., 2020). According to Feridun and Halim (2022), it is widely accepted that parents have a significant role in their children's education and influence their learning and development (Feridun & Halim 2022; Froiland and Davison 2014; Pinquart, 2015). Many studies have shown that parent involvement is related to children's academic success (McNeal, 2015; Wang and Sheikh-Khalil 2014), their attitudes and motivation towards school or lessons (Frenzel et al. 2010; Lipnevich et al. 2016; Simpkins et al., 2015; Spera, 2006) and desire for education (Jung and Zhang 2016, Leung et al. 2010). Considering that reading comprehension skills acquired in primary school years affect all learning experiences of individuals throughout their lives (Bradley, 2016 in Feridun & Halim 2022), it can be argued that family involvement plays an important role in the development of primary school students' reading comprehension skills, (Feridun & Halim 2022).

Furthermore, it is broadly recognized that family foundation has an effect on the student's reading success, (Vasylenko, 2017; Villiger, 2020). The critical foundation components related to school success are "socio-economic status, parents' educational level, and migration background", (Villiger, 2020; Vasylenko, 2017). In expansion to those distal components, proximal components, such as social hones, parent-child communication, or a number of books at domestic, are as much as critical, (Villiger, 2020). Hence, there's much proof to expect that family impacts on perusing are existent indeed without any arranged endeavours through interventions, (Villiger, 2020).

According to Martin et al., (2018), the role of parent involvement in reading intervention implementation is not well understood. A scientific study also revealed that "Parental involvement in children's early development and education includes initiating learning activities in the home, building positive relationships, engaging in preschool activities, and communicating with teachers," (Martin et al., 2018). The researchers (Martin et al., 2018; Victori & Okiator, 2020) emphasised that parental involvement in students' reading relates to the ways in which parents foster learning by engaging in play and interaction with their kids, delivering educational activities, and providing developmentally appropriate resources. Furthermore, according to Martin et al. (2018), school-based parent involvement involves helping out in the classroom or taking part in activities, workshops, and field excursions, Martin et al. (2018).

Generally, parental participation is defined as the interactions between parents and kids that may impact the child's development and educational outcomes, (Ramirez & Kuhl, 2020). It can be emphasized from the above study results that schools should consider modern ideas regarding parents and families when getting involved in children's reading intervention and education in general, (Ramirez & Kuhl, 2020; Victoria & Okiator 2020). Every family has its assets, parents can learn new skills, parents have valuable perspectives on their children, most parents genuinely care about their children, cultural differences are useful and respectable, and there are many different types of families that are acceptable, (Ramirez & Kuhl, 2020; Victoria & Okiator 2020). According to Victoria & Okiator (2020), these observations seem to support the idea that parental involvement can be used to encourage young children's participation, increased achievement, and pleasure in both school and general education, (Victoria & Okiator, 2020).

Regarding the question how much do reading interventions include guardians effectively? there are numerous of scientific literature in this respect. Ecological theories of parent involvement acknowledge its multidimensional nature and recognize that parents are involved across different contexts, such as home and school, (Martin et al., 2018). Scientific studies (Martin et al., 2018; Victori & Okiator, 2020; Dearing et al., 2004; Gonzalez-DeHass et al., 2005; Van et al., 2013) also, have shown a relationship between Parental participation and children's improved reading skills in

interventions programs. For instance, a study by Martin et al., (2018) found that indeed after altering family characteristics, more noteworthy parental inclusion in reading intervention is altogether related to more positive picks up in children's early reading, math, and self-regulation abilities all through the preschool year, Martin et al., (2018). Pre-literacy, dialect, and delay of delight capacities made strides more in children whose guardians took part in more reading intervention exercises over the course of the preschool year, (Martin et al., 2018).

A lot of interventions today have illustrated positive impacts on school preparation in preschool children, counting those that advance positive child-rearing hones and parent-child connections; those that advance domestic learning exercises and successful educating procedures; and those that fortify parent-teacher associations (Bierman et al., 2017). These programs have utilized different strategies of interfacing with guardians, counting face-to-face serious person coaching (Martin et al., 2018; Sheridan et al., 2011; Landry et al., 2012) and customary child-rearing bunches (Martin et al., 2018; Mendez, 2010).

According to Villiger, (2020), studies were conducted prior to 1980s regarding the parent involvement in students' reading. However, a critical look at these studies typically showed major design flaws and inadequate explanations of the intervention's features (Villiger, 2020). Recent research has been far more rigorous, and this holds true for the field of reading promotion as well, (Villiger, 2020). The larger part of parent-involved in intervention reading programs drop beneath the category of "family literacy programs", (Villager, 2020). To maintain a strategic distance from delays in children's reading improvement, family proficiency programs fundamentally work to extend children's reading improvement outside of the classroom, (Villiger, 2020). The intergenerational nature of studying language and literacy to develop skills and cultural practices valued in the community is emphasised. However, the scope of these programmes is extremely broad, and they may cover a wide range of activities, (Villiger, 2020).

Even though, previous studies are not clear on whether parental characteristics can be dependable for differential impacts of reading interventions conducted by guardians, (Villiger, 2020). A few analysts (Moroni, et al., 2016; Manz et al., 2010; Van et al., 2012) examined the prediction that high-Socio-Economic Status (SES) guardians can be more talented in implementing family proficiency programs than low-SES guardians since they are more likely to arrange of the desired techniques (Martin et al., 2018; Sonnenschein & Munsterman, 2006). In any case, according to (Martin et al., 2018; de la Rie et al., 2017) discoveries are conflicting. Ponders that inspected differential impacts of SES found that SES or family pay did not direct program impacts (Martin et al., 2018; Lam et al., 2013) (both at the preschool level). Still, the observational evidence is scanty and encourages more studies, (Villiger, 2020).

Studies had also found that proximal factors such as parental desires play a conspicuous part in anticipating child accomplishment (Villiger, 2020). However, the degree to which parents desire direct preparation impacts could be an address that still ought to be examined, (Villiger, 2020). At the slightest one study appeared that parental desires with respect to the preparing victory were altogether higher for guardians of children with lower perusing execution. Whether higher desires direct preparing victory still require in spite of the fact that to be observationally set up, (Villiger, 2020).

According to Villiger, (2020), there's very wide proof of individual contrasts within the achievement of reading proficiency between good and poor readers, (Villiger, 2020; Pfost et al., 2014), it does not show much around differential impacts of programs depending on the child's reading level. In their study (Villiger, 2020) they consider comparing parent and volunteer tutors' viability in a PR preparing for children with destitute perusing fluency<sup>1</sup>, as it was found differential impacts within the volunteer condition, proving that children with an at first higher reading level benefitted more from the preparation (at post-test:  $d = 0.47$ ; at 5-month follow-up:  $d = 0.39$ ). In any case, this impact may not be found inside the parent bunch, (Villiger, et al., 2020). Generally, a research study has also shown that parental income or social status, is the most accurate predictor of a pupil's achievement, (Lara & Saracosti 2019). This study (Lara & Saracosti 2019) findings

indicate that there are disparities in the parent participation profiles in terms of children's academic accomplishment, with children whose parents are less involved having lower academic achievements while children of other parents are more involved having higher academic achievements, (Lara & Saracostti 2019).

Previous studies have provided some evidence that parental involvement in reading activities and parents' beliefs about reading both have a causal effect on children's reading motivation and achievement and have a correlation (Baker et al., 1997; Baker, 2003; Senechal and Young, 2008). For example, Capotosto et al. (2017) state that in their study examining the effect of family support on the reading skills, motivation and habits of third-graders, students who receive family support make progress in these aspects. Ilie and Țirdia (2015), on the other hand, reported that school performance was significantly related to parental involvement and intrinsic motivation in their study examining the relationship between parent involvement, school performance and intrinsic motivation of primary school third and fourth-graders. This study by Ilie and Țirdia (2015) revealed that parental involvement is related to student motivation. The fact that reading activities with parental participation increase students' reading motivation confirms the findings in the literature. However, in this paper, Ilie and Țirdia (2015) there was structured parental involvement and support present through activities at home with an experimental approach.

In addition, different results have been reported from the studies conducted on different age groups and grade levels. For instance, Coleman and McNeese (2009) examined the relationship between parent involvement, student motivation and academic achievement and found a positive relationship between student motivation and academic achievement and a negative relationship between parent involvement and motivation. This can be explained by the age and maturity level of the students, (McNeese 2009). Some students enter puberty at this age and tend to be more and more independent. Children may have wanted less involvement from their parents, wanting to be less dependent on them. In this context, it can be said that parental involvement can be more effective in preschool and primary school periods, (McNeese 2009).

Durualp and Çiçekoglu (2013) reported that parents' reading books had positive effects on increasing children's reading attitudes. In this context, it can be said that the positive emotional and behavioural tendency of the family towards reading activities also affects the child's attitude positively. During the experimental process of this study by Durualp and Çiçekoğlu (2013) children read together with their parents for eight weeks, answered questions about the texts, and completed various activities within parent-involved reading activities. The parents provided direct support to the children in the implementation of the activities. It can be stated that reading comprehension activities in which the parents participate and take responsibility have the potential to create positive changes in children's attitudes towards reading, (Durualp and Çiçekoglu 2013).

Bond (2011) examined the relationship between family involvement and reading comprehension achievement, motivation and attitudes in primary school second and third-graders, reporting a positive effect of parental involvement on reading achievement, attitudes and motivation.

## **CONCLUSION**

The synthesis of the scientific studies revealed that parents' habits and attitudes of the family members are quite important in children's reading.

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