Impact of Family Structure and Parental Involvement in Low Socioeconomic Areas on Reading and Writing Development of Grade 3 Students from San Rafael Elementary School in the Division of Agusan Del Sur, Philippines

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Abstract

Education system in the Philippines is constantly changing and more is being expected out of students at a much younger age. The levels of parental involvement had higher expectation to the literacy skills of the students. This study aimed to analyzed the collective influence of the predictor's family structure, parental involvement and socioeconomic areas and students' perspective interest of the classroom learning environment on Grade 3 students of San Rafael Elementary School. Thus, the intention was to provide an analysis of these predictors of academic performances of the grade 3 students in the areas of reading and writing development. To expand knowledge of the inter-relationships between the variables correlated in the study. The data treatment was performed in order to evaluate and determine the descriptive statistics between parental involvement, family structure, low-socioeconomic status and student's performances in reading and writing areas. The descriptive research design was used to assess and measure the linear coalition between the independent variable and dependent variable. The quantitative data was obtained along the parental involvement survey using and basing on the set of thirteen Likert scale questions. As the results of the descriptive statistics results in Table 1 revealed that among the 30 parent participants or as corresponding assessor and evaluator 19 (63.32%) were underneath from lowest family affluence scale, which represented the highest number of the parent sample on the study. Based on the findings, the reading assessment scale of the respondents were on the mean value of 5.72 ± 3.82 that indicates as text reading speed (syllables per seconds). Whereas, the words reading (syllables per seconds) variable has the mean value of 3.70 ± 2.33, hence, for the non-word reading (syllables per seconds) were gathered the results of 1.79 ± 0.66. The parental involvement was grounded on the time spent offered and parental guidance of the students.

Keywords: Parental Involvement, Academic Task, Socioeconomic Status

Introduction

The parents are speaking out more about participating in educational decisions. Accordingly, on the rising anxiety that parents have towards the societal concerns about public education. It is vital to examine more closely at the enormous benefits that parental and community involvement have on the educational system and students' academic progress and development in light of the rising concern over public education (Fege, 2000; Spreeuwenberg, 2019). Several studies stated that parents who promote the view that reading and writing is greatly valuable and worthwhile activity in school. The students who are explicitly motivated to read and write for pleasure (Clark, 2007; Mirazchiyski *et al.,* 2014), they reported through examination and assessment of the 2011 PIRLS (Progress in International Reading Literacy Study) that on the average in almost all participating countries, the learners in schools with high levels of parental involvement had higher scores than those students' attending schools with low levels of parental involvement and guidance. The findings of the study showed the association between reading achievement and parental involvement was positive and statistically significant and impacted to the students (Mirazchiyski & Klemencic, 2014).

The apprehension of the academic achievement and performance gap requires a merged focus on these two central environments responsible and characteristics for the children developmental trajectory and progress. Additionally, it will certainly require basic integration of these two environments particularly at home and school. Based on the present world's perspective the issues and problems of low academic achievement of the young learners are multidimensional; thus, in some ways it should requires a fine solution that is well-equally comprehensive and attainable in nature (Evans, 2005). In the study of Francis Imperato (2009), he concluded that a simple at-home literacy program that features authentic and engaging reading activities that are easily understood, implemented, and administered show positive results in literacy learning process. Furthermore, writing skills are very important part of literacy development. Herein, learning to write begins very early in a child's life and the home

environment can provide many opportunities to develop emergent writing skills of the children. There has been research study done on the importance of parents' involvement with their child on early writing skills (Francis Imperato, 2009).

The purpose of this study was to analyze and assess the collective influence of the predictor's family structure, parental involvement and socioeconomic areas and students' perspective interest of the classroom learning environment on Grade 3 students of San Rafael Elementary School. Thus, the intention was to provide an analysis of these predictors of academic performances of the grade 3 students in the areas of reading and writing development. To expand knowledge of the inter-relationships between the variables correlated in the study.

This study tries to scrutinize the research inquiries that being asked whether parental involvement and family structure, low socioeconomic status affects on reading and writing perspective interest of the students in the classroom learning environment were collective predictors of the Grade 3 students in San Rafael Elementary School in the Division of Agusan del Sur. The study was hypothesized that the simultaneous analysis of the measurement model and the structural model was primarily indicated on a match between the theoretical covariance matrix and the empirical covariance matrix of the study. Moreover, it hypothesized that the structural model and variable would be a good fit on the observed and actual data gathered. Hence, it just plainly justifies the model's explication of the phenomenon, students' perspective interest in reading and writing, through the predicted relationships of its variables. On top of that, the schematic diagram of the study was depicted below (Figure 1), the flow of the study was speculated the inter-relationships between these variables with the outcome variable on the development of the students' performance in the areas of reading and writing. The direct relationship between family structure and parental involvement was existed; the impact of low socioeconomic areas on reading and writing was

speculated to indirectly affect the development and academic performance of the grade 3 students.

Figure 1. *The schematic diagram of the predictive-*

variables' relationships on reading and writing development of grade 3 student

Methodology

The purpose of this study was to determine the collective influence of the predictor's family structure, parental involvement, and socioeconomic areas and students' perspective interest of the classroom learning environment on Grade 3 students of San Rafael Elementary School. Parental involvement was assessed by measuring the time parents spent reading with their child. Furthermore, the parents' perception of their own parental involvement was measured to examine further impacts. Wherein, parental involvement is greatly welcomed as an integral part and main stakeholder of the school environment. The San Rafael Elementary School has a parent volunteer program that provides and assess the services throughout the academic school year.

Research Design

This study used descriptive statistics research design where the data gathered from the assessment procedures conducted by the researchers to the grade 3 students as a respondent of the study. Mainly, the study was conducted to determine and identify the significant of parental involvement and family structure on students reading and writing performance at the school. Moreover, the independent variable was parent involvement and the impact of low-socioeconomic status, as measured by time spent reading and writing during the experimental treatment conducted by the researchers and corresponding assessor. Whereas, the dependent variable of the study was the grade 3 students from San Rafael Elementary School in the Division of Agusan del Sur. As to measured their growth and progress in reading and writing scaled assessment scores.

The Participants and Setting for the Study

The respondents for this study consisted of grade 3 students of San Rafael Elementary School in the Division of Agusan del Sur. The learners ranged in age from seven to nine years old. The variables were varied in gender, academic ability particularly on
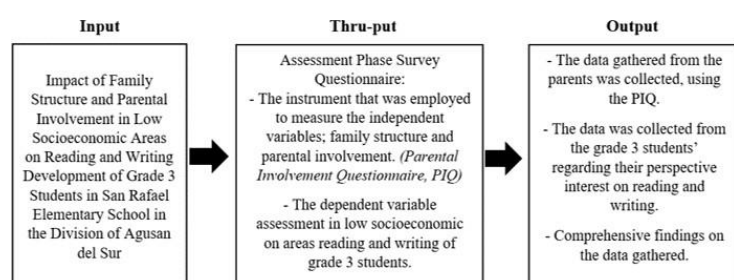
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reading and writing, socio-economic status, and family structure. The study sample could not be considered as representative of all the grade 3 students from San Rafael Elementary School, also generalizability was not the goal of the study. The main purpose of this study was to determine and assess the impact of family structure and parental involvement has on reading and writing scaled scores of third grade students at the study location, San Rafael Elementary School.

Measures of the Study

The research data from the study was greatly collected through the process of reading and writing assessment in order to properly measures student progress and development based on a scaled assessment procedure. The reading and writing assessment assesses the reading comprehension and writing skills of grade 3 students in San Rafael Elementary School. The scaled assessment was plainly easy to administer and yielded valid, reliable, and actionable data collection. The assessment conducted by the researchers established a well-emphasized baseline scaled output before the treatment was introduced to the dependent variables of the study. The grade 3 students were tested and monitored individually with the help of their parents as a corresponding evaluators and assessors on the said assessment procedure. Nonetheless, the parents were given a parent involvement survey for the study approach. The survey was a Likert scale survey was primarily adapted from educational research analyst Joyce Epstein (2009). The purpose of this approach was to directly asked the parents to rate their perceived level of involvement in their child's education particularly in the areas of reading and writing by indicating their agreement with thirteen statements designed based on Epstein's six types of parental involvement action. Additionally, the parents rated their involvement 1 to 5, wherein 1 indicates a strongly disagree with the statement and the highest number 5 indicating that they strongly agree with the statement. This survey method was utilized to determine and evaluate parents' perspective interests of involvement in their children education and was then explicitly compared to those young students in other schools on reading and writing assessment scaled scores.

Respondents' Rights, Ethical Protection and Consideration

The ethical consideration of respondents' rights and ethical concerns were fundamentally addressed and prioritized in three perspective ways. First given to protect the identity of the subjects (dependent variable) of the study. This concern was addressed by collecting

all the data on the said assessment. Succeeding, the parent participants signed off on a consent or waiver form stating and expressing their approval for survey purposes. Lastly, the data collected will be purged after completion of the study by the researchers.

Results and Discussion

The research hypothesis of the study indicated that the predictors which are the parental involvement, family structure, socio-economic status and students 'perspective interests in the areas of reading and writing development. Collectively influence on grade 3 students' academic performances in San Rafael Elementary School. The approach involved the use of maximum likelihood and Likert scale method to calculate the path coefficients simultaneously, which is primarily referred to as a full-information model technique (Meyers *et al.,* 2013). The results were calculated superbly, consequently the parental involvement assessment score for each parent of the grade 3 students measured by utilizing the Likert scale responses from the thirteen questions were averaged.

Table 1. *The descriptive statistics of parent and student participants' demographic variables of the study*

Variables	Frequency (n)	Percentage (%)
For student		
Sex		
Male	13	43.34
Female	17	56.66
Age		
7	6	20
8	14	46.66
9	10	33.34
For parents		
Level Socioeconomic Status variable		
Family affluence scale		
Highest	1	3.34
Medium	10	33.34
Lowest	19	63.32
For parents		
Parental Educational Status		
Elementary School	8	26.66
High School	15	50
2-year College	4	13.34
4-year College	2	6.66
Graduate	1	3.34
Post Graduate	0	0
Total (n)	30	100

An assessment of the descriptive statistics results in

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Table 1 revealed that among the 30 parent participants or as corresponding assessor and evaluator 19 (63.32%) were underneath from lowest family affluence scale, which represented the highest number of the parent sample on the study. The number of grade 3 students who primarily the respondents of the study were represented of Male 13 (43.34%) and 17 (56.66%) females. Additionally, regarding on Parental Educational Status (PES), the majority of the parents 50.00% (15), parents had considerably attained high school level education while only 26.66% (8) possessed elementary school level qualifications based on the data gathered.

This study results from conducted assessment by the researchers the descriptive analysis of the observed variables on students' perspective interests in the areas of reading writing development has an impact on parental involvement and level of socioeconomic status of the family by the respondents. In this study data were collected for grade 3 students in San Rafael Elementary School in the Division of Agusan del Sur. The research questions and assessment in both students and parents seeking to be answered was whether there was a correlation between variable a and variable b in the study. Based on the findings, the reading assessment scale of the respondents were on the mean value of 5.72±3.82 that indicates as text reading speed (syllables per seconds). Whereas, the words reading (syllables per seconds) variable has the mean value of 3.70±2.33, hence, for the non-word reading (syllables per seconds) were gathered the results of 1.79±0.66 (Table 2). The study has shown that students show greater progress and frailty in the area of reading. Thus, parents and teachers would learn specific methods and approach for literacy improvement and development of the students (McGraw-Hill, 2019).

Table 2. *Descriptive statistics of the observed variables on students' perspective interests in the areas of reading writing development.*

Task Variables	Equivalent (range)	Mean Value	Standard Deviation
Reading Assessment Scale			
Text reading speed (syllables per seconds)	6.0 - 10.0	5.75	3.82
Text reading errors	0 - 5.0	2.15	0.81
Words reading (syllables per seconds)	6.0 - 10.0	3.70	2.33
Words reading errors	0 - 5.0	6.25	4.79
Non-word reading (syllables per seconds)	6.0 - 10.0	1.79	0.66
Non-word reading syllables per seconds' errors	0 - 5.0	8.10	3.10
Writing Assessment Scale			
A (Very high level of performace in writing skills)	9.0 - 10.0	7.12	4.17
B (High level of performace and accurate in writing)	8.0 - 9.0	3.45	2.45
C⁺ (Very good level of performance)	7.0 - 8.0	2.10	0.99
C (Good level of performance)	6.0 - 6.50	-0.13	1.14
D (Moderate level of performance; requires improvement)	5.0 - 6.0	-0.47	1.03
E (Low level of performance; requires considerable improvement and guidance)	3.0 - 5.0	-0.02	0.77
Cognitive Assessment Findings			
Verbal Comprehension and Full-Clear Reading	-	104.14	11.33
Perceptual Reasoning Index	-	103.04	11.29
Working Memory Index	-	90.58	9.82
Processing Speed Index	-	93.44	11.49

Table 3 presents the writing assessment scale of the selected grade 3 students in San Rafael Elementary School. On the results, several of the students has the average of A range (very high level of performance in writing skills) that conclude into 7.12±4.17 situated on the data findings. Succeeding, the high level of performance and accurate in writing of the students that has the mean value of 3.42±2.45. Accordingly, the child's that starts preschool, it becomes more important for teachers and educators to build harmonious relationships with the parents and work on establishing connections to help parents feel more comfortable working with their young child at home on foundational literacy skills particularly on reading and writing (Bronfenbrenner, 2006). There are various strategies that could be included in the set-up of educational platform at school such as point to each word on the board of the room as it is being read, read the primarily books or might have the leaners make a prediction, fluency while reading by bringing energy and excitement to reading with the child perspective, ask the child more relevant questions after reading every book, and connect reading and writing if possible (Burton, 2013). The cognitive assessment findings of the study were enormously comprised on the verbal comprehension and full-clear reading based on the conducted assessment. The implication of the study might be that educators and teachers examine their own core beliefs about parental involvement and family engagement in education particularly to those young mind (Mapp *et al.,* 2017).

Table 3. *The average scaled scores for each assessment test.*

Assessment Procedure	Average Scaled Score	Development from Prior Assessment	Cumulative Growth from Assessment Period
First set of intervention for reading	210.24	***	***
First set of intervention for writing	217.12	50.17	55.70
Final assessment for reading enhancement	322.50	71.55	140.11
Final assessment for writing enhancement	316.25	-1.15	119.33

The statistical significance of the growth in mean scaled score on the first and final assessment, a t-test was properly performed on the paired data. The t-test results comparing the development during the first set of intervention and final assessment. On the first set of intervention for reading the average scaled score of the respondents is 210.24 with no found result on the development and cumulative growth assessment.

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Whereas, the first set of intervention for writing of the grade 3 students obtained the average scaled score of 217.12 with 50.17 (development from prior assessment) and 55.70 (cumulative growth from assessment period). Withal, for the final assessment for reading enhancement got the average of 322.50 with 71.55 (development from prior assessment) and 140.11 (cumulative growth from assessment period). Yet, the final assessment for writing enhancement were gathered 316.25 as average scaled score of the respondents with -1.15 (development from prior assessment) and 119.33 (cumulative growth from assessment period). Accordingly, when children struggle to read in third grade, definitely they are four times more curious on their performances in the areas of reading and writing (Make Way for Books, 2019). Wherein, teaching young students these early literacy skills could help ensure that all students have the opportunity and chance to blossom in their literacy education process (Edwards, P. A. 2016). Moreover, students learn vocabulary in many ways and aspects, particularly reading books and having conversations with adults and other kids that surrounds them. Various studies and research have greatly shown that the larger a child's vocabulary, the quicker and faster they will learn to read and write (Shrier, 2013).
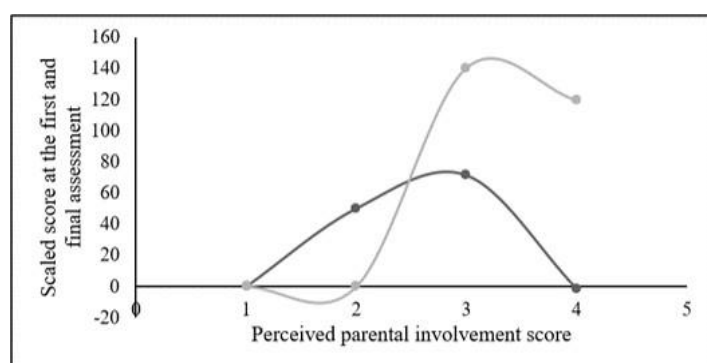

Figure 2. *The graph of scaled score at the first and final assessment for each Grade 3 students relative to the perceived parental involvement score.*

Figure 2 shows the graph of scaled score at the first and final assessment for each Grade 3 students relative to the perceived parental involvement score. This was due to varying participation in data collection within the subject group of the study. There are small number of students filled out reading logs and undergo writing assessment and well-assessed by the researchers and corresponding assessor which are the parents of the respondents but has difficulties in reading that affects on parental involvement and family connection to the child's literacy skill. There were also students who perfectly read and write the given assessment test that means parental involvement has great impact to their child. The student's academic performances and success was based on reading and writing assessment scaled scores. The parental involvement was grounded on the time spent offered and parental guidance of the students. Descriptive-correlation method was utilized to test the two variables, parental involvement and student perspective interests on the areas of reading and writing. Also, to determine whether or not there was a correlation between the time parents spent reading with their child and the assessment scaled score provided and conducted by the researchers. According to Redding, Murphy & Sheley (2011), they stated that, "Parent leadership must begin somewhere, and the most likely somewhere is with superintendents and principals. Also, District and school leaders establish the importance of parent leadership. Nonetheless, the district and school leaders should convey the importance of parent leadership to the school board, faculty and parents". In relation to the study, family literacy events are certainly defined as, "Programs that take place outside of the academic day and are literacy events for families that offer engaging, motivating perceptions, and entertaining opportunities for learning and building positive home-school connections of the learners" (Bradbury & Busch, 2015).

Conclusion

Based on the findings of the study the following conclusions are drawn. The findings of this study support on the conclusion of several studies in the collective influence of the predictor's family structure, parental involvement and socioeconomic areas and students' perspective interest of the classroom learning environment on Grade 3 students of San Rafael Elementary School in the Division of Agusan del Sur. The research hypothesis of the study indicated that the predictors which are the parental involvement, family structure, socio-economic status and students 'perspective interests in the areas of reading and writing development. Additionally, the findings were calculated superbly, consequently the parental involvement assessment score for each parent of the grade 3 students measured by utilizing the Likert scale responses from the thirteen questions were averaged. An assessment of the descriptive statistics results in Table 1 revealed that among the 30 parent participants or as corresponding assessor and evaluator 19 (63.32%) were underneath from lowest family affluence scale, which represented the highest number of the parent sample on the study. Based on the

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Acknowledgment

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