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IMPACT OF PARENTAL INVOLVEMENT ON THE READING SKILLS OF LOWER PRIMARY SCHOOL PUPILS

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Abstract

This study investigated the impact of parental involvement on the reading skills of lower primary school pupils in Ibarapa east local government area of Oyo state. Descriptive survey research design of ex post facto type was adopted for the study while the sample for the study comprised ten parents from the local government. An adapted questionnaires consisting of ten items was used to elicit responses from the respondents. Data collected was analyzed using Frequency counts and simple percentage, Mean and standard deviation and one-way ANOVA. The result showed that parental involvement was positive; the parents comment a lot of time, effort, materials and money to making sure that their wards can read and comprehend printed materials and that parental level of education does not any have significant influence on the reading skills development of lower primary school pupils was accepted.. It was recommended among others that Parents should always challenge children to read religious books and interpret such to family members, Parents should reduce screen time of children at homes and government should provide picture reading and a lot of storybooks in the library in all schools

Introduction

Education is the bedrock of successful life, education either formal, informal or non-formal helps to shape the future of children and make them live a worthwhile life. In whatever type of education for children, parents are very important instrument in the success of such education, this is because parents are the first contacts and teachers of children. Parents' serves as source of lead and encouragement for children in

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this regards. It is evident that every parents pray for the success of their children to be better than them and this should be accomplish by commitment towards this pursuit. Parents' involvement in the academic accomplishment of children is crucial, as to it benefit children a lot.

Parental involvement means all the commitment and active participation of parents to the school and academic pursuit of children, services of parent involvement include; guiding children in solving assignments, attending parents/ teachers association meetings, dropping off or picking up their children from schools, modeling desired behaviour of children, providing encouragement, creating time and space for study, communicating with teachers, helping with the decision making of schools among others. UK Essays (2018) describe parental involvement as all activities occurring between parents, children and teachers at school and at home which contribute to children educational outcomes and development.This means that parental involvement takes place at school and homes and it is tasking, requires a lot of commitment attention, time to pursue and its result benefits children in many numbers of ways. Iyanuoluwa (2022) hinted that parental involvement reduces school absenteeism, increase pupils' academic achievement, promotes better behaviour, foster parent and teacher relationship. This means that commitment of parents to children education helps to reduces pupils drop out, impact positively in academic achievement of children, improve healthy relationship between parents and children, boost children self- esteem, and improve children attitude. This enormous merits shows that parental activities towards children education cannot be overlooked, these activities and commitment of parents towards children academics starts from the literacy skills which lay a solid foundation for solid education for children. Iroegbu and Igweike (2020) saw that parental involvement in the children education particularly literacy development of children play a great role in the reading ability of children.

EnglishClub (2023) referred to reading as the process of looking at a series of written symbols and pictures and getting meaning from them. Reading involves the use of eyes and full concentrationon a written document or symbols in form of letters, punctuation marks, spaces and pictures, during this process, swiftly the brain convert written words, sentences, paragraphs and pictures into meaning. This means that reading is a cognitive process which helps to get meaning of words, sentences and pictures. EnglishClub (2023) also established that words, sentences, paragraphs and pictures can only be comprehended when there are background knowledge or prior information of what is being read. This indicates that children requires prior knowledge in order to be able to comprehensively understand what is being read and this knowledge should come from the parents. Adedigba, (2019) explained that reading skills of children can be developed when children perceive sounds, store information heard, analyze the information, recall, recombine the information in memory and use the information to solve problems. This means that messages perceived by children from parents and family help to build the

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cognitive abilities of children and culminate to make children read fluently, build children's vocabulary, build strong decoding of children, give ability to associate sounds and symbols with meaning. This enormous contribution of parents to children reading and reading comprehension can only help when parents are educated.

Onyedikachim and Ezekiel- Hart (2021) defined parental educational level as the highest educational attainment of parents. This is the peak of the parents' education which lay a solid or weak foundation for children's academics. Children that come from parents that are ready and educated enough to guide children will surely excel academically, educated parents would work with their wards by helping with homework and checking notebooks and textbooks of children to ascertain the level of progress at school. Onyedikachim and Ezekiel- Hart (2021) maintained that parents play an immense and significant role in the academic performance of children. This means that educated parents are a major factor in the positive academic success of children; educated parents show keen interest and dedication and are always show willingness to be involved in children's learning specifically in reading.

Parental interest and dedication refers to the time and efforts parents devote to guide children on reading and assignment. Parents with this zeal to help children in their reading are those that read to children and provide different books that help children to read. Xiaofend, Wenhui and Aibaro, (2018) opined that interactions, such as being read to; and exposure to books, newspapers and environmental print, impact children's progress in learning to read and that children who come from rich literacy home environments show higher levels of reading knowledge and skills at the start of kindergarten and throughout primary school.

It is the best practice for parents to be fully involved in children reading skills, provide all materials need for this and create all ample avenue for children to read early. This practice is a good foundation to the future of children to be able to read and comprehend what is read meaningfully. This paper is tailored towards Model theory by Hoover- Dempsey & Sandler (1995, 1997) which stated that " children will emulate their parents'behaviour; by devoting interest and time to activities related to schooling, parents thus enhance the possibilities that children do well in school" this implies that parental involvement in children reading skills development serves as reinforcement in terms of mechanism by which parent give children interest, attention, praise and rewards related to behaviours that lead to school success. This study aim to investigate the impact of parental involvement on the reading skills of children.

Statement of the problem

Every parent always wanted a better education for their wards. Education of children is a joint commitment between parents and children, for children to be able to excel academically, reading skills must first be developed and this calls for commitment, time and education of parents. In the present days of Nigeria where parents wake up early in

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the morning and come back at night exhaustively does not give room for parents to give time and commitment to the reading skill development of their children which later have a negative effects on children future reading comprehension. This paper aims at investigating the influence parental commitment, time and level of education has impacted on the reading skills development of lower primary school pupils in Afijio local government of oyo state.

Research question

1. To what extent does parental level of involvement influence the reading skills development of lower primary school pupils?

Hypothesis

1. Parental level of education does not have any significant impact on the reading skills development of lower primary school pupils.

Methodology

This study adopted descriptive survey research design of ex post facto type. The population comprised 10 parents in Ibarapa East local government, Oyo state. Purposive sampling technique was used to select the ten respondents in the local government. The instrument for data collection was an adapted questionnaire (Saif Nasser (2019)); the instrument consisted of section A and B, Section A consisted of demographic information of the respondents. The instrument was structured in a way to allow the respondents express their feelings and answer the questions appropriately. The instrument was validated by experts in the field of early childhood education. The reliability of the instrument was test using Cronbach's Alpha which it result yielded .773 to show that the instrument was reliable. Frequency counts and simple percentage, Mean and standard deviation and one-way ANOVA was used to analyze the data collected.

Table I: Frequency count and simple percentage of parental level of education

Qualifications	Frequency	Percentage
Basic education	3	30%
Secondary	6	60%
Bachelor degree	1	10%
Total	100	100%

The table showing the frequency and percentage of parental level of education, the table showed that 30% have basic education, 60% have secondary education and 10% has Bachelor degree. The table showed that majority of the parents had qualifications that is lesser than first degree.

Table I: Mean and Standard deviation showing the level of parental involvement on the reading skills development of their children

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S/N	Items	N	MEAN	STANDARD. DEVIATION	DECISION
1	I borrow story books from my friends' libraries.	10	3.30	.675	Often
2	I ask my children to read the prescriptions' drug.	10	3.40	.699	Always
3	I encourage my children to read road signs and shop notices	10	3,20	.787	Often
4	I take my children to libraries and book shops.	10	3.10	.1.197	Often
5	I provide my children with books and stories that they need.	10	3.30	.949	Often
6	I allocate time for my children to read at home every day	10	3.40	.516	Always
7	I discuss with my children about what I read.	10	3,20	.632	Often
8	I am involved in reading stories with my family	10	3,20	.789	Often
9	I organize competitions with my family in reading	10	3.60	.516	Always
10	I follow my children's reading performance in school.	10	3.50	.527	Always

From the table above, it showed that all the respondents reported high level of involvement in the reading skills development of their children.

Table II : One-way ANOVA on the impact of educational level of parents on the reading skills development of pupils

Sum of squares	Df	Mean square	F	Sig
Between groups	75.600	2	37.800	
Within groups	94.000	7	13.429	.127
Total	169.600	9		

From the table above, the result showed that level of significant is greater than 0.05. so, the null hypothesis which stated that parental level of education does not have any significant impact on pupils reading skills development is thereby accepted. This indicated

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that parents' qualifications do not have significant impact on the pupils reading skills development.

Discussion of findings

To what extent does parental level of involvement influence the reading skills development of lower primary school pupils?

The result of the finding about parental level of involvement on the reading skills development of lower primary school pupils, the result revealed that parents comment a lot of time, effort, materials and money to making sure that their wards can read and comprehend printed materials. This finding is in agreement with Piper (2010) who reported that parental involvement is an effective activity that aid reading skills of children. This indicated that parents are always ready to give best education to their wards so that these children would be better than their parents in future.

Parental level of education does not have any significant impact on the reading skills development of lower primary school pupils

The result of the finding about impact of parental level of education on the reading skills development of lower primary school pupils showed that the hypothesis that stated that parental level of education does not any have significant influence on the reading skills development of lower primary school pupils was accepted. This finding is in contrary to the position of Alsadi and Manci (2011) who revealed that parental level of education, family income, and family size has a positive impact on the reading skills of children. This result of this finding indicated that parental level of education either high or low does not have any significance of the reading skills of children. This is because parents can enroll children in the best school, employ the service of lesson teachers or have a neighbor or sibling who can help young children with their assignments and other academics.

Recommendations

1. Parents should always occupy their wards with educational programmes at homes and provide printed reading and picture reading materials
2. Parents should always challenge children to read religious books and interpret such to family members
3. Parents should reduce screen time of children at homes
4. Government should provide picture reading and a lot of storybooks in the library in all schools
5. Reading time should be allotted on timetable for schools and head teachers should make sure this time is used for its purpose.

Conclusion

Reading skills is mental tool that every growing child should be exposed to at home and developed in school. Its importance is longlife for every pupil. Developing this attribute from home serve as a foundation which school will build on, it is important that every parent devote their time, efforts, and capital to early reading skills of children because this will help children to comprehend printed materials and make children to solve any academic assignment.

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