

Enhancing Reading Motivation of Kindergarten Pupils through Home-School Collaboration: A Causal-Comparative Approach

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Abstract:- The purpose of this study is to examine how home-school collaboration affects kindergarteners' reading motivation. The researcher chose 100 kindergarten teachers in Talomo A District, Davao City, as study participants. Respondents were chosen using stratified random sampling. A causal-comparative quantitative research design was used. Data was analyzed using these statistical tools: Mean Percentage Scores, Frequency Distribution Percentage, Mean, Independent Sample T-Test, and Eta-Squared Univariate General Linear Model. One category (n=50) was assigned to home-school collaboration and the other to non-collaborative groups by simple random assignment. The results showed that kindergarteners in Talomo A District, Davao City, had extensive reading motivation. Additional results demonstrated a substantial statistical difference in kindergarten students' reading motivation between home-school collaboration and non-collaboration groups. The results also demonstrate that home-school partnership improved kindergarteners in Talomo A District, Davao City. Thus, home-school partnership made this issue easier to teach. The study was done to publish findings in a recognized academic journal.

Keywords:- Educational Management, Reading Motivation of Kindergarten Pupils, Home-School Collaboration, Davao City, Philippines.

I. INTRODUCTION

A. The Problem and Its Scope

Parental support profoundly impacts academic success and aids early childhood students in personal and social development. This includes aiding in higher education strategies, providing emotional and social support, and partnering with educational institutions for novel learning opportunities. Students play a significant role in school-family connections by engaging in parent-teacher meetings, while educators sustain constant communication with parents through several methods.

Home-school relationships encompass multiple tiers of parental engagement, ranging from facilitating learning activities at home to participating in school-based initiatives. Antipkina and Ludlow (2020) assert that parental involvement in school activities exists on a continuum, whereas Punter, Glas, and Meelissen (2016) highlight the significance of

communication between parents and teachers. Prior research indicates a significant correlation between parental academic assistance and student motivation. Ntekane (2018) discovered that parental engagement favorably impacts students' educational experiences and ambitions. Similarly, a study conducted by Tan, Lyu, and Peng (2019) demonstrated that parental engagement in homework correlates with enhanced academic performance in students.

Notwithstanding the advantages of parental academic assistance, adolescent kids frequently demonstrate minimal involvement in reading, as observed by Brown et al. (2016). Ullah and Fatema (2014) emphasized the teacher-centric approach of reading classes, which diminishes student motivation. In the Philippines, decreasing NAT results indicate that reading challenges significantly impact academic success, with Gunobgunob-Mirasol (2019) linking low reading desire to subpar student performance in English and related disciplines.

The Davao region has encountered difficulties with students' reading proficiency, as indicated by Orbeta and Decano (2019). The researcher seeks to fill the void in study about primary school students' reading interest by investigating the efficacy of home-school collaborations in the Talomo A District, Davao City, utilizing a causal-comparative methodology. This study aims to examine how these collaborations can enhance reading motivation in elementary school.

B. Theoretical/Conceptual Framework

The study is grounded in Atkinson and McClelland's (1953) achievement motivation theory, which explores the balance between the desire to achieve and the fear of failure. In this context, reading motivation is viewed as the drive to meet academic standards and persist despite challenges. Parental involvement plays a crucial role in supporting students' academic success, with Núñez et al. (2015) noting that parental support, especially with homework, influences academic achievement, particularly in middle and high school. Additionally, Robinson (2012) highlighted the importance of incorporating students' identities and collaborative activities to enhance learning. The study examines how home-school partnerships, providing emotional and academic support from parents, affect students' reading interest, driven by both intrinsic and extrinsic motivations.

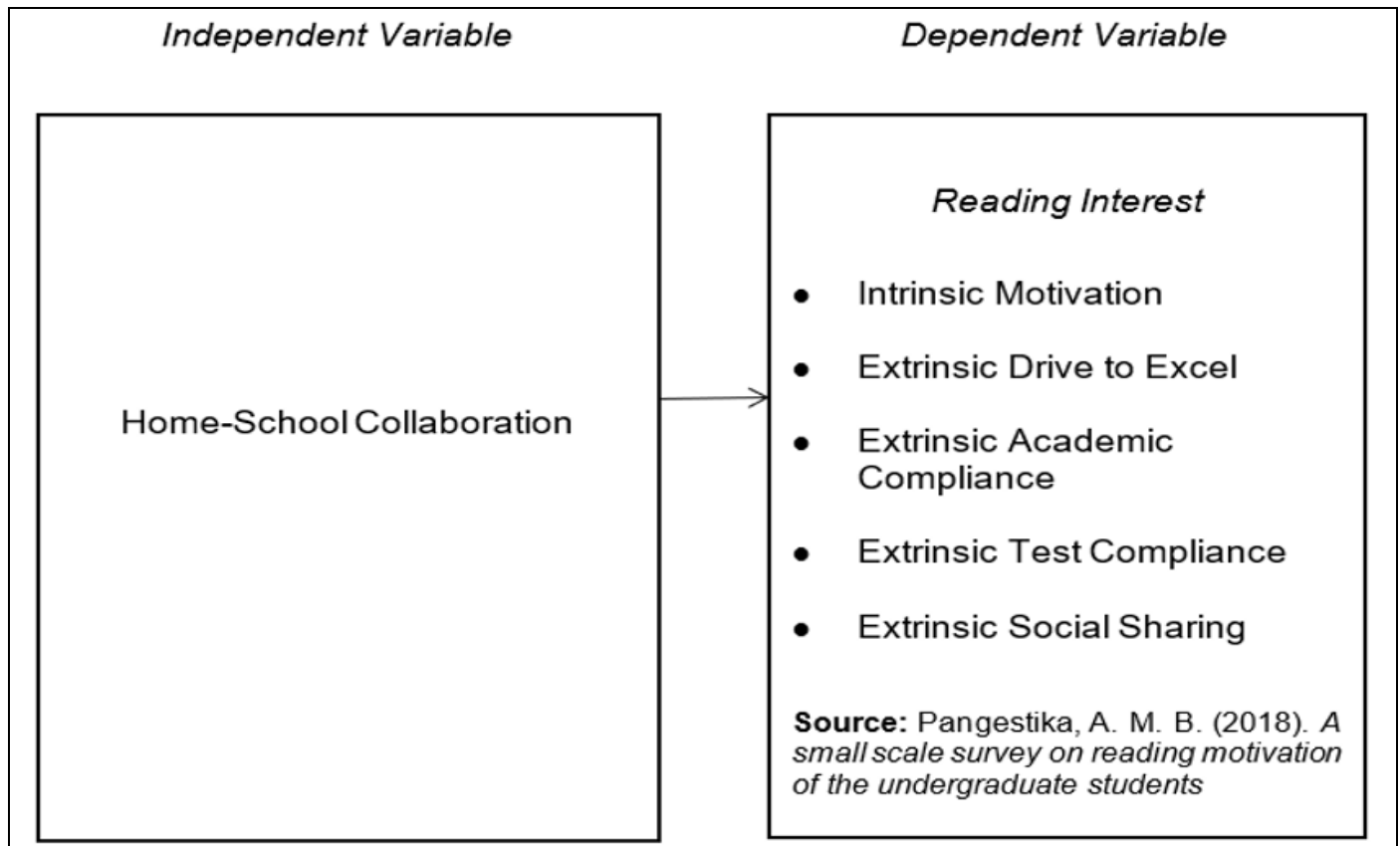


Fig 1 The Conceptual Framework of the Study

C. Statement of the Problem

The primary objective of this study was to evaluate the statistical significant difference between the reading motivation of the kindergarten pupils in Talomo A District, Davao City when being subjected to home-school collaboration. Specifically, the study has the following objectives:

➤ *What is the extent of reading motivation of the kindergarten pupils who were not in home-school partnership with parents in terms of:*

- Intrinsic Motivation;
- Extrinsic Drive to Excel;
- Extrinsic Academic Compliance;
- Extrinsic Test Compliance; and
- Extrinsic Social Sharing?

➤ *What is the frequency and percentage distribution of reading motivation of the kindergarten pupils in Talomo A District, Davao City?*

➤ *Is there a statistical significant difference between the reading motivation of the pupils in home-school collaboration and pupils who were not in home-school collaboration?*

➤ *What is the effect size of home-school partnership with parents on the reading motivation of the kindergarten pupils in Talomo A District, Davao City?*

D. Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

- H₀₁: There is no statistical significant difference between the reading motivation of the kindergarten pupils in home-school collaboration and kindergarten pupils who were not in home-school collaboration.
- H₀₂: The home-school collaboration do not have significant effect size on the reading motivation of the kindergarten pupils in Talomo A District, Davao City.

II. METHOD

➤ Research Design

This quantitative, non-experimental, causal-comparative study sought to ascertain whether a disparity exists in the reading motivation of kindergarten students engaged in home-school collaboration vs those who were not participating. Causal-comparative research, as articulated by Gall, Gall, and Borg (2007), investigates cause-and-effect interactions by contrasting groups according to the presence or absence of an independent variable. The study comprised two groups: an experimental group of 25 instructors assessing the reading motivation of students in home-school collaboration, and a control group of 25 teachers evaluating students without such collaboration. The study employed independent samples t-tests to evaluate variations in reading motivation, despite the absence of actual variable manipulation.

➤ Research Respondents

The respondents of the study were 100 kindergarten teachers from Talomo A District, Davao City, selected through purposive sampling. This method, as described by Arikunto (2010), involves choosing participants based on specific criteria relevant to the study's objectives. The selected teachers were permanent-regular kindergarten teachers without any administrative or criminal cases and who voluntarily signed the informed consent form (ICF). The study focused on these teachers' assessments of their pupils' reading motivation, without considering the respondents' gender or socio-economic status.

➤ Research Instrument

The study used a modified version of Komiyama's (2013) Motivation for Reading English Questionnaire (MREQ) to assess the reading motivation of kindergarten pupils in Talomo A District, Davao City. The questionnaire, which included sections on respondents' profiles and reading motivation, measured intrinsic motivation, extrinsic drive to excel, academic compliance, test compliance, and social sharing using a 5-point Likert scale. The scale ranged from "Very Extensive" (mean: 4.20-5.00) to "Not Extensive" (mean: 1.00-1.79). The instrument underwent pilot testing, yielding a high internal consistency with an alpha coefficient of 0.955, and was validated by three experts, receiving a validity coefficient of 4.75.

➤ Data Analysis

The study employed several statistical tools to process the data. The mean was used to characterize the reading motivation of kindergarten pupils in both home-school collaboration programs and those not in the program, addressing objectives 1 and 2. The percentage of frequency distribution determined the percentage of pupils based on their reading motivation levels, addressing objective 3. A t-test for independent samples assessed the statistical difference in reading motivation between the two groups, addressing objective 4. Lastly, the univariate general linear model through eta-squared analysis evaluated the effect size of home-school collaboration on reading motivation, addressing objective 5.

III. RESULTS AND DISCUSSIONS

➤ Reading Motivation of Kindergarten Pupils

The research indicated that kindergarten students in Talomo A District, Davao City exhibited significant intrinsic

drive for reading, with a mean score of 3.69. Students frequently engage in reading when the subject matter captivates them; yet, certain materials, such as complex English texts, are occasionally presented. This corresponds with Ahmadi's (2016) assertion that intrinsically motivated students derive pleasure from learning independent of external incentives, propelled by own desire. Cherry (2020) posits that intrinsic drive stems from internal interests, like enjoyment or challenge.

The students exhibited significant motivation towards extrinsic drive to perform, achieving a mean score of 3.65. Aspirations to excel in reading were frequently evident, although comparisons of reading performance with peers exhibited moderate evidence. This corroborates Steinmayr et al.'s (2019) perspective that extrinsic motivation propels students towards academic achievement, and Sarangi's (2015) claim that the impetus to excel is crucial for success.

Extrinsic academic compliance achieved the highest category mean of 3.71, indicating that students are significantly driven by grades and academic expectations. Kids exert greater effort on reading tasks when they are evaluated, corroborating Chinappi's (2015) assertion that extrinsic motivation, such as compliance, encourages kids to pursue academic success, frequently to satisfy their professors or parents. Risinger (2013) underscores that compliance signifies students' goal-directed reading activity.

In the realm of extrinsic test compliance, the average score was 3.66, signifying that students are frequently incentivized to read to enhance their test scores. The aspiration for elevated results on English assessments is often evident, corroborating Desta's (2020) assertion that grades can profoundly influence academic motivation and performance by fostering both incentive and apprehension of failure.

The social sharing component of reading motivation received a substantial score, averaging 3.70. Students appreciate engaging in discussions about English texts with peers and contributing to class dialogues, corroborating the findings of Camacho-Minuche et al. (2021), which indicate that social interaction enhances language acquisition, particularly in big classrooms. The students' reading motivation across multiple domains was assessed as substantial, underscoring the significance of motivation in promoting reading engagement and academic achievement.

Table 1 Summary Table on the Extent of Reading Motivation of Kindergarten Pupils in Talomo A District, Davao City

Indicators	Mean	Descriptive Equivalent
Intrinsic Motivation	3.69	Extensive
Extrinsic Drive to Excel	3.65	Extensive
Extrinsic Academic Compliance	3.71	Extensive
Extrinsic Test Compliance	3.66	Extensive
Extrinsic Social Sharing	3.70	Extensive
Overall	3.68	Extensive

➤ *Percentage of Frequency Distribution on Reading Motivation of Kindergarten Pupils in Talomo A District, Davao City*

Table 7 illustrates the distribution of reading motivation among junior high school students in Carmen District, Davao del Norte, indicating that 62% of participants in the home-school collaboration program exhibit high reading motivation, 30% demonstrate moderate motivation, and 8% are categorized as having low motivation. The results indicate that kids engaged in home-school collaboration exhibit greater motivation levels than their counterparts who are not involved, corroborating Durisic and Bunijevac's (2017) claim that home-school collaborations are essential for enhancing students' academic performance.

The findings corroborate Delgado's (2020) research, which highlights the significance of parental participation in enhancing students' self-esteem and academic achievement. Parenting habits and active participation in school activities strongly influence students' overall success. The active

involvement of parents, particularly via home-school collaboration, is essential in fostering excellent academic practices.

This finding is corroborated by Punter et al. (2016), who emphasize that home-school partnerships encompass both at-home assistance, such as engaging in school-related activities with children, and school-based involvement, which includes communication with educators. These collaborative endeavors foster a comprehensive approach to student development, wherein both domestic and educational settings enhance learning.

The statistics indicate that home-school teamwork enhances students' reading motivation. The significant motivation exhibited by adolescents in these programs underscores the relevance of family engagement and school collaboration in promoting academic achievement, corroborating prior studies on the necessity of home-school communication and involvement.

Table 2 Percentage of Frequency Distribution on Reading Motivation of Kindergarten Pupils in Talomo A District, Davao City

Descriptors	Reading Motivation			
	Not on Home-School Collaboration		Home-School Collaboration	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Very Extensive	0	0	0	0
Extensive	0	0	62	62.00
Moderately Extensive	21	21.00	9	9.00
Less Extensive	8	8.00	0	0
Not extensive	0	0	0	0
n=100				

➤ *Significant Difference on the Reading Motivation Kindergarten Pupils in Home-School Collaboration and Pupils Not in Kindergarten Pupils in Home-School Collaboration*

The substantial disparity in reading motivation among kindergarten students in Talomo A District, Davao City, was examined utilizing a t-test for Independent Samples. Table 8 indicates a notable disparity between students engaged in home-school collaboration and those not participating in the program. The average score for students in home-school collaboration ($M=3.98$, $SD=0.66$) was much greater than that of students not in the program ($M=3.32$, $SD=0.58$), with a statistically significant difference (Difference = -0.66, $t=0.207$, $P>0.05$). This resulted in the null hypothesis being rejected, offering evidence that home-school collaboration enhances reading motivation.

Table 8 additionally indicates that the p-value is below 0.05, thereby affirming the relevance of the results. The findings indicate that students participating in home-school collaboration have enhanced reading motivation relative to those not engaging in such initiatives.

This indicates that teamwork between home and school improves students' reading motivation following the intervention. The findings corroborate Núñez et al. (2015), who posited that parental engagement in academic tasks, such as homework, favorably affects student behaviors, including time management and assignment completion, hence influencing academic success.

In conclusion, teamwork between home and school significantly enhances reading motivation in kindergarten students, corroborating prior research that highlights the critical role of parental participation in academic achievement across various educational stages.

Table 3 Significant Difference on the Reading Motivation Kindergarten Pupils in Home-School Collaboration and Pupils Not in Kindergarten Pupils in Home-School Collaboration

Pair	Mean	df	t-value	p-value	Remarks
Home-School Collaboration & Not in Home-School Collaboration	-0.66	29	.207	0.000	Significant
*Significant @ $p < 0.05$					

➤ *Effect Size of Home-School Collaboration on the Reading Motivation Kindergarten Pupils*

A univariate general linear model with eta-squared analysis was implemented to evaluate the impact of home-school collaboration on reading motivation in kindergarten students. Table 9 indicates a mean difference of -0.66 favoring those engaged in home-school partnership. The eta-squared value ($\eta^2=0.902$) signifies a substantial effect,

indicating that home-school collaboration markedly enhances reading motivation.

The data confirm that heightened parental support improves reading interest among kindergarten students in Talomo A District, Davao City. This corresponds with Atkinson and McClelland's accomplishment motivation theory (1953), which emphasizes the influence of motivational factors on performance assessment.

Table 4 Effect Size of Home-School Collaboration on the Reading Motivation Kindergarten Pupils

Mean Percentage Scores	Mean Score Difference	Eta Squared	Description
Not in Home-School Collaboration	-0.66	0.902	Large Effect
Home-School Collaboration			

IV. CONCLUSIONS AND DISCUSSION

➤ *Summary of the Findings*

The study sought to evaluate the impact of home-school collaboration on the reading motivation of kindergarten students through a quantitative comparative research design employing a causal-comparative method. A cohort of 100 kindergarten educators from Talomo A District, Davao City, was chosen using stratified random sampling. The researcher utilized adapted survey questionnaires, which were pilot tested at a neighboring school to verify reliability and internal consistency.

The results indicated that the overall reading motivation of kindergarten students in Talomo A District had an average score of 3.68, classified as extensive. Intrinsic motivation had a score of 3.69, although extrinsic variables such as academic conformity and social sharing ranged from 3.65 to 3.71. Analysis revealed that 8 kids (8.00%) assessed their motivation as minimal, 30 (30.00%) as moderate, and 62 (62.00%) as extensive.

A comparative analysis revealed a statistically significant difference in reading desire between groups engaged in home-school collaboration and those not engaged, with a difference of -0.66 ($t=0.207$, $P<0.05$). The impact size, quantified by Cohen's D at 0.902, indicates that the intervention markedly enhanced the reading motivation of kindergarten students in Talomo A District.

➤ *Conclusions*

Considering the study's findings and its limitations, including the survey questionnaire and respondent count, numerous inferences might be made. Initially, kindergarten students in Talomo A District, Davao City, demonstrated significant reading interest across multiple dimensions, encompassing inner motivation and extrinsic influences such as the aspiration to succeed and social sharing. This comprehensive assessment signifies that these children are actively involved in reading.

Secondly, students engaged in home-school partnership exhibited significant reading motivation. This indicates that successful home-school collaborations augment parental engagement, fostering actions and initiatives that bolster children's education both at home and in school. This encompasses parental involvement in school events and ongoing communication with educators.

Furthermore, a notable disparity in reading motivation existed between students engaged in home-school collaboration and those who were not. The significant effect size of home-school collaboration on reading motivation demonstrates a considerable positive influence on students' participation in reading.

➤ *Recommendations*

Several recommendations are made based on the study's conclusions. To improve home-school partnerships, school administrators ought to provide in-service training programs

for educators. This program will provide educators with the skills necessary to effectively engage parents and stakeholders, promoting collaboration, particularly during remote learning. Promoting parental engagement via training and activities can enhance children's academic achievement.

A school-based initiative aimed at enhancing reading proficiency should be established, including vocabulary acquisition techniques. This program may be implemented by educators, community leaders, and parents, in accordance with the Enhanced Basic Education Act of 2013. The Department of Education's Policy Guidelines on Classroom Assessment underscore the collective obligation of educators and parents in monitoring student advancement, ensuring both parties are aware and can modify their assistance as needed.

In light of the substantial disparity in reading motivation between students engaged in home-school cooperation and those who are not, it is advisable to undertake more study to investigate the mediating elements that affect the influence of home-school collaboration on reading motivation.

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