

EDUCATIONAL AUDIO-VISUAL MUSIC: EFFECTS ON READING SKILLS AND ATTITUDE TOWARDS READING AMONG GRADE III

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Abstract: The researcher determined the effectiveness of audio-visual music on the reading skills and attitude towards reading among Grade III. The quasi-experimental research design using pretest – posttest single group design was used. The main instruments used in the study were the Survey Questionnaire, Dolch Sight Word list, Attitude Scale Inventory and the Kids Sing-along Songs cd. Data were statistically analyzed using frequency counts and percentages, mean and standard deviation and the t-test for independent means.

Most of the respondents were males whose age ranges from 6 – 8 years old, with parents having a monthly income ranging from Php11, 000.00 – Php20, 000.00 and who were elementary level/graduates and high school level/graduates. After exposure to educational audio-visual music, the experimental group performed better with a mean difference of 7.78. Thus, the null hypothesis is rejected as a significant difference is observed in the posttest mean scores of the respondents. Likewise, after exposure to educational audio-visual music, the experimental group exhibited a more favorable change in attitude towards reading as revealed in their posttest mean score of 3.98. This shows that there is a significant difference in the attitude of the respondents towards reading after they are exposed to educational audio-visual music. Parents' income has a significant relationship on the pupils' reading skills and attitudes towards reading.

It can be concluded that most of the respondents are at the right age for their grade level, males, with parents of minimal income and low educational attainment. The pupils exposed to the educational audio-visual music performed better than those exposed to the traditional method. Music indeed helps enhance the reading skills of the pupils. Likewise, there is a positive change in the attitude of respondents after they are exposed to the two teaching strategies however, the use of educational audio-visual music is a better strategy to improve the attitude of the pupils towards reading. The higher the income of the parents, the better the reading skills and the more positive the attitude of the pupil is.

It is therefore recommended that a monthly homeroom PTA meeting should be conducted to come up with an agreement on what parents should do to help their children improve their reading skills and attitudes towards reading. Likewise, in-service training, seminars, and workshops of teachers should be conducted with focus on the use of educational audio-visual music to improve the reading skills of the pupils. Moreover, teachers should use educational audio-visual music to enhance the reading skills and attitude of the pupils and use different strategies to improve the attitude of the pupils towards reading. Parents should also be responsible to improve the socio-economic status and alleviate poverty that reduces educational opportunities of their children and families from poor class should be given serious attention by the government by providing the investments directly in the form of schooling, health care, and other human capital inputs. Finally, a parallel study should be conducted using other reading strategies.

Keywords: Reading Skills, audio-visual music.

1. INTRODUCTION

Reading plays a very important role in our lives. It is so much a part of everyday living that one can hardly imagine a life without it. In the age of the Internet and information technologies, reading retains its importance as an essential skill for learners of any language [1]. Reading is amongst the most crucial determinants in developing an individual's vision that shapes his or her personality and that makes him or her become closer to other individuals. Reading makes individuals truly free and protects them from ignorance and false beliefs [2]. Also, skills in reading enable individuals to benefit from educational activities, and to participate fully in the social and economic activities in which they take part [3].

Learning to read is arguably the most important work of pupils in the early elementary grades. Learning to read lays the foundation for future learning and understanding across all areas of the curriculum. Without this foundation, pupils will struggle to achieve academically not only in reading and writing, but also in areas such as math, science, and social studies.

The Western world of today is said to be a reading world. To be able to enjoy life completely, an individual has to read. Everybody must read to have both mental and cultural growth for it is believed that most knowledge comes from reading. Eighty percent of the things we do every day involves reading. This is why reading is universally recognized as one of the most important activities in school as well as in life.

Nobody can deny that a pupil who knows how to read well has an advantage over the others who do not know how to read. A person who knows how to read has the very essential equipment for acquiring more knowledge. A pupil who cannot read is blocked in his learning. It is a known fact that one of the most important problems in our school is the improvement of the quality of instruction. Improvement of the quality of instruction depends upon the children's ability to read and comprehend various printed materials. The child's feeling of inadequacy, fear and dread or hatred about his reading difficulties could be changed to a desire for power to explore, to attain success in school.

Throughout the past decades, the country has implemented many efforts to overcome problems related to the reading skills. The ability to read and write is seen as the most important basic in education and development of the country. In fact, we are now in a new world facing with overwhelming experience and social change. The terms like new world, new literacy and new learning are themes which are interconnected. Hence, as a preparation to enter the 21st century, the Department of Education (DepEd) has designed an education system according to the present needs and future aspirations. In relation to that, the comprehensive Every Child is a Reader and Education for All are designed to realize the country's vision. A reading society is a successful society. The attempt to develop a society that is reading competent is fundamental in the formation of an innovative, creative, and viable nation. This reading competitiveness can create a reading nation. Reading nation will then produce skilled manpower that has the ability to adapt to changes and learn new skills. Workforce that is dynamic, productive and talented in various fields will determine the achievement of the national aspirations. Obviously, the plan to develop a reading society is a cornerstone in achieving Vision 2020.

An important goal of literacy teaching is to awaken pupils' interest in language and literature and also give them a lasting positive attitude towards reading. The aim is to support the development of pupils' ability to read, interpret and use different texts. Each pupil should adopt a habit of evaluating and observing himself or herself as a reader. In addition, he or she should learn to select appropriate reading material for different purposes and to find information in various sources. [4]

"Reading is training for the mind". Learning to read is very much appreciated and well considered by many cultures and ability to read is regarded as the most basic objective in education. Among those who can read, most of them spend their leisure time by watching television, singing, listening to music on the radio, or taking part in other recreational activity. As such, music is said to be a powerful medium of instruction. Music does not only transform a class from a negative room into a positive learning space full of excitement and creativity but can also enhance the literacy development of young English language learners. When teaching, there is a need to provide the children with assembled and creative music projects [5]. In doing this they have a place with trust and joy. When starting to teach children the nursery rhymes,

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they began to know the rhyming words and rules for grammar. This is fascinating because they don't even know what they are learning or doing, but they enjoy singing the songs.

Researchers recommend music as an effective means of engaging families in important home learning to build early literacy and language development [6]. Scientific researches support the use of music in early literacy instruction and also provides evidence for the positive impact of music instruction on early literacy skills. Specifically, scientists have found evidence that music instruction can improve phonemic awareness, verbal memory, and vocabulary, leading scientists to conjecture that improvements in brain functioning related to these areas are the source of correlations between music ability and reading comprehension test scores. Evidence supports the use of music and music instruction for all children, and suggests that music may have positive impact on children who are English language learners and children with reading and other disabilities. As researcher [7] concludes, "The implication for schools is that music instruction, while valuable for liberating the artistic and musical potential of every child, may significantly enhance children's language literacy as well".

In the new curriculum or known as the K-12 Curriculum, from Kinder to Grade III, the child's dominant language is used as the language of learning. Mother Tongue is used in instruction and in learning materials in almost all subject areas. Filipino and English language proficiency is developed from Kinder to Grade III but very gradually. In Grade III, oral and written language in Language 1 and Language 2 continues and begin literacy in Language 3. Thus, they are considered as beginning readers.

Being a Grade III teacher and an implementer of the K-12, the researcher found out that pupils have difficulty in learning Filipino especially in English. Reading and understanding English is very challenging for them for the fact that Mother Tongue is very different from Language 3 or the English language. And when they are promoted to Grade IV, they are struggling because reading and comprehension is already a must in the said grade.

It is for these reasons that the researcher thought of making a study on the effect of educational audio-visual music as a remedial strategy to enhance the reading skills and improve the attitudes towards reading among Grade III pupils of San Jose Elementary School at Pudtol District.

Objectives

Generally, the researcher determined the effectiveness of using educational audio-visual music on the reading skills and attitudes towards reading among Grade III pupils of San Jose Elementary School at Pudtol District.

Specifically, the following questions were answered:

1. What is the profile of Grade- III pupils in terms of :
 1. sex,
 2. age,
 3. parents' monthly income, and
 4. parents' educational attainment?
2. What is the reading skills of Grade III pupils before and after they are exposed to educational audio-visual music?
3. What is the attitude towards reading of Grade III pupils before and after they are exposed to educational audio-visual music?
4. Is there a significant mean gain in the reading skills and attitude towards reading of the pupils after they are exposed to educational audio-visual music?
5. Is there a significant relationship between the pupils' profile and the reading skills of Grade III?
6. Is there a significant relationship between the pupils' profile and the attitudes towards reading of Grade III?

Research Paradigm

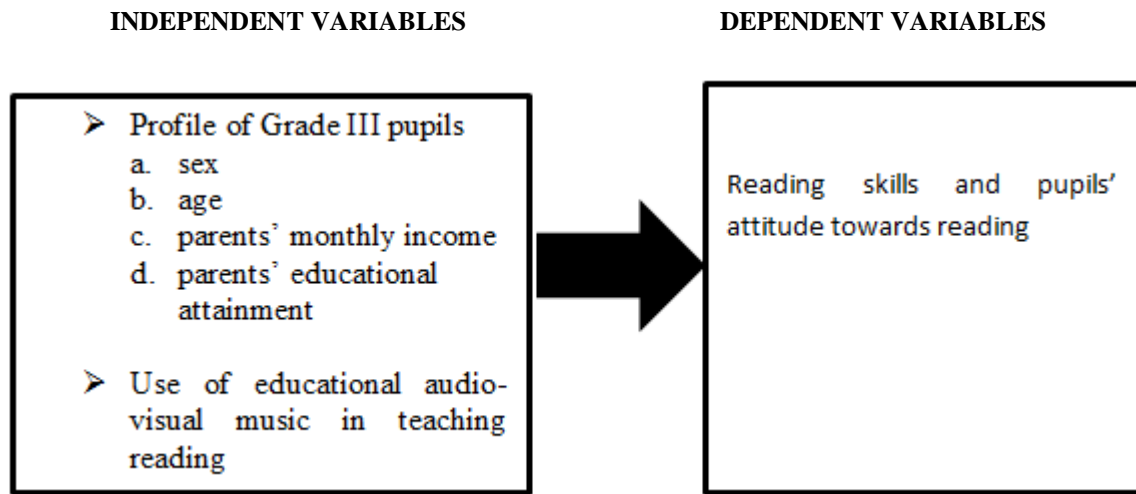
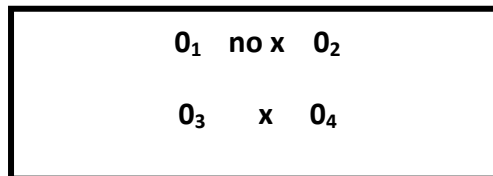


Figure 1. A paradigm showing the relationship between the independent and dependent variables

2. METHODOLOGY

The researcher used the quasi-experimental research design using pretest – posttest two groups design in this study.



Where:

- O_1 – pretest of control group
- no x – no intervention (using traditional method)
- O_2 – posttest of the control group
- O_3 – pretest of experimental group
- x – use of audio- visual (experimental period)
- O_4 – posttest of experimental group

The questionnaire was used as the main instrument in gathering the data needed.

Locale of the Study

This study was conducted at San Jose Elementary School of Pudtol District, Division of Apayao. It is a complete elementary school from Kinder to Grade 6, headed by a teacher-in-charge, and manned by a cluster head (full pledge principal) who stays in Cabatacan Elementary School.

Respondents

The respondents of this study were the Grade III pupils of San Jose Elementary School at Pudtol District, Division of Apayao for the school year 2015-2016.

Research Instruments

1. **Survey Questionnaire:** The profile of the respondents were taken using a questionnaire that asks information on respondent's age, sex, parent's monthly income and parents' educational attainment.
2. **The Dolch Sight Word list:** It consists of 220 words sorted by frequency. It was used to identify pupils' recognition/ reading of syllables and words [8]. The Attitude Scale Inventory. The attitude towards reading questionnaire was

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adapted from Gutierrez, Danilo S. Assessment of Learning Outcomes (Affective & Psychomotor Domain) Book 2 page 56.

3. **Sing-along Songs:** Collections of educational children songs in a compact disc which when played can be listened to and read through the subtitle. It was used in teaching reading for the experimental group.

Data Gathering Procedure

Permission was sought from the Division Schools Superintendent before a request letter was sent to the office of the District Supervisor of Pudtol District.

After permission was sought from the District Office, another request letter was sent to the principal allowing the researcher to conduct the study at San Jose Elementary School. After all necessary approvals have been sought, the researcher personally collected and summarized the profile of the pupils.

A two-phase intensive study designs with a pre-and posttest were conducted for 2 weeks. Each phase was designed to be accomplished for one week.

Each group of respondents (control and experimental) were given a pre-assessment on their reading ability using the Dolch Sight Word list and a Survey Questionnaire on their attitude towards reading. These were personally administered to the respondents by the researcher herself, to ensure the immediate retrieval of the questionnaires after the respondents have accomplished them.

On the first phase, the traditional teaching method (board & chalk) was used in the remedial instruction for the control group, each day for 1 hour. After one week, a post-test was conducted.

On the second phase, an educational audio-visual material was used for the experimental group which was presented through a compact disc and a laptop. During each video viewing session, the following steps were followed by the participants:

- a) watch the video,
- b) listen while the teacher reads the subtitle,
- c) read the subtitle with the help of the teacher,
- d) listen while the teacher sings along with the music, and
- e) sing along with the music by looking at the subtitle.

Each session comprised of 5 English educational songs for 1 hour duration. After the second week, a posttest was conducted on the reading skills using the Dolch Sight Word list and the Survey Questionnaire on pupils' attitude towards reading.

Statistical Treatment of Data

The data gathered was recorded, tabulated, summarized, analyzed and interpreted based on the problems and objectives of the study by means of various statistical tools.

Frequency counts and percentages were used in treating the profile of the respondents.

The mean and standard deviation was used to treat the reading abilities and the responses of the respondents to the survey questionnaire on attitude towards reading.

The data as regards the effectiveness of educational audio-visual was described using the five-point Likert Scale as shown below:

Scale	Range	Descriptive Value	Transposed Value
5	4.20 – 5.0	Always	Strong Positive
4	3.40 – 4.19	Often	Positive
3	2.60 – 3.39	Sometimes	Neutral
2	1.80 – 2.59	Seldom	Negative
1	1.00 – 1.79	Never	Strong Negative

The t-test for independent sample was used to compare pretest and posttest scores

3. RESULTS AND DISCUSSION

Table 1. Profile of respondents

Profile Variables	F	%
Sex		
Male	10	71
Female	4	29
Age		
6-8	10	71
9-10	4	29
Parents' Monthly Income		
Php 5,000.00 and below	4	29
Php 6,000.00 – Php 10,000.00	4	29
Php 11,000.00 – Php 20,000.00	6	42
Father's Educational Attainment		
Elementary level/graduate	10	71
High School level/graduate	4	29
Mother's Educational Attainment		
Elementary level/graduate	6	43
High School level/graduate	8	57

It can be gleaned from the table that there are more males than females in this study with 10 or 71 percent males and 4 or 29 percent females of the total respondents. This is somewhat surprising because in most schools in the country, there are usually more women than men. The 2008 Functional Literacy, Education and Mass Media Survey (FLEMMS) shows that of the estimated 68 million Filipinos 6 years old and over in 2008, 95.6 percent are basically literate. The basic literacy rate among females is 96.1 percent while 95.1 percent among males.

The 2007 Census of Population also shows that about 3 out of 5 persons (63.3 percent) in the household population 6 to 24 years old had attended school at any time during the School Year 2007 to 2008. School attendance was higher among females (64.0 percent of all females aged 5 to 24 years) than among males (62.7 percent of all males aged 5 to 24 years) during the said school year.

The Gender Parity Index (GPI) which is used to assess differences between girls and boys enrollment is computed at 1.03 (103 girls in every 100 boys) which means that more girls had enrolled in elementary education than boys during that period [9].

In terms of age, the data reveals that 10 of the total respondents or 71 percent are within the age of six to eight and 4 or 29 percent belong to the age of nine to ten. Based on the frequency counts and percentage of age, most respondents are within the ages of six to eight. This shows that the group is at the right age for the grade level.

As to parents' monthly income, 4 or 29 percent of the pupils' parents are earning around Php 5,000.00 and below, also 4 or 29 percent parents are earning around Php 6,000.00 – Php 10,000.00 and 6 or 42 percent of the parents are earning Php 11,000.00 – Php 20,000.00. This shows that the respondents' families are generally poor. This is because they were not able to finish their studies, as a result they do not have stable jobs.

In terms of the fathers' educational attainment, the data show that 10 or 71 percent are elementary level/graduate and 4 or 29 percent of the pupils' fathers are high school level/graduate. Since they do not have stable jobs, they hardly can afford to send their children to school especially in college. The situation is made worse by the fact that the schools for secondary and tertiary is very far from the place. There are no parents who attended or finished college that is why all of them are into farming.

It can also be gleaned from the table that 6 or 43 percent of the pupils' mothers are elementary level/graduate and 8 or 57 percent are high school level/graduate. This shows that the educational level of the respondents' mothers is slightly higher than that of their fathers.

Table 2. Mean and standard deviation of reading skills

	Control Group	Experimental Group
Pretest		
Mean	130.10	129.14
Standard Deviation	25.20	25.93
Posttest		
Mean	138.43	178.14
Standard Deviation	27.40	33.71

It can be gleaned in the table that the mean and standard deviation of the control group is 130.10 and 25.20, respectively, while the experimental group is 129.14 and 25.93, respectively.

On the table also are the mean and standard deviation in the posttest of 138.43 and 27.40 for the control group and 178.14 and 33.71 for the experimental group.

This finding finds support where in an effort to look more specifically at systematic music-reading interventions, investigated the effects of an early intervention music curriculum on the pre-reading and writing skills of 4 years old in an early intervention classroom [10]. Dependent measures included Print Awareness Test for Logos, the Print Concept Checklist and the Developmental Writing and Language Skills checklist. Participants were pretested, post tested at the end of the first semester, and post tested again at the end of the second semester. Results indicated that music enhanced print concepts and prewriting skills of subjects and that the children were excited about participating in the activities.

Based on their posttest scores, the pupils exposed to the educational audio-visual music performed better than those exposed to the traditional method with a mean difference of 39.71. The result revealed that the experimental group got a higher score than the control group. It is also interesting to note that the pupils became more intact as revealed in their standard deviation after using educational audio-visual music during their remedial classes. Since the respondents have different learning styles, the performance of pupils in the experimental group increased after the intervention because they are audio-visual. Thus, this shows that the use of educational audio-visual music is a better strategy in teaching reading.

Tucker found out that music learning, music reading, and/or music participation enhance academic achievement, especially in reading and math. Additionally, found significant correlations between music skills, phonological awareness and reading development of 4- and 5- year-old children.

However, in 2000, Butzlaff performed a meta-analysis on six experimental studies in music effects on reading and found a modest and significant mean effect size ($r = .18$). Results were disparate with some resulting in the no music condition producing greater benefits. Because of the limiting number of studies analyzed and the fact that all used different music treatments, Butzlaff determined that results revealed no conclusive causal relationship between music intervention and reading [12].

Table 3. Differences in pretest and posttest of reading skills

	Group Mean		t- group	t-tab @ 5%
	Control	Experimental		
Pretest	130.10	129.14	0.602ns	2.179
Posttest	138.43	178.14	2.82*	2.179

*Significant at 5 % level of significance

To test whether the difference in the pretest and posttest is significant or not, the t- test was used. The mean score of the control group in the pretest is 130.10 and 129.14 for the experimental group. The result of the posttest in using the traditional method with a mean of 138.43 reveals a lesser value than the critical value of t at 5 percent which can be manifested in the computed t-value of 0.602. This means that there is no significant difference in the reading skills of the pupils after using the traditional method.

When the intervention or use of educational audio-visual music was administered to the experimental group, the computed t value for the difference in their posttest is 2.82. The null hypothesis is rejected as a significant difference is observed in the posttest mean scores of the respondents after they are exposed to educational audio-visual music.

Music indeed helps enhance the reading skills and attitudes of the pupils as mentioned by [13]. Similarly, the use of music to facilitate oral communication [14]. Participants had higher percentages of appropriate communication responses during the musical antecedent condition than during the non-music treatment. Results support embedded communication opportunities within a musical experience in order to increase appropriate communication responses of children with developmental disabilities or delays.

Table 4. Mean and standard deviation of attitude scores

	Control Group	Experimental Group
Pretest		
Mean	2.76- Neutral	2.75-Neutral
Standard Deviation	5.91	5.90
Posttest		
Mean	3.29-Neutral	3.98-Positive
Standard Deviation	4.92	4.70

To analyze the attitude of the respondents towards reading, the mean and standard deviation were computed. Initially, the two groups have almost the same attitude towards reading before using the traditional method and educational audio-visual music as revealed in their pretest scores which are 2.76 and 5.9 for the control group and 2.75 and 5.90 for the experimental group. After exposure to educational audio-visual music, the experimental group exhibited a more favorable change in attitude towards reading as revealed in their posttest mean score of 3.98. Both the mean scores of the control group and experimental group increased from pretest to posttest. This means that there is a positive change in the attitude of respondents after they are exposed to the two teaching strategies. However, greater mean gain score is observed in using educational audio-visual music.

The attitudes of pupils towards reading depends on some factors such as environment, health, emotions, and parents' attitudes.

Because the environment has such a big impact, the home life is all-important in helping children develop a positive attitude toward reading. Carter and McGinnis stated that the "attitudes of parents of superior readers emphasize the value of communication and the development of language skills" [15]. Children who see individuals reading books and enjoying the activity will have a different attitude toward reading from children who never see their parents, brothers, sisters, or playmates looking at or reading books.

Table 5. Differences in pretest and posttest attitude scores

Teaching Strategy	Pretest Mean	Posttest Mean	t-value	t-tab @ 5%
Control Group	2.76	3.29	1.37ns	2.179
Experimental Group	2.75	3.98	3.19*	2.179

*Significant at 5 % level of significance

The table shows that the pretest and posttest means of the control group are 2.76 and 3.29, respectively. The result of the t test reveals that the computed t value in using traditional method is 1.37 which is lesser than the critical value of t at 5 percent level of significance. This means that there is no significant difference in the attitude of the respondents towards reading after they are exposed to the traditional method of teaching.

On the other hand, after being exposed to educational audio-visual music, the experimental group's result of the t-test is significant with a computed value of 3.19. Therefore, the use of educational audio-visual music is a better strategy to improve the attitude of the students towards reading. The motivating aspects of television provide a viable alternative for those students who are not particularly motivated to learn to read using conventional methods, especially considering that most children love to watch television and spend on it about 3 hours per day and more. Likewise, researchers who have designed reading interventions using subtitles have reported that children find this method highly motivating [16, 17, 18,] reported that most children believed that they can process information from television effectively. In this manner, pupils are engaged in a community of discourse where they interact and learn from each other independently [19]

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Moreover, the respondents' responses on their attitude towards reading after being exposed to audio-visual songs with subtitle are positive [20]. They read the subtitles, feel that subtitling enhances the entertainment value and make conscious links with learning. For example, improvement in language, reading, spelling and vocabulary improvement as well as interest in reading increased. Generally, they enjoy subtitling because it helps them sing along, know the lyrics, and even write down parts of the song.

Table 6. Relationship between profile variables and reading skills

Variables	Computed r	Critical Value	Decision
Sex	0.52	0.707	Not significant
Age	0.62	0.707	Not significant
Parents' Income	0.78	0.707*	Significant
Father's Educational Attainment	-0.28	0.707	Not significant
Mother's Educational Attainment	-0.33	0.707	Not significant

It is revealed in the table that only parents' income has significant relationship on the pupils' reading skills. This means that the higher the income of the parents, the better the reading skills of the pupils. Hence, a family which has a stable source of income would be ensured of providing the needs of the children particularly in education. The children of affluent parents are more likely to succeed in life than the children of poor parents. For example, compared to more affluent children, poor children [21]:

- score lower on tests of cognitive skill in early childhood;
- have more behavior problems in school and at home;
- are more likely to drop out of high school, and those who do graduate are less likely to enroll in or graduate college;
- are more likely to have children at a young age; and
- are more likely to be poor themselves when they are adults.

The explanation for this difference is that rich parents can spend more than poor parents on their children and that these "investments" lead to better outcomes for their children.

Likewise, Economic capital with having enough money in the family's savings, without a strong economic capital, parents cannot provide a conducive learning environment to their children. [22]

This variable is found to be significant.

All other variables listed in the profile which include sex, age, educational attainment of father and mother are found to be not significant on their reading skills. The factors such as age and gender were not significant towards reading.

Table 7. Relationship between profile variables and attitudes towards reading

Variables	Computed r	Critical Value	Decision
Sex	0.54	0.707	Not significant
Age	0.67	0.707	Not significant
Parents' Income	0.74	0.707*	Significant
Father's Educational Attainment	-0.08	0.707	Not significant
Mother's Educational Attainment	-0.11	0.707	Not significant

It can be gleaned from the table that only parents' monthly income affects the attitudes of the pupils towards reading. The higher the monthly income of the parents, the more positive the attitude of the pupil is. This is due to the fact that with a higher parents' monthly income, the greater is the possibility that children's need met., one of the factors which determine one's socio-economic status is the financial income level [23]. There is a strong correlation between reading books and the financial income level.

4. CONCLUSION

Based on the above findings, the following conclusions were drawn:

1. most of the respondents are at the right age for their grade level, males, with parents of minimal income and low educational attainment;
2. the pupils exposed to the educational audio-visual music performed better than those exposed to the traditional method;
3. music indeed helps enhance the reading skills of the pupils;
4. there is a positive change in the attitude of respondents after they are exposed to the two teaching strategies;
5. the use of educational audio-visual music is a better strategy to improve the attitude of the pupils towards reading;
6. the higher the income of the parents, the better the reading skills of the pupils;
7. the higher the parents' income, the more positive the attitude of the pupil is.

Recommendations

Based on the above conclusions, the following recommendations were presented:

1. a monthly homeroom PTA meeting should be conducted to come up with an agreement on what parents should do to help their children improve their reading skills and attitudes towards reading;
2. in-service training, seminars, and workshops of teachers should be conducted with focus on the use of educational audio-visual music to improve the reading skills of the pupils;
3. teachers should use educational audio-visual music to enhance the reading skills of the pupils;
4. the teachers should use different strategies to improve the attitude of the pupils towards reading;
5. educational audio-visual music should be used by the teachers to improve the attitude of the pupils towards reading;
6. parents should be responsible to try to improve the socio-economic status and alleviate poverty that reduces educational opportunities of their children;
7. families from poor class should be given serious attention by the government by providing the investments directly in the form of schooling, health care, and other human capital inputs.
8. a parallel study should be conducted using other reading strategies;

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