

Abstract

Given that there is currently research focusing on parent coaching to improve numeracy and literacy skills, this raised the possibility that gender-related factors could influence a child's performance, resulting in a significant number of effectual differences when administered by parents of different genders.

In this thesis work, a dataset including questionnaires was used to analyze the impacts. In Cebu, Philippines, 55 fathers and 540 mothers took part in a study to evaluate their values and attitudes about teaching their children, as well as their children's reading and numeracy levels. Home Literacy/Numeracy Resources/Activities, Self-Efficacy Variables, Value of Play Variables, and Child Interest Variables are the variables that were tested.

When the age and gender of the children were statistically controlled, the combination of Home Literacy/Numeracy Resources/Activities, Self-Efficacy Variables, Value of Play Variables, and Child Interest Variables explained 0.5-0.6 percent of the variance in Literacy and Numeracy performance.

These findings highlight the unique importance of Home Numeracy Resources and Value in Play for their relationship to Numeracy performance, as well as their importance in parent gender with correspondence to parental leave, which is important for small children who have not had formal schooling and education and rely on their parents' input.