

Home Learning Support and Reading Performance of The Primary Pupils in Alat-Alatin ES: Basis for Reading Intervention Program in Distance Learning Settings

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ABSTRACT

This study determined the level of home learning support given by the parents and the level of reading performance of primary pupils in Alat-Alatin Elementary School, a multi-grade school in Lopez West District, Lopez, Quezon. This utilized the quantitative method anchored by a descriptive-correlational design. Moreover, the researchers used a survey questionnaire consisting of 15 questions pertaining to parental involvement, home learning resources, and home literacy practices to determine the level of home learning support given by the parents and conducted a reading session to determine the reading performance of the primary pupils. The study found that home learning support is sometimes given to primary pupils, and the level of reading performance of the primary pupils in Alat-Alatin Elementary School during the implementation of modular distance learning is at a frustration level. Using Spearman's rho non-parametric statistical tool, the Alpha level is 0.05. Since .395 is greater than the alpha level (0.05), the null hypothesis is accepted. Therefore, based on the result, there is no significant relationship between home learning support extended by the parents and the reading performance (in both oral reading and comprehension scores) of the pupils. Furthermore, the researchers designed Project BASA (Be A Servant Alat-Alatinian), an initiative program in distance learning settings that aims to improve the reading performance.

Keywords: *home learning support, reading performance, intervention, oral, comprehension*

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INTRODUCTION

Reading plays a vital role in a learner's learning process. It is a skill in which learners help to comprehend the content of all disciplines or areas of study. Parents play an important role in monitoring their children's learning progress.

One of the issues with schooling in the Philippines is students' difficulty with reading. There are various concerns confronting the country's literacy rate. Suppose everyone looks at data from the Southeast Asia Primary Learning Metrics (SEA-PLM). In that case, it says that the percentage of Filipino fifth graders who could do at least basic reading, writing, and arithmetic was much lower than in Vietnam and Malaysia. Second graders from Cambodia and Laos did about the same or a little better than fifth graders in the Philippines. They did better than fifth graders in Cambodia and Myanmar, but not as well as fifth graders in Laos and Myanmar. The survey was done by the Southeast Asian Ministers of Education Organization and the United Nations Children's Fund (UNICEF), with help from the Australian Council for Educational Research. It looked at how well fifth graders in Cambodia, Laos, Myanmar, Philippines, Vietnam, and Malaysia did in three areas of learning: reading, writing, and math. Most students in Grade 5 in the Philippines were able to read at the same level as they were in the first few years of school, but 27% of students stayed at the lowest level, where they could only "match single words to an image of a familiar object or concept." Less than two-thirds of grade 5 students in the country are good at "reading a wide range of daily texts, such as short stories or personal viewpoints, and analyzing their meanings." A country's score on an SDG indicator is ranked by how many students in Grade 5 achieved at or above that score (band 6 and above). The Philippines came in second with 10%, trailing only Laos (2%) (Balinbin, 2020).

There are more non-readers and frustrated readers in high school, which means that reading programs and the school curriculum are not working. Luis Aogas, a Lutheran minister who was also a petitioner, blamed the DepEd for the overall decline in educational quality. He blamed the frequent changes in the curriculum and the system for this, which made it hard for people to know what to do. Many years ago, he remembers how well children did when the curriculum was only about reading and writing, and arithmetic, or the three Rs (Dumlao, 2019).

Home learning assistance includes home literacy activities, which Curry et al. (2016) discovered to play a role in the development of reading abilities in children. Simply by telling bedtime stories, exchanging reading stories, and incorporating technology into the children's literacy development. The study stated previously indicates the extent to which the Modular Distance Learning approach influences children's reading proficiency. The oral reading of the pupils is at an instructional level, and both the reading speed and the comprehension level of the pupils in today's setting are at a frustrated level (Nicolas, 2021). The results of these studies demonstrate how modular distance learning has an impact on reading performance not only on the reading performance but on the process of testing as well.

Programs to improve reading are still being implemented by agencies and schools despite the difficulties they face. The Department of Education has its Brigada Pagbasa as part of Brigada Eskwela, particularly in the City Schools Division of Dasmarinas has its Every Parent A Reading Teacher, DepEd-Quezon has its Project BLAZE (Building Learner's Authentic Zeal of Excellence) and Program ENRICH (Enhancing Reading through Identity and Cultural Heritage), and Luis Y. Ferrer Jr. West National High School, General Trias, Cavite has its D'CURE Program (Devoting Care to Uplift Reading Efficiency), which are all aiming to improve the reading proficiency of the learners amidst the pandemic.

There is a gap that has to be filled, and this study is the vehicle for doing so. Learners who are unable to read should not be excluded from modular distance learning. Therefore, the researchers aimed to determine the level of home learning support given by the parents and the level of reading performance during the implementation of modular distance learning.

Problems in reading are experienced, particularly by the parents and learners in the implementation of Modular Distance Learning. A new study by Stanford Graduate School of Education (GSE) researchers shows that the pandemic has had a big impact on learning in the early grades, with different changes in basic reading skills happening at different times over the last year. After COVID-19 abruptly closed schools, most students' development of oral reading fluency (the ability to read quickly and accurately aloud) slowed down (Spector, 2021). As students return to school, assessing the impact of the pandemic on children who may not have improved their reading skills is critical, say experts. Early literacy, or learning to read to learn, is critical to later academic performance. Studies show that many kids have lost basic skills (D'Sousa, 2021). Only 19 percent of Filipino students were able to read well enough to meet the minimum (Level 2) standard in the PISA 2018 reading test. It is important to know what causes low reading proficiency, as well as what variables can be used to help students with poor reading proficiency (Bernardo et al., 2021). Some children in PISA-D participating countries who go on to finish lower secondary school are not even proficient in reading or math, and almost all of the children who don't finish lower secondary school aren't even proficient in reading or math (Clarke & Saavedra, 2020).

These problems, also seen by the researchers, are connected to the problems experienced by the learners and parents in Alat-alatin Elementary School. According to the Phil-IRI post-test results in Filipino for SY 2021- 2022 of Alat-alatin Elementary School, 55.88% of the learners were at the independent level, 11.76% were at the instructional level, 16.18% were at frustration level, 16.18% were non-readers.

Therefore, this study aimed to determine the level of home learning support in terms of parental involvement, home learning resources and home literacy practices given by the parents and the level of reading performance both oral reading and comprehension of primary pupils in Alat- alatin Elementary School in distance learning settings as the basis for reading intervention programs in distance learning settings.

The study tests the null hypothesis to wit; there is no significant relationship between home learning support and the reading performance of the primary pupils of Alat-alatin Elementary School.

METHODOLOGY

This research study used the quantitative research method anchored by Descriptive-correlational, a technique for gaining knowledge about a specific group of people, referred to as a sample population. This study was conducted in Alat-alatin Elementary School, one of the multi-grade schools in Lopez West District, Lopez, Quezon. Presently, there are 98 learners, 5 teachers, and 1 teacher-in-charge in this institution. It is a barangay school located in Brgy. San Francisco B. Sitio Alat-alatin I. Lopez, Quezon. Survey questionnaires have been distributed and reading sessions have been conducted to collect data for this study. The questionnaire was divided into two parts and contained items about the level of home learning support given by the parents to primary pupils at Alat-alatin Elementary School in distance learning settings.

The responses of the parents and the level of reading performance of the primary pupils in Alat-alatin Elementary School as the research participants have been statistically analyzed with the data requirements of the study. To interpret the gathered data, the researcher used the computation of weighted mean for data analysis of research question no. 1, percentage and mean for the analysis of research question 2, and the Spearman rho non-parametric correlation statistical tool for the analysis of research question 3.

RESULTS

Level of Home Learning Support given by the parents of primary pupils of Alat-alatin Elementary School during the Implementation of Modular Distance Learning

This section presents the data that has been gathered from the questionnaires distributed to the respondents and from the result of the reading session conducted with the primary pupils. The presentation was made through the use of tables. Analysis and interpretation of data were done through the tabular presentation, following the sequence of the specific research problem.

Table 1. Summary of the Level of Home Learning Support

Statements	Weighted Mean	Verbal Interpretation	Rank
1. Parental Involvement	3.46	A	1
2. Home Learning Resources	2.53	S	3
3. Home Literacy Practices	2.84	S	2
Average Weighted Mean	2.94	Sometimes (S)	

Legend: *Never (N) = 1.00-1.75; Rarely (R) = 1.76-2.50; Sometimes (S) = 2.51-3.25; Always (A) = 3.26-4.00*

Table 1 presents the summary of the level of home learning support given by the parents of Alat-alatin ES during the implementation of Modular Distance Learning. The table shows that parental involvement obtained the highest rank of 1 with an obtained weighted mean of 3.46 and interpreted as "always," followed by home literacy practices which obtained a rank of 2 with a mean of 2.84 and described as "sometimes," and the home learning resources that got the lowest rank of 3 with an obtained mean of 2.53 and interpreted as "sometimes." This implies that parents of the primary pupils of Alat-alatin Elementary School are playing their role as parents during Modular Distance Learning.

Level of Reading Performance of the Primary Pupils of Alat-alatin Elementary School during the Implementation of Modular Distance Learning

The researcher has been guided by the Philippine Informal Reading Inventory (Phil-IRI) to determine the level of reading performance of the primary pupils of Alat-alatin Elementary School during the implementation of Modular Distance Learning.

The research conducted an in-person reading sessions in order to assess the oral reading and comprehension or reading performance of the primary pupils of Alat-alatin Elementary School.

Table 2. Oral Reading

Grade Level	Percentage Score	Verbal Interpretation	Mean
Grade 1	83.37%	Frustration	36.99
Grade 2	86.74%	Frustration	65.05875
Grade 3	93.80%	Instructional	87.9425
	87.63%	Frustration	63.330416

Table 2 presents the oral reading level of the primary pupils of AES during the implementation of modular distance learning. It shows that Grade 3 pupils demonstrated the highest oral reading level with the highest percentage of 93.80% and classified as frustrated with a mean of 87.9425. However, Grade 2 pupils got a percentage of 86.74% and were classified as frustrated with a mean of 65.05875. Grade 1 pupils got a percentage of 83.37% and were classified as frustrated with a mean of 36.99.

The table shows that the oral reading level of the primary pupils of Alat- Alatin Elementary School is at a frustration level with a percentage of 87.63% with a mean of 63.330416. The result revealed how

alarming the oral reading skills of the primary pupils of Alat-alatin Elementary School are since it falls under the frustration level.

Table 3. Comprehension Level

Grade Level	Percentage Score	Verbal Interpretation	Mean
Grade 1	65 %	Instructional	460
Grade 2	75 %	Instructional	900
Grade 3	80 %	Independent	1200
	73.33 %	Frustration	853.333

Table 3 displays the comprehension level of the primary pupils of AES during the implementation of modular distance learning. It shows that Grade 3 pupils demonstrated the highest comprehension level with a percentage of 80% and were classified as instructional. Grade 2 pupils demonstrated a frustrating level of comprehension with a percentage of 75% on a scale of 1 and were classified as non-readers. However, grade 1 pupils got the lowest comprehension level with a percentage of 65% on a scale of 1 and were classified as non-readers.

The table shows that the comprehension level of the primary pupils of Alat- alatin Elementary School is at a frustration level with percentage of 73.33%. The result revealed how alarming the comprehension level of the primary pupils of Alat-alatin Elementary School is since it falls under the frustration level.

The result of the oral reading of the primary pupils is similar to the findings of the study by Nicholas (2021). The present undertaking and the study of Nicholas (2021) both found that the comprehension level of the pupils is at a frustration level.

Table 4. Summary of the Level of Reading Performance of the Primary Pupils of Alat-alatin Elementary School during the Implementation of Modular Distance Learning

Correlations				
		HLS		ORS
Spearman's rho	HLS	Correlation Coefficient	1.000	-.152
		Sig. (2-tailed)	.	.589
		N	15	15
	ORS	Correlation Coefficient	-.152	1.000
		Sig. (2-tailed)	.589	.
		N	15	15

Meanwhile, table 5 shows the significant relationship between home learning support and the oral reading score of the primary pupils. Since the correlation coefficient is - .152, it indicates that as one variable increases, the other variable decreases. The variables move in the opposite direction. -.152 is near 0 which suggests that there is none to a very weak relationship between Home Learning Support (HLS) and Oral Reading Score (ORS).

The Alpha level is 0.05. Since .589 is greater than the alpha level (0.05), the null hypothesis is accepted. There is no significant relationship between home learning support and the oral reading score of the primary pupils of Alat-alatin Elementary School.

Table 5. Significant Relationship Between Home Learning Support and Comprehension Score

Correlations				
		HLS		CS
Spearman's	HLS	Correlation	1.000	-.237

rho		Coefficient	
		Sig. (2-tailed)	.395
		N	15 15
CS	Correlation	-.237	1.000
	Coefficient		
	Sig. (2-tailed)	.395	
	N	15	15

The table 6 presents the significant relationship between home learning support and the comprehension score of the primary pupils. Since the correlation coefficient is $-.237$, it indicates that as one variable increases, the other variable decreases. The variables move in the opposite direction. $-.237$ is near 0 which suggests that there is none to a very weak relationship between Home Learning Support (HLS) and Comprehension Score (CS).

The Alpha level is 0.05. Since $.395$ is greater than the alpha level (0.05), the null hypothesis is accepted. Therefore, there is no significant relationship between home learning support and the comprehension score of the primary pupils of Alat- alatin Elementary School.

Reading Intervention Program in Distance Learning Setting

After months of determining the home learning support extended by the AES parents to their children during the pandemic and determining the level of reading performance of the primary pupils, the researchers came up with an output of this study that will benefit the Alat-alatin Elementary School community.

Project BASA (Be A Servant Alat-Alatinian) is designed to address issues in the reading performance of the pupils at Alat-Alatin Elementary School.

Table 6. Reading Intervention Program

Title of the Activity	Project BASA (Be A Servant Alat-alatinian)	
Activity Type	Reading Intervention Program	
Participants	1	Non-reader pupils of Alat-alatin Elementary School
	2	Alat-alatin ES Alumni who are now earning a degree in elementary education.
	3	Teachers of Alat-alatin Elementary School
Locale/ Platform	Alat-alatin, house-to-house operation	
Proponent/s (In-Charge, Lead)	1	Jerwin D. Andal
Materials	Reading Materials	

PROGRAM/ ACTIVITY DETAILS

Introduction/ Rationale	Project BASA (Be A Servant Alat-alatinian) is a research-based intervention program designed to improve the reading performance of the pupils in Alat-alatin Elementary School. The Brigada Pagbasa is the inspiration of this program, wherein the alumni of the program locale will serve as volunteer leaders of this program. The proponent's most recent study shows that the level of reading performance of primary pupils is at a frustrating level and there are a lot of non-readers at Alat-Alatin Elementary School, that's why Project BASA has been developed.
Activity Objectives	<ol style="list-style-type: none"> 1. Improve the reading performance of the primary pupils in terms of oral reading and comprehension. 2. Address problems with Alat-alatin Elementary School pupils' oral reading and comprehension levels. 3. Unite the alumni of the program locale who are earning a degree in elementary education to address issues in oral reading and comprehension level of the primary pupils.
Methodologies	<ol style="list-style-type: none"> 1. Non-reader pupils will be the focus of the program. 2. Reading materials will be asked from the program locale. 3. AES alumni who are now earning a degree in elementary education will serve as volunteer readers of the program.

	4. The program will be in action based on the availability of the volunteer readers.
Expected Outputs	<ul style="list-style-type: none"> • Non-reader pupils to reader pupils • AES Alumni working together to address issues in the reading performance of the AES pupils.
	Research Literature DepEd Memorandum No. 048, s.2021

The information above is inspired by the Brigada Pagbasa, a variant of Brigada Eskwela (because of its volunteerism attitude), which is an after-school reading program initiative that strives to foster a reading culture among students and support those who require further assistance in strengthening their literacy abilities.

The researcher created Project BASA to provide alumni the opportunity to give back to their alma mater while also helping to improve the reading abilities of the students. Alumni can also help students overcome feelings of hopelessness, which might interfere with behavior motivation. The alumni volunteers will be informed in writing and will work with teachers to facilitate reading instruction, concentrating on Basic Reading for Key Stage 1 students (K-Grade 3) and Reading Enhancement for Key Stage 2 students (Grades 4-6). Reading resources and materials will be provided by the school, and the implementation will be face-to-face engagement.

DISCUSSIONS

It can be gleaned from the result that there is no significant relationship between home learning support given by the parents and the reading performance of the pupils of Alat-alatin Elementary School. This supports by the study of Bendanillo (2021) that parent involvement is not the determining factor of the respondents' reading performance. The result of this undertaking can suggest to the schools that they should focus more on their part in reducing the number of students who struggle with reading and provide interventions to help students improve their reading performance.

Given this insight, schools could indeed redirect their focus towards implementing interventions and support systems aimed at improving reading outcomes. This might involve initiatives such as literacy programs, individualized instruction, targeted interventions for struggling readers, and professional development for educators to enhance their teaching strategies.

Moreover, schools could explore broader systemic factors that may impact reading performance, such as curriculum design, access to resources, classroom environment, and community partnerships. By adopting a holistic approach to literacy development, schools can create a supportive and enriching learning environment that nurtures students' reading skills.

While parental involvement remains valuable for children's academic success, the absence of a direct correlation with reading performance highlights the need for multifaceted solutions. Collaboration between schools and parents remains essential, but schools can take the lead in providing targeted interventions and support to ensure that all students have the opportunity to succeed in reading and beyond.

CONCLUSIONS

Based on the findings of the study, the following conclusions were drawn: The level of home learning support given by the parents of primary pupils obtained a general weighted mean average of 2.94 and was interpreted as "sometimes." The level of reading performance of the primary pupils in Alat-alatin Elementary School during the implementation of modular distance learning is at a frustration level,

There is no significant relationship between home learning support and reading performance of the primary pupils of Alat-alatin Elementary School and Project BASA (Be A Servant Alat-alatinian) is purposively designed to improve the reading performance of the pupils of Alat-alatin Elementary School in distance learning settings.

For the study locale, it is great to develop ICT-based reading materials since the result showed that most of the primary parents have gadgets that can install mobile applications and the result implies that school can take a part in improving the reading performance of the primary pupils since home learning support did not show a significant relationship with reading performance.

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