

THE ROLE OF PARENTS TO IMPROVE THE READING LITERACY SKILLS OF THE STUDENTS

by:

Shirley A. Bumagat

Administrative Assistant II, Lamao National High School

Parents are in constant contact with their infants from the moment they are born. They introduce their infant to other individuals as well as the world in a mutually dialogical manner. They work together to pass on the fundamental dialogical competencies that are responsible for the early growth of the building. Parents also assumed the position of the person's first teacher, as non-formal education begins at home. Furthermore, because the home is the initial agent of socialization, its importance cannot be overstated (Shrivastava & Chandiramani, 2005). The impact of home or even parents on their children's academic performance should be beneficial to guarantee that pupils perform exceptionally well in their academic work. (Estrada, Arsenio, Hess, and Holloway 2017) determined that a child's academic success is influenced by his or her familial environment and that pupils with a negative attitude create poor results.

The claim that parents improve the reading literacy of the learners may be supported by various research studies by Van der Wilt, Boerma, Van Oers, and Van der Veen. (2019) investigated the relationship between Korean home literacy practices and the development of emergent literacy abilities (vocabulary, letter-name knowledge, and phonological awareness) and conventional literacy skills (word reading, pseudoword reading, and spelling). Home reading and parent instruction were found to be connected to children's achievement in emergent literacy and conventional literacy abilities.

Likewise, Theodotou, (2017) found that among high achievers, a good quality home environment had a substantial positive link with high levels of success motivation.

This is also consistent with Paulson's (2006) study, which found that parental participation had a favorable influence on teenage success.

Many of us can attest to the contentment and happiness that comes from being read to and sharing books with our parents. However, Soemer, Idsardi, Minnaert, and Schiefele (2019) discovered that nearly three-fifths of children ceased being read to at home and noted that "shared reading is to offer children with a good reading experience, to introduce them to a diversity of authors and illustrators...and to persuade them to want to be readers themselves."

Several studies have revealed that collaborative reading experiences are extremely helpful for young people. They are also recognized as a shared social opportunity for parents and their children to build excellent reading attitudes. In addition, it is undeniable that parents affect the literacy of their children so it is a must to develop a positive atmosphere at home.

In conclusion, Parents are essential in helping their kids develop their reading literacy. Academic performance and lifelong learning are both based on the fundamental talent of reading. Parents may considerably improve their children's reading literacy abilities by actively supporting reading, which can have a good effect on their scholastic achievement and general development.

References:

Estrada, P, Arsenio, W.E; Hess, R.D & Holloway, S. (2007). Affective Quality of the Mother-child Relationship, Longitudinal Consequences for Children's School Relevant Cognitive Functioning. *Develop. Psycho.* Shrivastava, U & Chandiramani, R (2005). Scholastic Achievement as a Function of Cognitive Style and Family Environment. *Psycholingua*. Soemer A., Idsardi H.M., Minnaert A., & Schiefele U. (2019). Learning and Individual Differences, 75, art. no. 101778. Theodotou, E. (2017). Literacy as a social

practice in the early year settings and the effects of the arts: A case study. International Journal of Early Years Education. 25 (2), pp. 143-155.

Retrieved from: <https://doi.org/10.1080/09669760.2017.129133>

Van der Wilt F, Boerma I, Van Oers B., & Van der Veen C. (2019) The effect of three interactive reading approaches on language ability: an exploratory study in early childhood Education.