

Chapter Four

DATA ANALYSIS AND FINDINGS

4.0 Introduction

Two sets of data were analysed. Firstly, the children's scores in the reading and language inventory were categorised and grouped according to predetermined guidelines (Appendix 4). Secondly, the interview transcripts of the parents were analysed and organised according to themes and common trends to identify emerging patterns in parent involvement.

The data analysis and findings are discussed in the following sections:-

4.1 Levels of Emergent Literacy Skills

The children's performance in the reading and language inventory was analysed and evaluated to answer the research question relating to levels of emergent literacy skills.

Children's Performance in the Reading and Language Inventory

A. Oral Letter Production

The children's ability in oral letter production was explored by asking them to sing/recite the ABCs. Fifteen (75%) children sang the song clearly pronouncing the letters in the correct sequence. Five (25%) sang the song hesitantly, 3 of whom could not sing beyond the letter 'K'. One child missed out 4 letters of the alphabet (F, L, N and S) and another child

mispronounced 6 letters (R, S, T, U, W, and X). Table 3 below shows the children's performance in oral letter production.

Table 3. Children's Performance in Oral Letter Production

	N	(%)
Fluent Singing	15	75
Hesitant Singing	5	25
No Response	0	0
Total	20	100

The results in oral letter production show that most of the children are able to produce the letters orally in the form of a song.

B. Letter Knowledge

A quantitative analysis of letter knowledge of the 20 children was carried out. The raw scores of the children were tabulated according to letter recognition, letter identification and letter naming. Table 4 below shows the performance of the 20 students on the letter knowledge tasks.

Table 4: Children's Performance in Letter Knowledge Tasks

	Mean	SD	Range
Letter recognition	20.2	8.2	1 - 26
Letter identification	18.5	9.2	0 - 26
Letter writing	13.4	8.9	0 - 25

As shown in Table 4, for the children as a whole, the mean score for letter recognition is 20.2 and the standard deviation is 8.2. The range is from 1 to 26. The data show that letter identification has a mean of 18.5 and a standard deviation of 9.2. The range is from 0 to 26. As for letter writing, the mean is 13.4 and the standard deviation is 8.9. Letter writing has a range of 0 to 25.

Based on the results presented above, the pattern of performance for the component abilities of letter knowledge is found to be as follows:

Letter recognition > Letter identification > Letter writing.

The data indicates that, in terms of raw scores, letter recognition has the highest scores and letter writing has the lowest scores (Appendix 5).

Seven children were able to recognise all the letters of the alphabet correctly. All the children recognised at least 2 letters of the alphabet. Five children identified all correct letters and two of them could not identify any of the letters of the alphabet. None of the children was able to write all the letters and the highest score was 25 letters (Appendix 5) and was achieved by only one child. Three children could not produce the letters in writing (Appendix 5).

Reversals in letter recognition, letter identification and in letter writing were also noted among the children. The reversals were seen in letters like 'Y', 'J', 'G', 'Z', 'B', 'D', 'M', 'N' and 'P'. Two children read 'B' for 'P'. Another

2 children mistook 'M' for 'N'. They also could not differentiate these letters in letter identification. Three children reversed 'G', 'J' and 'Z' in their writing. In addition, the researcher observed that the children were better with uppercase letters than lowercase letters.

The data appears to suggest that the children in this study were still in the process of acquiring letter knowledge. There also seems to be a wide range in letter knowledge among the subjects.

C. Name Writing

Table 5 below shows that in name writing, 8 (40%) children wrote their full names correctly. Another 7 (35%) had their names written 'nearly correct'. Out of the 7 'nearly correct' name writing, 5 children wrote 3 to 4 uppercase letters in place of lowercase letters. One child could not write the letter 'S' and, another child joined up all the letters of her name.

Table 5: Children's Performance in Name Writing

Name writing	N	%
Correct	8	40
Nearly correct	7	35
Initial letter	5	25
Total	20	100

Five (25%) children could not write their names and out of these 5 children, 2 of them wrote only 2 letters of their name, 2 could not write a letter at all and 1 child drew circles for her name.

Generally, 15 (75%) children wrote their names, correctly or nearly correctly.

D. Hearing Letter Names in Words

The children were tested on 8 words. They were asked to name the first letter of each word pronounced by the researcher. The 8 words were Ball, Girl, Cat, Milk, Telephone, Horse, Dog, and Apple. Table 6 below shows the frequency of correct response for each of the 8 words.

Table 6: Children's Performance in Hearing Letter Names in Words

Words	N	%
Ball	16	80
Girl	9	45
Cat	17	85
Milk	3	15
Telephone	5	25
Horse	5	25
Dog	10	50
Apple	14	70

Seventeen (85%) children were able to name the first letter of the word 'Cat' which was followed by 16 (80%) for 'Ball'. Fourteen (70%) children named 'A' correctly for 'Apple', 10 (50%) named 'D' correctly for 'Dog', 9 (45%) named 'G' for 'Girl'. For 'Telephone' and 'Horse', 5 (25%) children named the first letters accurately. Only 3 (15%) could name the letter 'M' for 'Milk'.

It appears that the 20 children were able to segment auditorily words like 'Ball', 'Cat' and 'Apple' more easily than words like 'Milk', 'Telephone' and 'Horse'.

Table 7 shows the performance of the children on hearing letter names in words. One (5%) child gave correct response for all the 8 words and another one (5%) gave 7 correct responses. Three (15%) children obtained 6 correct responses. Another 6 (30%) children obtained 5 correct responses. Three (15%) children were able to give 1 correct response and 2 (10%) children did not score a point. In summary, 11 (55%) children scored between 5 to 8 correct response.

Table 7: Children's Individual Performance in Hearing Letter Names in Words

Scores	N	%
8	1	5
7	1	5
6	3	15
5	6	30
4	3	15
3	-	-
2	1	5
1	3	15
0	2	10
Total	20	100

The analysis of the data indicates that there is a wide range among the abilities of the children in hearing letter names in words.

E. Environmental Signs and Labels.

Table 8 shows the children's performance in reading individual signs and labels. Fifteen (75%) children were able to read 'Milo' in logo while 13 (65%) children could read the 'KFC' logo correctly. Twelve (60%) children read McDonalds correctly. Eleven (55%) children read 'Jusco' correctly and

10 (50%) children read the 'No Smoking' sign correctly. Nine (45%) children read 'Mickey' in logo and one child read 'Mickey' by category, that is, 'cartoons'. Six (30%) children read the logo of 'Gardenia' by its category 'bread' and not by its name. Similarly, 2 (10%) children read 'Mariaville' by category, that is, 'kindergarten'. No child was able to read 'Mariaville' in logo.

Table 8: Children's Performance in Environmental Signs and Labels

Words	Logo				Standard Print			
	cc		wc		cc		wc	
	N	%	N	%	N	%	N	%
Jusco	11	55	-	-	2	10	-	-
Milo	1	5	15	75	-	-	1	5
Mc Donalds	-	-	12	60	-	-	1	5
K F C	-	-	13	65	-	-	6	30
No Smoking	-	-	10	50	-	-	-	-
Gardenia	6	30	4	20	-	-	-	-
Mariaville	2	10	-	-	-	-	-	-
Mickey	1	5	9	45	-	-	1	5

cc – category correct

wc – word correct

However, when reading words in standard print, only 1 (5%) child was able to read 'Milo' and 2 (10%) for 'Jusco'. For the word 'KFC', 6 (30%) children read the standard print. One (5%) child read 'Mickey' in standard print. No one was able to read 'Mariaville', 'No Smoking' and 'Gardenia' in standard print.

This pattern seems to show that environmental signs in logo designating fast food business, home beverage and shopping centres were easily

recognised by the children. More children appeared to read 'KFC' in standard print compared to the other 7 words.

An analysis of Table 8 shows 20 children were quite capable of reading words in logo. However, this reading ability was not transferred to standard print reading for other words except 'KFC'

4.2 Material Resources in the Home

Table 9 below shows the material resources of children with high emergent literacy scores.

Table 9: Material Resources of Children with High Emergent Literacy Scores

Child	Reading and Writing Materials	Audio Video Materials	Books
Olin	13	30	8
Dick	15	13	14
Yin	19	12	8
Sue	15	7	6
Mark	7	0	4
Total	69	62	40

Children with high emergent literacy scores had in total 69 books, 62 audio-visual materials and 40 storybooks. Dick had 10 storybooks, 2 picture dictionaries and 2 books on nursery rhymes. Yin had a good collection of alphabet reading and writing books and flash cards. Olin had a good collection of storybooks, audio-video materials made up mostly of tapes like

'Cinderella', 'Alice in Wonderland', 'The Beauty and the Beast', Snow White' and some children's songs and nursery rhymes. All the children had at least one nursery rhyme and picture dictionary.

The material resources of children with low emergent literacy scores are presented in Table 10. These children had a total of 42 reading and writing materials, 26 audio-visual materials and 28 books. Chris and Zac had a collection of books. While Chris had a book on nursery rhymes, Zac had 2 picture dictionaries. May had 3 storybooks and the 2 other children did not have any storybooks, nursery rhymes or picture dictionary.

**Table 10: Material Resources of Children with
Low Emergent Literacy Scores**

Child	Reading and Writing Materials	Audio-Video materials	Books
Chris	13	8	13
Yun	5	5	-
Devi	6	-	-
May	9	5	3
Zac	9	8	12
Total	42	26	28

The findings show that children with high emergent literacy scores had more material resources than children with low emergent literacy scores. It appears that parents of children with high emergent scores were willing to invest in material resources for their children.

All the 10 children, irrespective of emergent literacy ratings, did not have a study room, a writing table or chair of their own. All of them did their

scribbling writing, drawing and colouring in their dining or living room. Most of their books were placed in book shelves shared by the rest of the siblings.

4.3 Parents' Literacy Activities

The results of parents' literacy activities in the home are reported from the fourteenth to nineteenth item of the parent interview schedule.

The parents were asked if they read and told stories to their children. For the children with high emergent literacy scores, parents spent time reading and telling stories to them. Their answers ranged from "occasionally" to a positive "yes". There was no fixed amount of time for this activity. The time ranged from ten minutes to half an hour daily with more time spent during Saturdays and Sundays when parents did not work.

For 3 children with high emergent scores, Olin, Dick and Mike, their fathers read and told stories to them. This was because of various reasons. Both Olin's and Mike's mothers did not speak English or Bahasa Malaysia well. Hence, their fathers read and told most of the stories. Dick's mother was a Thai and she could only speak a smattering of English and Bahasa Malaysia. Dick's father explained that he read and told stories to Dick 'daily' even when he was very tired after work. In Yin's case, both parents read and told stories. Finally, in Sue's case, only the mother read and told stories to her.

All the parents mentioned that their children asked questions in between and after reading and telling stories. Olin, in particular, asked the same

questions tirelessly “even when she already knows the answer.” She always began her questions with “why”.

For children with low emergent literacy scores, 4 parents did not read or tell stories to them. They cited a number of reasons, chief of which was “no time”. Chris’ mother said that she sent Chris daily to the baby sitter at 9 a.m. and brought her back after dinner. Sometimes when she had a lot of “office work” she left the child overnight with the baby sitter. Yun’s parents operated a mini-market business in a thriving residential area of Ipoh. Their business was opened daily from 10 a.m. till 10 p.m. with no off day for the husband-and-wife team. Thus, they had little time to be involved in their child’s literacy development. Devi’s mother did not read to her because she did not know how to read. But she said that she told “temple stories” to her whenever they went to the temple to pray. Zac’s mother commented that she felt Zac was too young to understand what was read to him. Her three older children were neither read to nor told stories. Only May’s mother stated that she started “reading and telling stories to her very early.” She was a housewife with a lot of time on her hand and May was her first born.

Findings for parent involvement in the teaching process show that parents of children with high emergent literacy scores were actively involved in teaching their children the basic literacy skills. They not only spent a considerable amount of time in teaching the basic academic skills but they also insisted on their children doing a certain amount of homework everyday.

Olin's father taught her the "multiplication-table" and spelling which was her daily homework. Dick's parents taught him the languages and mathematics every evening from Monday to Thursday together with his elder sister who was in Standard One. Mike's father taught him how to write his name and the rudiments of "reading, writing, spelling and mathematics almost everyday" except when "the child became moody." Yin and Sue were not only taught by their parents but they were also sent for tuition. Yin had tuition for Chinese, English and Bahasa Malaysia as well as for Mathematics from 2 tutors. When asked why Yin was sent for tuition her mother said, "We can't teach her ourselves so we sent her for tuition. "Sue was tutored by a teacher who specialised in "Ladybird" series.

For children with low emergent literacy scores, however, teaching them how to read and write did not appear to be important to 4 parents. Chris' mother was 'too busy' attending to the two older sons' schoolwork while Devi's mother taught her 'a little of the ABCs and numbers. However, she complained that Devi was not interested and always ran away whenever she wanted to teach her. For Yun, her mother did not teach her because she had 'no time' but she was looking for a 'tuition teacher'. Zac's mother did not teach him because she felt that teaching was the responsibility of the kindergarten teacher.

The only exception was May's parents who tried to teach her reading and writing. However, they admitted they were not very successful as their child was not interested and only wanted to sing all the time .

All the parents, irrespective of their children's high or low emergent scores, asked their children about day's events especially about what happened in their kindergarten. The children told them about the happenings in their kindergarten. Dick's, Yin's and Olin's parents knew about the researcher when their children told them about the tasks that were given to them. Most parents asked about 'homework' given by their teachers.

Findings for parent involvement in children's activities indicate that, for children with high emergent literacy scores, there appeared to be more time spent with them on a daily basis. Olin's parents sang together as Olin loved singing, "children and adult songs" on the Karaoke. Dick and Yin did jigsaw puzzles with their fathers. Mike watched football and 'X-files' with his father while Sue helped her mother in her clerical work in a car accessory shop business by collecting invoices, arranging bills and taking phone calls.

For children with low emergent literacy scores, 4 parents seemed to spend less time with their children on literacy activities. Chris came home from her baby sitter's house only after dinner as her parents worked late. Yun's parents managed the mini-market so she and her sister often stayed around the mini market or loitered along the corridors. Devi usually played with her younger sisters as her mother was busy with housework. Her father came home occasionally 'sometimes once a month, sometimes once in a few months. 'Zac's parents were busy with their own business and he was left most of the time with the Indonesian maid. However, for May, most

evenings were spent watching Chinese serial dramas on video with her parents.

The results of the analysis of literacy activities such, as writing marketing or shopping lists, show that this question received lukewarm response from the parents. When asked, none of the 10 parents, irrespective of high or low emergent literacy scores, wrote any marketing or shopping lists. Neither did they involve their children in such activities.

An analysis of parents' practice of reading newspapers together with children show a distinctive pattern. Children with high emergent literacy scores seemed to have parents who were patient with them where reading the newspapers. Olin sat on her father's lap and looked at advertisements, pictures and cartoons. Her father explained 'everything about what I know' to her. She constantly scribbled her name on the papers and coloured the cartoons on the Sunday Star. She particularly liked Garfield. Dick asked for the cartoon section and coloured the cartoons found in the section. His father read 'My Favourite Story' on Sunday Star Children's Page to Dick and his sister and cut out newspaper clippings on children's stories since Dick was about four years old. Yin was particularly interested in pictures of accidents, fires, robberies or anything that had pictures. Reading newspapers was often followed by 'why' questions. Mike was interested in the Sports Page and looked out for his favourite "Manchester United" team or any other football players. Sue wanted to know the TV times for cartoon series and her mother wrote out the various time of the programmes for her.

For children with low emergent literacy scores, parents read the newspapers with their children but did not think of the newspapers as an important tool for literacy. Chris' father usually read the papers only after she had gone to bed because 'Chris disturbs me every time I read the papers'. Yun's parents read the papers whenever there was a lull in their mini-market business and Yun herself did not show much interest in the papers. Devi's mother neither read nor subscribed to any papers. May's father told her 'not to disturb me when I am reading the papers'. As Zac 'disturbs' his father when he read the papers, so his father usually stopped reading the newspapers and sometimes put on the video so that he could read the papers in peace.

The results of the analysis of explaining labels of products to children show that 2 fathers from children of high emergent literacy group taught their children to read labels of products used in the home. Dick's father mentioned that he would ask Dick to spell out letters of the labels and read out the price tag. When the bread vendor came, he would send Dick out with money to buy bread and taught him the right change to get. According to his father, Dick showed interest in words like 'Sony', 'Toshiba', 'peanut butter' and other items found in the home. Olin showed interest in colourful labels such as 'McDonalds' and 'KFC'. She sometimes copied these words into a book. Her father showed her household labels and taught her to spell names like 'Milo', 'Danish Butter Cookies', and 'Dumex'.

The other 3 parents of children with high emergent literacy scores did not explain the labels of products to their children. Neither did they think it was important.

Similarly, children with low emergent literacy scores were also not given explanations on labels by their parents. The 5 parents interviewed did not see the importance of reading labels as a literacy tool. Zac's mother's response of 'What for?' summarised the general feelings of parents who did not think that reading label was an important part of literacy development.

The results of the analysis on writing notes and letter to relatives and friends indicate that this was not a popular activity among the 10 children's parents. All parents did not involve their children in this literacy activity except Dick's mother. She wrote notes and letters to her relatives and friends in Thailand. Dick, accompanied by his parents, would queue up and buy the stamps from the post office and put the letters into the letter box himself. He looked out for the postman regularly to receive letters and collected the stamps. Dick sometimes indicated his interest in writing letters so his mother wrote out some words and Dick copied them and sent notes to his grandmother in Thailand.

However, the parents of the other children with high emergent literacy scores neither wrote letters nor notes to relatives or friends except for 'Chinese New Year or Christmas greetings.'

The parents of children with low emergent literacy scores did not write notes and letters. Their children were neither taught to do so nor were they exposed to such activities.

Data on parents' literacy activities outside the home, such as library visits and outings, reveal that 2 parents brought their children to the Tun Razak Library to borrow books on an average of twice a month. However, Dick could not stay in the library for long because 'he would run about in the library and made a lot of noise ' His parents brought him there to borrow books and they read to him at home where he could imitate the sounds of 'car engine and aeroplane' as he turned the pages of his favourite book. Most of the books Dick requested were on trucks, fire engines and aeroplanes. For Yin, going to the library was a routine activity as her parents brought her there at least 'once a fortnight ' Yin loved the library, especially the children's corner. She started going to the library since she was four years old.

Parents of Olin, Sue, and Mike, when asked if they brought their children to the library, were not sure if their children were old enough to make use of the facilities. They had never brought their children to the public library because they thought that their children were 'too young to borrow books and library is for older students'. However, Sue's mother used to read to her books borrowed from an older daughter's school library. Olin's father responded that there was no necessity yet to go to the library as 'she has so many books and has not exhausted reading her own book collection yet'.

Mike's father confessed that he did not think of bringing his son to the library but would be doing so soon.

For the children with low emergent literacy scores, parents did not think that it was necessary for them to be brought to the library for various reasons. Chris, Yun and Zac were not brought to the library because their parents had 'no time'. Zac's mother was worried that that Zac might tear the library books. Devi's mother had no transport as the library was 'a distance away'. May's father felt that she was too young to go to the library and she had not shown any interest in books. Besides, he was not aware that May could make use of the library.

Data for environmental signs show that 2 the parents of Olin and Dick who were children with high emergent literacy scores, often pointed out 'traffic lights' to their children and explained the functions of red, amber and green. These children also read out other environmental signs, especially those of shopping complexes and billboard advertisements. Olin and Dick showed great interest and often read aloud signs. Dick read aloud number plates and models of cars whenever his father brought him on an outing. However, the other 3 parents of children with high emergent literacy scores did not point out environmental signs nor help their children to read them.

Similarly, 5 parents of children with low emergent literacy scores did not point out environmental signs nor read to them. May's father said that her daughter would shout the name of the shopping centre as he drove into the complex but he did not think that his daughter was reading the print.

The data presented in Table 11 show the children's preference for a certain section at shopping centres. The results show that all 10 children, irrespective of emergent literacy scores, liked to go to the toy section. However, for their second choice, 4 children with high emergent literacy scores preferred the stationery section where they could look for stationery items. Olin was fascinated by 'an assortment of colour pencils' and often asked her parents to buy for her even though she had possessed a set. She spent a lot of time looking at the things found in the stationery section. Dick browsed through books and often sat at certain corners to turn the pages of kindergarten books. He also loved to buy drawing and colouring materials.

Table 11: Preference for Place at Shopping Complex of Children with High Emergent Literacy Scores

Olin	Dick	Yin	Sue	Mike
1. Toy section	Toy section	Toy section	Toy section	Toy section
2. Stationery	Stationery	Stationery	Stationery	Food

As shown in Table 12 the children with low emergent literacy scores also preferred the toy section. But for their second choice, 3 preferred the food section and 1 preferred to look at children's clothes. Devi's mother had brought her to a shopping centre once but she was not aware of Devi's preference.

Table 12: Preference for Place at Shopping Complex of Children with Low Emergent Literacy Scores

Chris	Yun	Devi	May	Zac
1. Toy section	Toy section	--	Toy section	Toy section
2. Clothes	Food	--	Food	Food

The results suggest that the children in this study liked to visit the toy section in shopping complexes. However, the children of high emergent literacy scores showed interest in literacy materials such as stationery and books. Unlike children with high emergent literacy skills, children of low emergent literacy scores, were more attracted to things that were not related to literacy.

4.4. Children's Literacy Activities

As can be seen from the data in Table 13 the favourite activities of children with high emergent literacy scores are related to reading, scribbling, drawing and colouring. One child did jigsaw puzzles. All the children in this group spent time looking at picture books and reading materials they have in the home.

Table 13: Favourite Activities of Children with High Emergent Literacy Scores

Olin	Dick	Yin	Sue	Mike
1. read	read	dolls	scribble	draw
2. draw	draw	jigsaw puzzles	draw	read
3. colour	scribble	read	read	colour

Table 14 shows the favourite activities of children with low emergent literacy scores. Chris played with dolls, drew and coloured. May loved to sing and dance. Zac cycled and played with Lego.

**Table 14: Favourite Activities of Children with
Low Emergent Literacy Scores**

Chris	Yun	Devi	May	Zac
1. dolls	sing	water play	sing	cycle
2. draw	dance	dolls	dance	Lego
3. colour	dolls	draw.....	dolls	trucks

It appears that children with high emergent literacy scores were interested in reading, paper and pencil activities, letters and words. Children with low emergent literacy scores were more interested in playing with objects, singing and dancing.

Data pertaining to parent involvement in children's scribbling, drawing and colouring show that children with high emergent literacy scores scribbled, drew and coloured. Each child spent varying amounts of time on these activities. Their parents encouraged them by providing them with materials such as colour pencils, magic pens, drawing blocks and colouring books. Parents of Olin, Dick and Yin demonstrated to their children how to draw and colour. Sue's and Mike's parents encouraged them to draw and taught them with examples. Yin's mother kept her child's finished products in folders. Olin's finished pieces were hung on the walls of the dining room.

Like the children with high emergent literacy scores, children with low emergent literacy scores scribbled, drew and coloured. However, parents of Chris, Yun, Devi and Zac left their children to do their activity on their own. May's mother tried to teach her to draw and colour but she complained that

May 'quickly ended her colouring with big splashes as she is very impatient and usually does not finish her work'. Zac used to scribble on walls even though his mother provided him with materials. He was 'caned for his bad habit and now he doesn't scribble on the wall anymore.' Now, he drew and coloured occasionally.

Table 15 below shows that children with high emergent literacy scores spent 28 hours per week on TV and video programmes. Dick's and Yin's fathers did not permit them to watch the television on weekdays. The children watched television only on weekends. For Olin, Sue and Mike, watching the television was controlled by their parents who restricted them to an hour a day. These parents also had 'a say' in the kind of programmes the children watched. They allowed their children to watch educational tapes such as nursery rhymes, Sesame Street and children's stories.

Table 15: Television/video Habits of Children with High Emergent Scores

Child	programmes	hours (per week)
Olin	cartoons, musical programmes	7
Dick	cartoons	3
Yin	cartoons,	4
Sue	cartoons	7
Mike	football, cartoons	7
Total		28 hours

The parents of children with high emergent literacy scores said that they talked with their children about their television programmes. They knew the programmes watched by their children and approved of these programmes.

Table 16 below shows that children with low emergent literacy scores spent about 80 hours per week watching television and video programmes. Chris watched television at the baby sitter's house in the mornings and in the evenings when she came back from the kindergarten. Chris and May watched Chinese serial tapes which were rented by their parents 'almost every evening, after dinner' This was usual family activity. Yun spent about 3 hours daily on the television usually in the mornings and evenings and more during the weekends. Yun's mother commented that the 'video was the best way to keep her occupied.' Devi spent about an average of 1 ½ hour a day on cartoons on the television. The family did not possess a video recorder, hence she could not watch any video programmes. Zac's mother explained that there were 2 videos and 3 televisions in the house, thus her children did not have to fight over the use of the television and video recorder.

Table: 16 Television/video Habits of Children with Low Emergent Literacy Scores

Child	Programmes	Time (per week)
Chris	cartoons, Chinese serials	14
Yun	cartoons	14
Devi	cartoons	10
May	cartoons, Chinese serials	21
Zac	cartoons, Chinese serials	21
Total		80

Parents of children with low emergent literacy scores did not talk with their children about the programmes the children watched. When asked if

she talked to Zac about the programmes he watched, Zac's mother replied. "I don't even know what programme he watches." Devi's mother said "While she is watching the television, I will quickly do my work."

4.5 Parents' Leisure Activities

Table 17 below shows the leisure activities of parents of children with high emergent literacy scores. All fathers of children with high emergent literacy scores read the daily newspapers, magazines and novels. They also watched television programmes. Three fathers said that they did not have time to pursue any personal hobbies. Out of the 5 fathers, only Yin's father played badminton occasionally.

Table 17: Leisure Activities of Parents of Children with High Emergent Literacy Scores

<i>Fathers</i>	<i>Leisure Activities</i>
Olin	Listens to music, watches video/television, reads newspapers, magazines and books.
Dick	Reads newspapers, magazines, watches television
Yin	Plays badminton, reads newspapers, magazines, books,
Sue	Reads newspapers, books, watches television
Mike	Reads newspapers, magazines, watches television
<i>Mothers</i>	<i>Leisure Activities</i>
Olin	Listens to music, watches video/television, reads newspapers, novels
Dick	Cooks, watches television,
Yin	Reads newspapers, magazines, novels, watches television
Sue	Reads newspapers, magazines, novels, watches television
Mike	Reads newspapers, novels, watches television

Four mothers read the newspapers, magazines and novels. Yin's mother was an avid reader of Chinese novels that she rented from 'Novel Hut'. The other 4 mothers read monthly issues of women's magazines and popular novels. Dick's mother did not read the papers because she could not read English or Bahasa Malaysia. Thus, she spent her time cooking and watching television. All the mothers in this group watched television.

The analysis of the findings show that all the parents of children with high emergent literacy scores read newspapers, magazines and novels and watched the television as their leisure time activities.

Table 18: Leisure Activities of Parents of Children with Low Emergent Literacy Scores

<i>Fathers</i>	<i>Leisure Activities</i>
Chris	reads newspapers, watches television/video
Yun	no hobby
Devi	no hobby
May	watches video/television, reads newspapers
Zac	reads newspapers, watches video
<i>Mothers</i>	<i>Leisure Activities</i>
Chris	watches video, shopping
Yun	no hobby
Devi	no hobby
May	watches video, shopping
Zac	exercises, shopping, watches video

The data presented in Table 18 show the leisure activities of parents of children with low emergent literacy scores. Three fathers of children with low emergent literacy scores read the newspapers daily. The other 2 fathers did not have any hobbies, citing 'time' as the

reason. Yun's father operated the mini-market and did not have time to read the newspapers. Chris' and May's parents watched Chinese serials on video every night.

Similarly, Chris' and May' mothers watched video or television as leisure activities. Zac's mother exercised everyday and trekked Kledang Hills 'without fail' every Saturday and Sunday. Yun's mother was busy with the mini-market so that she had no time for any hobby. Three mothers enjoyed shopping as a leisure activity and no mothers in this group read.

From an analysis of leisure activities of parents with low emergent literacy scores, it can be summarised that these parents spent less time with 'literacy activities'. Only, 3 of the fathers read the newspapers and watched the television and video. It is interesting to note that no mothers read the newspapers as a leisure activity.