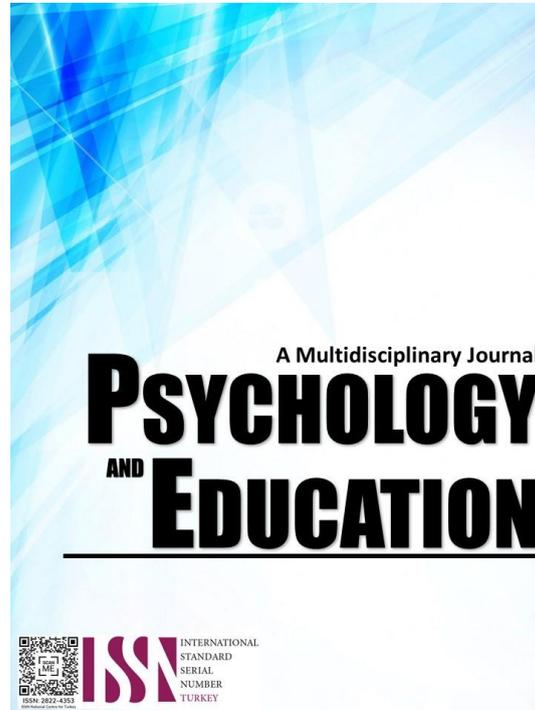


READING ACTIVITIES AT HOME IN DEVELOPING READING SKILLS AMONG GRADE ONE LEARNERS DURING THE PANDEMIC



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Reading Activities at Home in Developing Reading Skills Among Grade One Learners During the Pandemic

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Abstract

This study aimed to determine if the reading activities of the respondents, such as reading sessions with parents or family members, available reading resources used for reading, educational shows and movies, educational computer and cellphone games, and educational videos and nursery rhymes, are related to their reading skills. The research employed a descriptive correlational design. The researcher used a Teacher-Made Demographic Profile Test and adapted it to the Early Grade Reading Assessment, modifying it into four level components known as the Modified Early Grade Reading Assessment Test, namely letter sound knowledge, familiar word reading, oral passage reading, and reading comprehension. Thirty-one male and 25 female vaccinated learners from Cabili Village Elementary School in the North III District participated in the study. The data were analyzed using frequency and percentage as well as Pearson's correlation coefficient. As a result, reading level, particularly reading comprehension and oral passage reading had a substantial association with Grade 1 learners' reading activities at home. Meanwhile, letter sound knowledge and familiar word reading had little correlation with the reading activities of learners in Grade 1 at home.

Keywords: *reading activities, reading levels, descriptive-correlational, research design*

Introduction

Teaching beginning reading during the epidemic is a significant task for teachers and parents of first graders. This requires mastery of letter sounds, blending sounds, combining words into sentences, and comprehending the message of the books. The Philippines were overthrown by COVID-19 in March 2020, causing chaos in all spheres of life, including education (Cho et al., 2021). Tatum (2021) made it clear that learners needed to stay at home. According to Karpman and his co-researchers (2020), parents had to look for a variety of sources of assistance for their families and themselves. Additionally, while engaging with and instructing kids, teachers' health was in danger (Claxton et al., 2020).

As a result, Cabili Village Elementary School reflected on the DepEd Divisional Memorandum No. 424, s. 2021 promoting the platform of "Every child should be a reader by the end of primary school" and DepEd Divisional Memorandum No. 425, s. 2021 emphasized genuine love for reading as a lifelong process. It mandated with the goals, to develop the learners' reading levels, improve teachers' strategies, and implement a reading culture in school focusing on oral language, phonological awareness, phonics, vocabulary, fluency, and comprehension. Also, reading programs were implemented to promote reading ability and bridge the learning gap by emphasizing oral language, phonological awareness,

phonics, vocabulary, and comprehension. All of the teachers did home visits, provided limited face-to-face sessions, implemented Purok reading remediation, constructed a functional community library, encouraged parents to develop home mini-libraries, and designed reading booths and school mini-libraries.

Teachers participate in LAC Sessions for pedagogical knowledge and techniques. The activities enlightened the learners for a little time by motivating them to study modules, appreciate books, and improve their reading proficiency. Nevertheless, despite the intended measures, literacy remains at a low performance level. Numerous learners have lost the ability to recognize letters, generate sounds, blend, and comprehend. Particularly in the first grade, teachers found that the number of children who were proficient readers before to the epidemic dropped by half. In addition, teachers observed that learners with supportive and rich parents were more likely to be able to adapt to the learning mode. Meanwhile, the learners who relied solely on the modules, elementary undergraduate parents, and busy family members struggled to identify the alphabet and write their own names, resulting in illiteracy.

In actuality, teaching beginning readers necessitates an understanding of letter sounds, phoneme blending, word recognition, and text analysis (Read Naturally, 2022). The growth of learners' interests and attitudes must be given a lot of attention because it is an essential component of their learning development.

Without this talent, it is impossible to understand the learning abilities of many lessons and disciplines in today's education. To succeed, one must first develop his reading abilities. In order to preserve, continue, and improve learners' literacy, the Department of Education introduced four remote learning modes: the modular approach, radio-based instruction, television-based instruction, and online learning (de Guzman, 2021).

In a modular approach, parents teach and encourage their children's development under the supervision of trained teachers. They monitor and instruct the children asynchronously at home, at their convenience. Radio broadcasts are used to reach learners and help them with module-based questions through radio-based instruction. Similar to classroom instruction, TV-based learning pairs modules with activities but trains kids through audio-visual scenarios and effects. In the meanwhile, since teachers employed a number of media channels, such as videos, educational websites, interactive games, and chatting in addition to merely online classrooms, online learning is the best substitute for engaging with and educating learners (Llego, 2022).

This study aims to identify the reading activities at home, such as reading sessions with parents or family members, available reading resources used in reading, educational shows and movies, educational computer and cellphone games, and educational videos and nursery rhymes. This study would also positively influence the reading skills of Grade One pupils at Cabili Village Elementary School in terms of letter-sound knowledge, familiar word reading, oral passage reading, and reading comprehension.

The researcher developed a strategy to address the kids' reading issues after examining the study's findings. It concentrated on four reading levels: reading oral passages, reading known words, letter-sound knowledge, and reading comprehension. The researcher in question teaches first grade at Cabili Village Elementary School and holds a graduate degree.

Research Questions

This study aimed to determine the relationship between reading activities and reading skills of Grade 1 learners at Cabili Village Elementary School during the School Year 2021 – 2022. Specifically, it sought to answer the following queries:

1. What are the reading activities that the learners engage at home in terms of:

- 1.1. reading sessions with parents or family members,
- 1.2. used available reading resources
- 1.3. educational shows and movies,
- 1.4. educational computer and cellphone games and,
- 1.5. educational videos and nursery rhymes?
2. What is the reading level of the learners in terms of:
 - 2.1. letter sound knowledge,
 - 2.2. familiar word reading,
 - 2.3. oral passage reading, and
 - 2.4. reading comprehension?
3. Is there a significant relationship between the reading activities at home of Grade 1 learners and their reading level?

Methodology

Research Design

Using a Descriptive Correlational Research Design, the study determined the profile of grade 1 learners at Cabili Village Elementary School and then described the learners' reading performance. This is also a correlational study, as it examined the correlation between the significance of the reading activities and the Grade 1 learners' reading levels.

Respondents and Sampling Procedures

The subjects of the study were 56 vaccinated Grade 1 learners, consisting of 31 males and 25 females, who attended Cabili Village Elementary School in the 2021-2022 school year. Since the researcher was a teacher at the institution, she selected local learners taking Limited Face-to-Face classes.

Research Instrument and Its Validity

The researcher used a teacher-made demographic profile test and adapted it to the early grade reading assessment, modifying it into four level components known as the modified early grade reading assessment test, namely letter sound knowledge, familiar word reading, oral passage reading, and reading comprehension. The scoring for each reading level was based on the Early Grade Reading Assessment's point scale. "Si Nanay" is a reading comprehension story from the Grade 1 MTB-MLE textbook. The researcher



interviewed the learners before evaluating them. In addition, before administering the questionnaires to the learners, they were presented to the advisor, one master teacher, and three Grade One teachers for correction. The validators suggested that the questionnaires incorporated translation, larger text, and preferred fonts.

Data Gathering Procedures

When carrying out this study, the researcher used a methodical approach. The researcher first followed research ethics through using consent form. As validators, the researcher then gave the questionnaires to the master teacher and three first-grade teachers from Cabili Village Elementary School. Thirdly, the researcher wrote letters to the division superintendent, North III district supervisor, school principal, and teachers-in-charge asking for approval to give the tests during a few scheduled in-person classroom sessions. The researcher personally thanked the principal for allowing the survey to be carried out despite the school's hectic schedule after the learners finished the test and collected the questionnaires right away. The researcher recorded the gathered data then tabulated and interpreted.

Results and Discussion

The reading activities that the learners engage at home in terms of reading sessions with parents or family members, used available reading resources, educational shows and movies, educational computer and cellphone games, and educational videos and nursery rhymes

Table 1. *Reading Sessions with Parents and Family Members*

Responses	Frequency	Percentage (%)
Yes	48	85.7
Always	19	39.6
Often	4	8.3
Sometimes	22	45.8
Rarely	3	6.3
No	8	14.3
Total	56	100.0

Table 1 demonstrates that 48 (85.7%) of respondents participated in reading sessions with their parents and

family members. 'Sometimes' was selected by 22 respondents (46.8%), followed by 'always' with 19 respondents (39.6%), 'often' with 4 respondents (8.3%), and 'rarely' with 3 respondents (6.3%). In contrast, only eight (14.3%) of the respondents did not participate in reading sessions with their parents and/or family members. According to the data shown above, the majority of parents and family members supported and supervised the growth of their learners' reading skills. The frequency suggested parental involvement in the reading activities of the learners.

Plete (2021) emphasized the promotion of an increase in reading speed by parental involvement in a child's reading development. He concluded that the success of learners' reading development depended on the willingness of parents, teachers, and learners to engage in reading activities. Indeed, Cullinan and Bagert (2022) added the value of parental reading to kids' development as readers. Home reading programs were crucial classroom supplemental materials. Children's imaginations are sparked and their worldviews are broadened when books are read aloud to them. These assisted pupils in improving their communication and listening abilities while also preparing them to understand written language. When the life of the learner was filled with the rhythm and melody of language, reading would come as naturally as walking and talking.

Table 2. *Used Available Reading Resources*

Responses	Frequency	Percentage (%)
Yes	55	98.2
Storybooks	34	61.8
Newspaper	11	20
Brochure	3	5.5
Dictionary	7	12.7
Storybook with talking pen	2	3.6
Teacher-made reading booklets	39	70.9
Reading Charts	11	20
Textbooks	29	52.7
Almanacs	1	1.8
Pamphlets	0	0
Bible/Qur'an	24	43.6
Comics	11	20
Encyclopedia	5	9.1
Printed Story	10	18.2
No	1	1.8
Total	56	100.0

Table 2 demonstrates that 55 (98.2%) of respondents had reading materials at home for their reading habits. 'Teacher-made reading booklets' had the most responses with 39 (70.9%), followed by 'Storybooks' with 34 (61.8%), 'Textbooks' with 29 (52.7%), and 'Bible and Qur'an' with 24 (43.6%). 'Newspaper', 'Reading Charts', and 'Comics' each had 11 (20%),



'Printed Story' had 10 (18.2%) and 'Dictionary' had 7 (12.5%). Based on the statistics presented above, it was concluded that the learners had access to a variety of reading materials at home for their reading activities. Teachers and parents provided learners with a variety of reading tools to improve their reading skills.

The Resilient Educator (2022) emphasized that books, magazines, and other reading resources offered countless opportunities for learners to connect with and practice reading. Indeed, Cullinan and Bagert (2022) mentioned the value of parental reading to kids' development as readers. Home reading programs were crucial classroom supplements. Children's imaginations are sparked and their worldviews are broadened when books are read aloud to them. These activities assisted pupils in improving their communication and listening abilities while also preparing them to understand written language.

Moreover, a well-stocked library at home is an excellent way to encourage children to become avid readers. Phonics books, rhymes, and pictures are favorites among youngsters. Children at the primary level like stories, nonfiction, poems, dictionaries, and other reference materials (Lewis, 2022).

Table 3. Educational Shows and Movies

Responses	Frequency	Percentage (%)
Yes	47	83.9
With No Clear Languages	25	53.2
Foreign Series with Subtitle	6	12.8
Fairytales, Filipino Cartoon Series and Movies	24	51.1
Filipino And English Teleseryes	16	34.0
No	9	16.1
Total	56	100.0

Table 3 reveals that 47 (83.9%) of respondents watched television and films at home. Twenty-five of the respondents (53.2% of the replies) were in favor of shows and movies with unclear languages, followed by fairy tales, Filipino cartoon series and movies with 24 (51.1% of the responses), Filipino and English Teleseryes with 16 (34%) responses, and international series with subtitles with 6 (12.8%) responses. In contrast, 9 (16.15%) of those surveyed did not watch television or movies at home. According to the research shown in the preceding section, the majority

of learners were visual learners, focused on the images displayed on the screen and disregarding the media's language content.

In fact, according to AbilityPath (2020), visual processors were more likely to learn through examples and explanations by studying body language and facial expressions. The Educational Planner for the year 2022 said that visual learners had vivid imaginations and frequently visualize images. They recalled visually easily. They preferred to see what they were learning because they were drawn to vivid colors and figurative language. In addition, Kid Spot (2022) emphasized that television programs and films could serve as educational tools, aid in character development, aid in the expansion of children's vocabularies, encourage empathy, and promote positive social interaction.

Table 4. Educational Computer and Cellphone Games

Responses	Frequency	Percentage (%)
Yes	30	53.6
Minecraft, Cafeland, Cityville, Dressup, Makeup And Others	27	90.0
Scrabble, Bookworm	5	16.7
Adventure, And Other Word Games		
Educational RPG Games	1	3.3
No	26	46.4
Total	56	100.0

Table 4 shows that 30 (53.6%) of the respondents were involved in playing computer and mobile games. Recreational games such as Minecraft, Cafeland, Cityville, Dressup, and Makeup garnered the most answers with 27, followed by educational games such as Scrabble, Bookworm Adventure, and other Word Games with 5 (16.7%) and educational RPG games with 1 (3.3%). Meanwhile, 26 (46.4%) of the respondents did not play computer and mobile games. According to the data presented above, the majority of learners were able to access the internet and play games during their free time, rather than studying lecture contents.

Online games were gradually becoming the most engaging form of entertainment in this generation, which was not surprising. The proliferation of technology and Internet usage had made digital games practically accessible. Online games helped by



keeping the user intellectually and psychologically busy. Playing games against virtual or human opponents in a virtual context were cognitively stimulating. These encouraged multitasking just as much as playing with a person in person (Internet Matters, 2022). Thus, Teach Starter (2022) concluded that learning should be aided by games since learners were more motivated to study, pay attention, and complete assigned tasks when they played games. Games motivated learners to work as a team and assume responsibility for their own education.

Table 5. Educational Youtube Videos and Nursery Rhymes

Responses	Frequency	Percentage (%)
Yes	41	73.2
Everyday	24	58.5
Once A Week	11	26.8
Almost Everyday	6	14.6
1-3 Times In A Month	0	0
No	15	26.8
Total	56	100.0

Table 5 reveals that 41 respondents (73.2% of the total) viewed and listened to instructive YouTube videos and nursery rhymes. 'Everyday' had 24 responses (58.5%), 'Once a Week' had 11 (26.8%), 'Almost Everyday' had 6 (14.6%), and '1-3 times each month' had 0 responses. In contrast, 15 (26.8%) of respondents did not view or listen to instructive YouTube videos or nursery rhymes. Based on the statistics presented above, this can be concluded that parents encouraged their children to watch and listen to instructive YouTube videos and nursery rhymes. Also, online learners preferred animated visuals and upbeat music. According to Hassinger-Das and Dore (2020), children who had been quarantined at home owing to the epidemic were watching more YouTube videos than ever before, both for entertainment and education. Young learners considered YouTube videos to be superior and more realistic than television programming. Additionally, Bila (2018) emphasized that YouTube's appealed among young learners had increased substantially. Bennett (2019) stated that nursery rhymes gave bite-sized learning opportunities for young learners to acquire essential developmental skills. They were often triggered for hours of creative and open-ended play. They were an effective teaching tool for beginning readers, allowing children to get interested in the rhythm and patterns of words. In addition, nursery rhymes were helpful for building vocabulary. Frequently, they contained a pleasant rhythmic pattern and short words that were

straightforward for young learners to retain and repeat. Regular exposure to the spoken language was necessary for the development of phonological awareness in language learners.

The reading level of the learners in terms of letter sound, familiar word reading, oral passage reading, and reading comprehension

Table 6. Letter Sound Knowledge

Reading Level	Score	Frequency	Percentage (%)
High	4 – 5	47	83.9
Average	2 – 3	3	5.4
Low	0 – 1	6	10.7
Total		56	100.0

Table 6 reveals that the majority of learners scored high reading levels of 4-5 (47 out of 83.9% of respondents), followed by average reading levels of 2-3 (3 out of 5.4%), and low reading levels of 0-1 (10.7%). The statistics implied that parents focused on the letter sounds of their children, thereby enhancing their awareness of letter sounds. Parents prioritized phonics since it was a well-known strategy for teaching learners how to decode words. For children to read proficiently, phonics was required because it taught them to recognize individual sounds and combine them to begin reading. This was the basis upon which all other reading skills were built (Logsdon, 2020).

Table 7. Familiar Word Reading

Reading Level	Score	Frequency	Percentage (%)
High	4 – 5	36	64.3
Average	2 – 3	5	8.9
Low	0 – 1	15	26.8
Total		56	100.0

Table 7 indicates that the majority of respondents (36, or 64.3%) scored a high reading level of 4-5, followed by an average reading level of 2-3 with 5 (8.9%), and a low reading level of 0-1 with 15 (26.3%). The aforementioned evidence suggested that the learners could successfully blend sounds. They could relate to common words since they were meaningful and used in their daily lives and their parents encouraged the blending of letter sounds in their reading skills.

Wicklund and Gray (2022) emphasized that word recognition described the path that most children use



to learn to speak and read. Word recognition would begin when learners understood that alphabetic letters had distinct sounds. These could be combined to make words. A test of word recognition could be used to evaluate a child's ability to decode and comprehend letter patterns, as well as their degree of comprehension. This exam evaluated a child's ability to detect word parts, such as prefixes, suffixes, and root words. They also identified syllables, made sounds, and decoded words. In this situation, youngsters might increase their understanding and knowledge.

Table 8. Oral Passage Reading

Reading Level	Score	Frequency	Percentage (%)
High	4 – 5	30	53.6
Average	2 – 3	3	5.4
Low	0 – 1	23	41.0
Total		56	100.0

Table 8 reveals that the majority of learners achieved a high reading level of 4-5, with 30 (53.6%) of the respondents achieving this score, followed by low reading level of 0-1 with 23 (41%), and an average reading level of 2-3 with 3 (5.4%). The aforementioned evidence suggested that the learners could effectively blend the sounds, syllables, and words that comprised sentences. Parental involvement had a significant impact on the reading abilities of the learners. Harju-Luukkainen et al. (2020) found that familial impacts, as evidenced by parents' reading ability, indirectly and directly affected children's reading outcomes, respectively. Also, fathers' and mothers' reading abilities had comparable effects on their children's reading ability. What kids were exposed to was what they learned.

Table 9. Reading Comprehension

Reading Level	Score	Frequency	Percentage (%)
High	4 – 5	26	46.4
Average	2 – 3	2	3.6
Low	0 – 1	28	50.0
Total		56	100.0

Table 9 demonstrates that the majority of learners achieved a low reading level on the reading comprehension subtest (0-1) with 28 (50%) of respondents, followed by a high reading level with 26 (46.4) respondents, and an average reading level with 2 (3.6) respondents. The data above suggested that the

learners were incapable of critical reading analysis. In this process, the cognitive domain was not exploited. They only concentrated on letter recognition, letter blending to generate syllables, and the formation of words and phrases.

Tomas et al. (2021) did research on the reading difficulties of learners. It was established that the vast majority of learners were at a frustrating level; therefore, development programs were required for the learners. Non-mastery of reading components, the presence of at-risk learners, and the absence of a reading environment were perceived causes and contemporaneous factors of the reading level of learners. Reading activities and programs should be proposed for use in developing contextually relevant reading education programs.

The significant relationship between the reading activities at home of the Grade 1 learners and their reading level

Table 10. Significant Relationship between the Reading Sessions Together with Parents and Family Members and their Reading Level

Reading Level	Does the learner engage in reading sessions together with parents and family members?		χ^2	p-value	Remarks
	Yes (n=49)	No (n=7)			
Letter Sound Knowledge	4.43±1.32	3.63±1.85	6.284	0.280ns	Not Significant
Familiar Word Reading	3.55±2.14	2.13±2.36	8.798	0.117ns	Not Significant
Oral Passage Reading	2.96±2.37	0.75±1.16	16.279	0.006s	Significant
Reading Comprehension	2.78±2.34	0.00±0.00	10.340	0.035s	Significant
Total Measure	13.71±7.41	6.5±4.63	32.135	0.014s	Significant

Table 10 demonstrates that reading sessions with parents and family members had a substantial link with reading levels. These were specifically the oral passage reading and reading comprehension, however, letter sound knowledge and familiar word reading were not manifested. According to the results, parents were unable to develop their children's oral passage reading skills in sentences and comprehension. They were primarily concerned with phonics and linking syllables to produce words, not with higher cognitive levels. Parents should be aware that higher-order thinking skills did not involve simply repeating facts, but rather understanding, interpreting, and relating to information and concepts. Also, they were classifying, modifying, linking ideas together in novel or creative ways, and applying them as learners sought new solutions to unforeseen problems. Parents must use higher order thinking skills when assessing their children (Reading Rockets, 2022).



Table 11. Significant Relationship Between Reading Resources Used at Home and the Reading Level

Reading Level	Does the learner have reading resources used at home?		χ^2	p-value	Remarks
	Yes (n=55)	No (n=1)			
Letter Sound Knowledge	4.36±1.39	2±0.00	27.991	0.000s	Significant
Familiar Word Reading	3.36±2.23	3±0.00	27.991	0.000s	Significant
Oral Passage Reading	2.70±2.36	0±0.00	1.505	0.913ns	Not Significant
Reading Comprehension	2.43±2.37	0±0.00	1.131	0.889 ns	Not Significant
Total Measure	12.84±7.49	5±0.00	8.652	0.951 ns	Not Significant

Table 11 illustrates that reading resources used are significantly related to letter sound knowledge and familiar word reading, but not to oral passage reading or reading. The study suggested that parents prioritize phonics and combining syllables into words above reading sentences and understanding texts read. Lower-order thinking skills (LOTS) and higher-order thinking skills (HOTS) were two distinct styles of thinking, according to Bentley (2020). (HOTS). However, higher-order thinking skills were essential because they transformed abstract concepts into concrete and specific ones, including a complex, analytical, creative, and evaluative interpretation of the facts. Both levels of thinking were essential, but higher-order thinking skills were most frequently applied to difficult subjects as learners progressed through the curriculum.

Additionally, it was difficult to acquire higher-order thinking skills. Wadhar (2022) emphasized the need for parents and children to engage in more serious conversations. In fact, children should be encouraged to think critically, rationally, and creatively in order to build skills that will benefit them in the future through dialogue. In addition, he proposed lists of example questions that increased metacognition through fostering higher-order thinking skills.

Table 12. The Significant Relationship between Watching Television Shows and Movies and the Learners' Reading Level

Reading Level		Does the learner watch television shows and movies at home?		χ^2	p-value	Remarks
		Yes (n=47)	No (n=9)			
Letter Sound Knowledge	Sound	4.47±1.20	3.60±2.12	7.623	0.178 ^{ns}	Not Significant
		3.38±2.21	3.20±2.29	4.016	0.547 ^{ns}	Not Significant
Oral Passage Reading		2.77±2.34	2.10±2.51	3.267	0.659 ^{ns}	Not Significant
Reading Comprehension		2.49±2.37	1.90±2.47	1.204	0.877 ^{ns}	Not Significant
Total Measure		13.11±7.34	10.80±8.34	15.235	0.579 ^{ns}	Not Significant

Table 12 confirms that watching television shows and movies had no significant link with reading levels, specifically letter knowledge, familiar word reading, oral passage reading, and reading comprehension. According to the findings, viewing television shows and movies did not aid in the development of reading skills. This was due to the fact that programs and movies employed a diverse range of languages and vocabulary while adhering to grammatical norms. Some shows did not even have subtitles, and the words spoken were meaningless to the learners. Additionally, because the images were already displayed, learners no longer needed to process abstract notions.

Cohen (2018) argued that while shows and movies could aid with language learning, they must be watched repeatedly. It was best to learn a language through both passive and active learning acquisition. Panda (2020) emphasized that the mechanism by which visual representations were created vary greatly between books and films. Learners could use their creative imaginations to create mental pictures from the words used in books. Movies, on the other hand, offered the learner with a fixed visual picture. The learner's inventiveness was not required because the filmmakers had already created the image that they wanted the viewers to see. In other words, learners did not have to exert effort in analyzing ideas in written form. Considering the benefits that learners gained from viewing movies for cognitive development, Roslim and his co-researchers (2021) supported the theory that movies may be used to increase literacy development. Nevertheless, in order to attain the appropriate learning goals, instructional movies should be properly selected. Also, movies help learn new words, especially words that learners are not familiar with.

Table 13. Significant Relationship Between Playing Computer and Mobile Games

Reading Level	Does the learner involve in playing computer and mobile games?		χ^2	p-value	Remarks
	Yes (n=29)	No (n=27)			
Letter Sound Knowledge	4.34±1.29	4.29±1.56	3.079	0.688 ^{ns}	Not Significant
Familiar Word Reading	3.24±2.28	3.46±2.17	3.383	0.641 ^{ns}	Not Significant
Oral Passage Reading	2.59±2.31	2.71±2.46	6.388	0.270 ^{ns}	Not Significant
Reading Comprehension	2.41±2.41	2.36±2.38	1.067	0.899 ^{ns}	Not Significant
Total Measure	12.59±7.55	12.82±7.58	14.320	0.644 ^{ns}	Not Significant

Table 13 indicates that there was no significant association between computer and mobile games and reading levels, specifically letter sound knowledge,



familiar word reading, oral passage reading, and reading comprehension. The research suggested that games played by learners did not enhance their reading development because the majority of games played on a regular basis were not instructive but merely for enjoyment purposes. According to Dewar (2018), learners who played video games on a regular basis outperformed learners who did not play computer games at all.

Furthermore, there was evidence that some types of games could improve spatial skills and possibly aid children with dyslexia in learning to read. Learners who played video games on a daily basis, on the other hand, were at a slightly increased risk of suffering concentration problems. According to Grinspoon (2020), gaming can be fun and social, but it must be accompanied with a healthy lifestyle because video games had been linked to psychological concerns such as active disengagement or loss of interest, a lack of learning opportunities, and an increase in emotional issues.

Table 14. Significant Relationship Between Listening and Watching Educational Youtube Videos and Nursery Rhymes

Reading Level	Does the learner listen and watch to educational YouTube videos and nursery rhymes?		χ^2	p-value	Remarks
	Yes (n=45)	No (n=11)			
	Letter Sound Knowledge	4.36±1.26			
Familiar Word Reading	3.67±2.07	2.17±2.41	7.085	0.214 ^{ns}	Not Significant
Oral Passage Reading	2.98±2.31	1.42±2.23	11.725	0.039 ^s	Significant
Reading Comprehension	2.71±2.35	1.17±2.12	4.999	0.287 ^{ns}	Not Significant
Total Measure	13.71±7.30	8.92±7.27	21.986	0.185 ^{ns}	Not Significant

Table 14 demonstrates that watching and listening to educational videos and nursery rhymes had a substantial correlation with the reading level, specifically oral passage reading. However, letter sound knowledge, familiar word reading, and reading comprehension had no significant correlation with the YouTube videos and nursery rhymes listened to and viewed. The statistics indicated that learners utilized YouTube videos and nursery rhymes for familiarization purposes. The more they observed the songs and subtitles being sung and described on-screen, the more they remembered the phrases they said. They subconsciously acquired and memorized the words and phrases reflected as they listened and observed.

According to Genota (2018), learners were flocking to YouTube because they believed that watching

someone explained things visually and improved their comprehension. If viewers did not understand something immediately, they can pause and restart the video while subtitles appeared on the screen. In other words, they relied on the information offered rather than reading lengthy texts themselves. Videos were preferable to books because they allowed learners to visualize how concepts were being processed, whereas books required extensive reading.

Additionally, YouTube was highly encouraged in studying classes, but preference should be examined wisely for optimal achievement. YouTube videos selected for use in language classes must satisfy specific criteria, including the proficiency level of the learners, the cultural context, and the lesson objectives (Kabooha & Elyas, 2018).

Table 15. Significant Relationship Between the Reading Activities at Home of the Grade 1 Learners and Their Reading Level

Reading Level	Relationship of the Reading Activities and their Reading Levels		Remarks
	r-value	p-value	
Letter Sound Knowledge	0.218 ^{ns}	0.104	Not Significant
Familiar Word Reading	0.186 ^{ns}	0.167	Not Significant
Oral Passage Reading	0.275 ^s	0.038	Significant
Reading Comprehension	0.321 ^s	0.015	Significant
Total Measure	0.284 ^s	0.032	Significant

Table 15 demonstrates that the reading level, particularly reading comprehension and oral passage reading had significant correlation with the reading activities of Grade 1 learners at home. Reading comprehension had a p-value of 0.015, while oral passage reading had a p-value of 0.038. Meanwhile, letter sound knowledge and familiar word reading had little correlation with the reading activities of Grade 1 learners at home. The aforementioned findings and conclusions suggested that parents were unable to develop the oral passage reading and comprehension skills of their children. They were primarily concerned with phonics and syllables, ignoring cognitive skills. This highly implies that parents may focus in implementing relating texts read to real life situations and use higher order thinking skills questions so that learners can internalize the concepts and lessons in the literary pieces read.

In light of the current situation in the Philippines, it was unsurprising that the Philippines scored dead last in reading comprehension among the 79 participating

countries and economies in the 2018 Programme for International Learner Assessment (PISA). Also, the Philippines received the second-lowest score in mathematics (353) together with Panama (San Juan, 2019). Frederick Sotto Perez, president of the Reading Association of the Philippines, was quoted in Roper (2019) as saying that reading ability would be developed via diligent practice. Readers could be formed by presenting them with text, both print and digital, modeled by the teacher and shared and individual practice. In addition, Scholastic Inc. (2022) emphasized that parents could help their children improve their literacy skills by requiring them to read aloud. Also, they were providing books at the appropriate reading level, rereading for fluency, and supplementing their academic reading. Further, they were using verbal processing questions that asked about the sequence of events in the text read.

Indeed, oral passage and reading comprehension skills were not formed in one day but took years to improve. What made them significant was that parents focused primarily on making the correct letter sounds and mixing them to produce words, than stressing the higher levels of reading abilities, and applying them to the real world. Reading did not only compose one skill but had levels to develop. In order for one to become a successful reader, the reader himself must undertake extra readings and follow-up questions to challenge his critical thinking. In addition, parents should be educated on numerous ways for developing oral passage and reading comprehension through learning experiences involving higher-order thinking skills inquiries, resulting in cognitive development, and stimulating learners' inquisitiveness and critical thinking. Teachers must impose reading activities at school using literal, inferential, evaluative, and creative questions to foster the reading growth of their learners.

Moreover, the learners, parents, and teachers should work as a team together with society in enhancing one's reading skills. Development was a long-term and progressive process that would not occur instantly. One cannot skip each reading skill for it could grow deeper from time to time.

Finally, reading abilities should be given the utmost attention because they linked and impacted other learning skills. It was impossible to develop them properly without it. To successfully study things, one need inculcated time and treated it as a priority issue in able to improve.

Conclusion

Based on the analysis and findings of the study, the following conclusions are stated below:

According to the study, most parents and family members supported and kept an eye on their children's reading progress. The frequency with which reading sessions were handled, such as always, occasionally, frequently, and infrequently, indicated that parents were actively involved in their children's reading activities.

The phonics and blending abilities of learners creating words and sentences were developed by parents and family members using a variety of reading materials. They used comic books, encyclopedias, storybooks, newspapers, talking pens for storybooks, teacher-made reading booklets, reading charts, textbooks, almanacs, the Bible, the Qur'an, and printed stories.

Learner-respondents were visual learners, focusing on the graphics exhibited on the screen rather than the language supplied through media. They had powerful creative imaginations that caused them to be drawn to colorful imagery, leading to learning. The majority of the learners loved TV shows and movies.

Learners surfed the internet with the purpose to play for fun in their spare time rather than learning academic lessons. They preferred Minecraft, Cafeland, Cityville, Dressup, Makeup, and other recreational games. Playing these types of games in a virtual environment was equally as cognitively engaging as playing with a person in real life.

Parental engagement was evident through encouraging learners to engage in instructive YouTube videos and nursery rhymes everyday. Likewise, learners also were attracted to vivid pictures and upbeat sounds, the reason for them to participate in it habitually.

The study's findings demonstrated that parents were really worried about their children's reading abilities by emphasizing letter sound knowledge and comfortable word reading. Emphasis was placed on creating and fusing sounds to form syllables and words. However, they neglected to emphasize the value of reading comprehension and oral passage comprehension. It was challenging to analyze and interpret lessons, subjects, and reading texts without these two levels. Because reading abilities would serve no use if Letter Sound Knowledge and Familiar Word Reading were the only things that the learners could see as they developed.

Lastly, reading activities such as reading sessions with parents and family members, available reading resources, educational shows and movies, educational computer and cellphone games and educational videos and nursery rhymes did not have a significant relationship with letter sound knowledge and familiar word reading. However, reading activities such as reading sessions with parents and family members, available reading resources, educational shows and movies, educational computer and cellphone games and educational videos and nursery rhymes had a significant relationship with the learners' reading skills.

Based on the study's findings and conclusions, the following recommendations are provided: (1) Parents may continue to evaluate their children's reading skills in phonics and blending ability in syllables, words, and sentences. Also, they should provide them with comprehension problems to answer in order to enhance their critical thinking and text-analysis skills. (2) Teachers may augment and oversee parental efforts to enhance the oral passage reading and reading comprehension skills of their learners. (3) Teachers and parents may receive training and orientation in reading approaches in order to increase the reading skills of learners. (4) School head may utilize the implementation of the action plan of this study so that the reading activities in school will become regular and teachers are guided on the procedures that could enhance reading skills of the learners.

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