

**PARENTAL INVOLVEMENT OF FILIPINO AND KOREAN MOTHERS IN  
THEIR CHILDREN'S READING**

A Master's Thesis

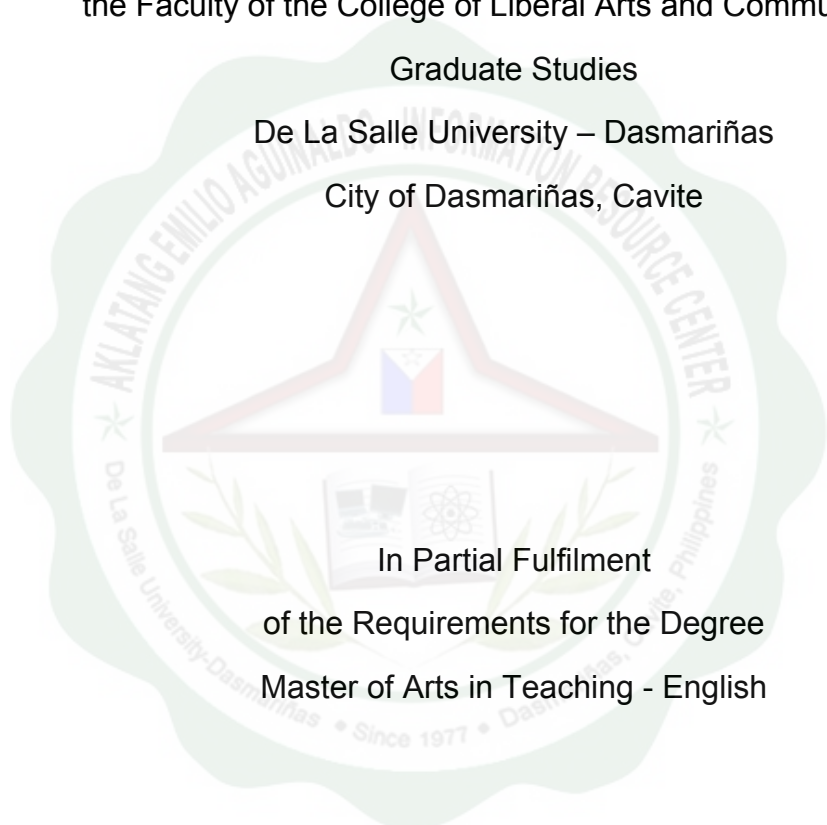
Presented to

the Faculty of the College of Liberal Arts and Communication

Graduate Studies

De La Salle University – Dasmariñas

City of Dasmariñas, Cavite



In Partial Fulfilment

of the Requirements for the Degree

Master of Arts in Teaching - English

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March 2015

## ABSTRACT

This study examines cultural diversity in parental involvement in children's reading between Filipino and Korean mothers. The ecological perspective on human development is used to investigate their culturally specific beliefs about parental involvement and reading involvement practices. To highlight the content of parental involvement and its background, the study uses the qualitative viewpoint and collects the data through interviews and journals of five Filipino mothers and five Korean mothers with Grade One and Grade Two children attending schools in the country.

The findings demonstrate that the two groups of mothers differ in their beliefs about parental involvement, particularly in terms of parental roles, goals of involvement, self-efficacy, and barriers, indicating cultural differences. Similarly, their different beliefs represent their distinct involvement activities, especially in the areas of providing reading resources, role-modeling in reading, and interacting with their children.

Considering the increasing number of Korean students coming to the school in the country, the findings can be used for educators to understand Korean parents' distinctive belief on their role in children's reading development, as well as their home-based involvement. Furthermore, the study can contribute to the development of schools' more effective family literacy programs and initiatives aimed toward culturally diverse students' homes.

## TABLE OF CONTENTS

	PAGE
TITLE PAGE	1
ABSTRACT	2
APPROVAL SHEET	3
ACKNOWLEDGMENTS	4
TABLE OF CONTENTS	5
LIST OF TABLES	8
<b>INTRODUCTION</b>	
Background of the Study	9
Statement of the Problem	19
Theoretical Framework	19
<b>METHODOLOGY</b>	
Research Design	22
Participants of the Study	22
Research Instruments	26
Data Gathering Procedure	29
Analysis of Data	32

## RESULTS AND DISCUSSION

<b>Results</b>	33
Filipino and Korean Mothers' Beliefs about Parental Involvement in their Children's Reading	33
Parental Role Beliefs	34
Parental Goals	38
Parental Self-Efficacy Beliefs	41
Parental Barrier Beliefs	44
Filipino and Korean Mothers' Primary Involvement Activities in Supporting their Children's Reading	48
Book-Reading Practices	49
Book-Reading Interactions	50
Book-Rich Environment	52
Reading Role-Modeling	55
<b>Discussion</b>	57
<b>Conclusion and Recommendations</b>	78
<b>REFERENCES</b>	81
<b>APPENDICES</b>	92
A. Letter of Request to the School Principal of Wizbee School	
B. Letter of Request to the Validator	
C. Closed, Fixed-Response Interview	

D. Open-Ended Interview Protocol

E. Family Reading Journal



## LIST OF TABLES

<b>TABLE</b>		<b>PAGE</b>
1	Background Information on Filipino Participants	24
2	Background Information on Korean Participants	25
3	Participants' Responses on the Definition of Parental Involvement in Children's Reading	34
4	Filipino Mothers' Ratings on the Importance of Involvement Activities	35
5	Korean Mothers' Ratings on the Importance of Involvement Activities	35
6	Ranking of Participants' Concerns in Supporting their Children's Reading	39
7	Filipino Mothers' Ratings on their Ability and Effort in their Children's Reading	43
8	Korean Mothers' Ratings on their Ability and Effort in their Children's Reading	43