



INFLUENCE OF PARENTAL AND CHILDREN COMMITMENT ON THE READING SKILLS OF LOWER PRIMARY SCHOOL PUPILS

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Abstract

This study investigated the influence of parental and children commitment on the reading skills of lower primary school pupils. Descriptive survey research design of ex post facto type was adopted for the study while the sample for the study comprised ten parents and ten lower primary school pupils from Afijio local government. Two questionnaires consisting of ten items each, and test questions for pupils consisting of five questions each. Data collected was analyzed using Mean and standard deviation, Pearson moment product correlation and frequency counts and simple percentage. The result showed that parents devote a very high level of commitment to the reading skills development of children, children showed a very low level of commitment to reading in spite of parental commitment to their reading skills development, majority of pupils scores were above average and parental commitment has no significant effect on score of pupils. It was recommended among others that parents should occupy children with all forms of reading games, buy storybooks and allocate time to read books with children, parents should reduce screen time of children and always devote precious time to do assignment with their wards and parents should take children to educative places and encourage them to read sign posts on the road.

Keywords: Parental commitment, children commitment and reading skills

Introduction

Education of children is a pivot to any nation's growth and development. Children's education is a responsibility of parents in the present Nigeria;

educating children starts from home when children learn words by listening to parents and adults within the family set up. In a school setting, children are exposed to letters of alphabets and assignments are given to evaluate or build on the learning that had taken place in the school. Parents and children in different homes have to commit their time and attention to doing the assignment thereby bringing a desired result. Frank (2023) saw commitment as an act of dedicating ones intelligence and emotion to a course of action. Pasca, Ivo, and Pebri (2021) defined commitment as the desire in oneself to achieve ones desired. This indicated that commitment is when one dedicates ones time, effort, feelings and attention to a course so that such course will bring out desired results. This implies that parents and pupils must devote their time, efforts and attention to learning so that the required results will be achieved. Uplift North Hills preparatory (2023) explained that for excellence in children education pursuit to come to a reality parents, teachers and children must pledge and strive to solidify efforts to do and give their best each day. Education of children in school begins with learning letters of alphabets through teachers and collaborating efforts of parents with children at home, this means that literacy skills development starting from reading skills development is a collaborative efforts of parents and children.

Reading skills development is the ability of individual to decode the meaning of pictures, symbol and words meaningfully. Herrity (2023) defined reading skills as abilities of a person to read, comprehend, interpret and decode written language and texts; this also encompass comprehension, fluency, vocabulary and strategies that help reader to interpret and find meaning in texts. This indicates that reading skills development includes ability to pronounce written texts, give meaning to it and response in the right way to the message of the texts, in order to acquire these skills children should be ready to acquire these skills through interacting with parents and adults within the family; parents should also commit time, efforts and attention to reading skills of children without distraction. This study is tailored towards socio-cultural theory which stated that “child’s environment and skills to better present the next teaching moment and children learn individually but are shaped by their environment and peers, family and others” this suggested that parents should work with their wards individually and group with other family members so that children can develop reading skills through knowledgeable individuals within the family setup. This paper aims at

investigating the influence of parents and children commitment to reading skills of lower primary schools.

Statement of the problem

Reading comprehension is very important in outstanding academic achievement of children in schools, building this skills require the commitment of parents and readiness of children. However, due to the economy situation of our dear country and laziness of children nowadays , reading culture is not taking serious; parents are busy looking for ways to put foods on the table of the family thereby leaving reading culture of children to suffer, children also take this advantage to play around without committing their previous time to reading regularly. In lieu of this, this study aims at investigating the commitment of children and parents to reading skills and look into the causes for parents not responsive to their wards reading culture.

Research questions

1. To what extent do parents devote appreciable level of commitment to the reading skill of their children?
2. To what extent do children devote appreciable level of commitment to reading skill development?
3. What is the average level of reading skills of lower primary school pupils?

Hypothesis

There is no significant relationship between parents' level of commitment and the reading skill development of pupils.

Methodology

This study adopted descriptive survey research design of ex post facto type.

This paper adopted descriptive survey research design. The population comprised 10 parents and 10 lower primary school pupils in Afijio local government, Oyo, Oyo state. Purposive sampling technique was used to select the twenty respondents in the local government. The instrument for data collection was a self- structured questionnaire and test questions. 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. Mean and standard deviation, Pearson moment product correlation and frequency counts and simple percentage were used to analyze the data collected.

Table: Mean and Standard deviation of parental level of commitment to reading Skill development

S/N	ITEMS	N	MEAN	STD. DEVIATION	DECISION
1	I check my children's books regularly	10	3.30	.675	Often
2	I read books with my children regularly	10	3.70	.483	Always
3	I help my children with assignment	10	3.70	.483	Always
4	I attend PTA meeting for my children	10	3.80	.632	Always
5	I attend open day of my children's school	10	3.50	.527	Always
6	I take my children to libraries and bookshops	10	3.30	.823	Often
7	I always get home tired from work	10	3.90	.316	Always
8	I do not have time for children's assignment	10	3.50	.707	Always
9	I employ teachers to coach my children	10	3.60	.699	Always
10	My neighbours help my children with their assignment	10	2.40	.516	Often

From the table above, it showed that majority of the parents show high level of appreciable commitment to their children reading skills development.

Table: Mean and Standard deviation of children level of commitment to reading Skill development

S/N	ITEMS	N	MEAN	STD. DEVIATION	DECISION
1	I read everyday	10	2.10	1.197	Rarely
2	I like to read	10	2.30	1.059	Rarely
3	I borrow storybooks from friends to read	10	1.90	1.101	Rarely
4	I read road signs every time	10	2.30	1.059	Rarely
5	I share my interest of reading with my family	10	2.60	.699	Often
6	I participate in reading competition	10	2.20	.632	Rarely

7	I save money to buy books	10	2.20	.632	Rarely
8	I allocate a special time to read	10	1.90	.876	Rarely
9	I share reading materials with my family	10	2.10	.876	Rarely
10	I read religious books regularly	10	2.20	.789	Rarely

From the table above, it showed that majority of children showed low level of commitment to the reading skill development. This indicates that children devote very little effort to reading.

Table: Level of reading skills of lower Primary school Pupils in sample

Reading skill level	Score range %	Frequency (F)	Percentage (%)
Poor	0-2	1	10%
Average	3-4	3	30%
Good	5-6	6	60%
Total		10	100%

From the table, it showed that majority of the pupils score revealed higher score. This means that pupils' scores were high.

Table: Pearson product moment correlation of parental level of commitment and reading skill development of pupils

VARIABLES	MEAN	STD. DEVIATION	R	SIG
Parental commitment	35.80	1.687	-0.251	0.483
Score	3.90	1.101		

From the table above, it showed that the significant level is greater than 0.05, so the null hypothesis is hereby accepted ($P > 0.05$), this implied that there is no significant relationship between parental commitment and test score of children

Discussion of findings

To what extent do parents devote appreciable level of commitment to the reading skill of their children?

The result of the finding about the level of parental commitment to the reading skills development of children, the result showed that parents devote a very high level of commitment to the reading skills development of children. This finding is in line with the result of Badeer and Alsadeq (2000) who indicated that parents

devote appreciable level of commitment to children reading by teaching children to read, provide books to children, commit to reading books and magazine which help to build children interest in reading. This indicated that parents intend to better the future of their children; parents devote appreciable time, money and efforts despite their busy schedule.

To what extent do children devote appreciable level of commitment to the reading skill development?

The result of the finding about the level of children appreciable commitment to reading skills, the result of the finding showed that children showed a very low level of commitment to reading in spite of parental commitment to their reading skills development. This finding is in agreement to the finding of Ferguson (2020) who found out that children are reading less than ever before. This indicated that pupils do not commit all effort and time to reading; pupils rather devote their time and effort to games and fun in spite of parental commitment to pupils reading skills development.

What is the average level of reading skills of lower primary school pupils?

The result of the finding revealed that majority of pupils scores were above average. This finding is in contrast to the finding of UNICEF (2022) which found out that 70% of children are unable to understand a simple written text. This finding indicated that pupils can read, understand, interpret and solve questions in text forms.

There is no significant relationship between parents' level of commitment and the reading skill development of pupils.

The result of the findings revealed that there is no significant relationship between parental commitment and test score of children. This finding is in contrast to the finding of Desforges & Abouchaar (2003), and Jeynes (2016) found that parental commitment has a significant effect on cognitive competence, leads to greater problem-solving skills development, greater school enjoyment, better school attendance, fewer behavioral problems at school, and greater social and emotional development and has the benefits of higher test scores and grades, better attendance, increased levels of completed homework, and motivation, and a more positive.

Recommendations

1. Parents should occupy children with all forms of reading games, buy storybooks and allocate time to read books with children.

2. Parents should reduce screen time of children and always devote precious time to do assignment with their wards
3. Parents should take children to educative places and encourage them to read sign posts on the road
4. Children should be encouraged to read religious books everyday to the hearing of family members and interpret such.

Conclusion

Reading is an act of decoding pictures, written and printed materials. Engaging in reading opens minds of children to different knowledge and builds their confidence to tackle of children to solve differs of academic problems. Reading skills development of children starts from home when children are encouraged to read letters of alphabet join two letters together and read short storybooks. Parents enshrine reading skills in children, when parents read magazines, storybooks and explain the contents to children. This practice develops the spirit of reading in children.

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