
Factors Affecting the Literacy Performance of Kindergarten Pupils in Modular Distance Learning

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Abstract —The study aimed to determine the significant relationship between the extent of factors affecting and literacy performance of kindergarten pupils. Utilizing the descriptive-correlational research design for an in-depth analysis of the study, the researcher used a researcher-made survey to determine the extent of factors affecting the literacy development of the kindergarten pupils on modular distance learning and formulated literacy test questions validated by the district and school head. Simple Percentage, Weighted Mean, and Pearson r were the statistical tools used. The researcher found out that the extent of factors affecting the literacy performance of the kindergarten pupils in terms of the home environment, parental support, and involvement, read aloud, or read with the child, learning experiences, vocabulary development, mental and psychological imbalance, and interest is high. In contrast, literacy performance of kindergarten pupils is excellent. Moreover, this study found out that there is a significant relationship between the extent of factors and literacy performance of the kindergarten pupils on modular distance learning. Therefore, parents must be aware and cautious enough in assisting and guiding their children to accomplish the modules and other learning materials. They must seek technical assistance from the teacher for proper implementation and development of literacy skills.

Keywords — *Factors, Affecting, Literacy Performance, Kindergarten Pupils, Modular Distance Learning*

I. Introduction

Reading is one of the important skills of language. It is a basic tool of education, whether formal or informal. Reading is a receptive skill, which involves the ability to interpret or decode written or graphic symbols of language meaningfully. Through reading, the hidden treasure of knowledge is unfolded; knowledge is gained thereby empowering individuals to share and participate in the world's universal culture and civilization (Akubuilu, 2015). It is, therefore, of paramount importance that everyone, including children imbibe reading culture to unlock the world, treasure of knowledge. This study is of great importance as today's children spend hours trapped under derivative distractions such a television, computers, and associated technologies

targeted to children (Akubuilu, 2015). It becomes imperative to reawaken reading culture among the children faced with competing leisure time choices. One of the ways of helping children to imbibe reading culture is to get them reading ready.

Literacy development is a vital part of the child's overall development. It is the foundation for doing well at school, socializing with others, problem-solving, making decisions, developing independence, managing money, and working. But before children can learn to read and write, they need to develop the building blocks for literacy- the ability to speak, listen, understand, watch, and draw. As children get older, they also need to learn about the connection between letters on a page and spoken sounds. The child needs plenty of experiences with pictures and objects, letters and words, and sound for this to happen. This can be helpful when parents, teachers, and other family members communicate with the child, have time to read together and play with rhyme and other sounds with the child.

But how can this be attained if some of the parents and other learning facilitators at home have difficulty reading, no time to assist and guide their children at home, lack of interest in reading with the child, and many more. If these factors will not be addressed, children will experience difficulties in reading whereby struggling readers in time become. With these, teachers and learning facilitators must join hand in hand to help the child learn the basic skills at an early age.

Moreover, learning to read is a developmental process. Most children follow a similar pattern and sequence of reading behaviors as they learn how to read: from an appreciation for and awareness of print to phonological and phonemic awareness to phonics and word recognition. Foundation skills are reading skills that students typically develop in the primary grades. The skills and behaviors that develop early serve as the base for later competence and proficiency. They are the building blocks that children learn to utilize to develop subsequent, higher-level skills to become proficient readers.

To support kindergarten children in acquiring and mastering the foundational skills for reading development, effective instruction that is differentiated must be provided to meet their varied and individual needs. The preparation and foundation for reading success are formed before entering school (National Reading Panel, 2000). Preschool education plays a critical and significant role in promoting literacy, preventing reading difficulties, and preparing young children for Grade 1.

According to UNICEF (2012), reading readiness is a process of preparing a child for reading; encouraging the child to read and engaging that child in reading. However, reading readiness entails the maturation of all the mental, physical, and socio-emotional factors involved in the reading process. In other words, it is a state of development, which prepares the child mentally, physically, and socially-emotionally for reading experiences.

Children begin to learn pre-reading skills at birth while they listen to the speech around them. To learn to read, a child must first know the oral language. However, according to the

Ontario Government (2003), the acquisition of language is natural, but the process of learning to read is not; hence reading must be taught.

When COVID-19 hit the country last year, schools were closed and most of the children, if not all are deprived of going out, and face-to-face classes has been stopped. During this time, teachers doubted that these pupils had acquired the basic skills in reading. As school year 2020-2021 is about to end and the pupils are still learning at home, teachers have formulated innovative learning activities which will aid in assisting the kindergarten pupils acquire the basic skills in literacy development. Unfortunately, not all pupils were able to attain the required competency level due to many factors. Thus, the researcher decided to conduct this study to determine the factors affecting the literacy development of the kindergarten pupils who are learning at home through the modular distance learning. A proposed intervention plan will be formulated based on the findings of the study.

It is in the rationale that the researcher who is currently teaching in the above mentioned local, would like to delve worthy research undertaking that will benefit the school she is currently teaching and that of her Graduate Program.

This study determined the significant relationship between the extent of factors affecting the literacy performance of the kindergarten pupils on modular distance learning of Tolingon Elementary School, Isabel II District, Leyte Division. The findings of the study will be the basis for the proposed literacy intervention plan.

Specifically, this study sought to answer the following questions:

1. What is the extent of factors affecting the literacy performance of Kindergarten pupils on modular distance learning in terms of the following:
 - a. Home environment;
 - b. Parental support and involvement;
 - c. Read Aloud or reading with a child;
 - d. Learning experiences;
 - e. Vocabulary development;
 - f. Mental and psychological imbalance; and
 - g. Interest?
2. What is the literacy performance of the kindergarten pupils on modular distance learning modality?
3. What is the post-test performance of the kindergarten pupils on modules for the 3rd quarter?
4. Is there a significant relationship between the extent of factors and literacy performance of the kindergarten pupils on modular distance learning modality?
5. What literacy intervention plan can be proposed based on the findings of this study?

II. Methodology

Design. This study employed the descriptive-correlational research design employing the quantitative data to determine the extent of factors affecting teachers' instructional delivery and performance on modular distance learning and its relationship. Tolson Elementary School of Isabel II District, Leyte Division is the main locale of the study. The 38 parents and kindergarten pupils enrolled in the said locale are the main respondents of the study and a researcher-made survey to determine the extent of factors affecting the literacy development of the kindergarten pupils on modular distance learning and formulated literacy test materials was used. This research focuses on determining the extent of factors affecting teachers' instructional delivery and performance on modular distance learning and its relationship. A Proposed Literacy Intervention Plan based on the findings of the study is the output.

Sampling. There are 38 kindergarten pupils and their parents involved in this study. The research instruments were distributed personally with consent from the Local IATF and strictly following the prescribed Health Protocol during the distribution and retrieval of the modules.

Research Procedure. The researcher prepared the research design and tools to be utilized in the study. Approval and recommendation from the Panel of Examiner of the Graduate Studies was sought. A letter request to conduct this study was forwarded to the Office of the Schools Division Superintendent. Upon approval, permission from the District Supervisor and School Head was secured before the actual gathering of data. Validation of the instruments through the School Head and District Supervisor was sought. Orientation of the participants was done during the home visitation conducted by the researcher through face-to-face. Permission from the Barangay and Local IATF was secured. Administering of the survey followed. After accomplishing the survey, the researcher collected. Data were tallied and submitted for statistical treatment. Analysis and Interpretation of Data. Making of Proposed Intervention Plan followed.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the Schools Division Superintendent of the Division, District Supervisor of the District, and school principal. Orientation of the respondents was done using face to face modality. In the orientation, issues and concerns were addressed, and consent to be included in the study were signed.

Treatment of Data. The Simple Percentage and Weighted Mean was employed to determine the extent of factors and level of literacy performance of the Kindergarten pupils on modular distance learning. Pearson r was used to determine the significant relationship between the dependent and independent variables of the study.

III. Results and Discussion

Table 1
Factors Affecting the Literacy Performance of Kindergarten Pupils in
Modular Distance Learning (N=38)

Indicators	Weighted Mean	Description	Interpretation
HOME ENVIRONMENT			
There is a place at home where my child is working on his/her modules.	4.20	Evident	High
There are literacy materials at home which is used by my child.	4.12	Evident	High
Materials for literacy development is provided for my child's utilization.	3.92	Evident	High
Unhappy home environment.	1.30	Not Evident	Very Low
Harmonious relationship among the members of the family is experienced by the child at home.	4.58	Not Evident	Very High
AVERAGE MEAN	3.62	Evident	High
PARENTAL SUPPORT AND INVOLVEMENT			
Members of the family are involved in the learning of the child.	4.60	Highly Evident	Very High
Parents or learning facilitators provide the needs of the child in learning literacy.	4.78	Highly Evident	Very High
Parents or learning facilitators teach the child on the proper way of holding the book, how to turn pages.	4.73	Highly Evident	Very High
Parents or learning facilitator shows to the child that he/she is also reading.	4.62	Highly Evident	Very High
Parents or learning facilitator shows willingness to let the child learn to read.	4.71	Highly Evident	Very High

AVERAGE MEAN	4.69	Highly Evident	Very High
READ ALOUD OR READ WITH THE CHILD			
Parents read to the child.	4.71	Highly Evident	Very High
Parents or learning facilitator read the same books to them.	4.91	Highly Evident	Very High
Parents or learning facilitator asks questions about the story the child listened to.	4.65	Highly Evident	Very High
Parents or learning facilitators encourage the child to tell a story about the book they read.	4.72	Highly Evident	Very High
Play with the child on saying rhyming words, identifying and saying the sounds of the letters of the alphabet, and other games to develop literacy.	4.78	Highly Evident	Very High
AVERAGE MEAN	4.75	Highly Evident	Very High
LEARNING EXPERIENCES			
Tell stories to the child.	4.56	Highly Evident	Very High
Allow the child to explore and discover new things.	4.52	Highly Evident	Very High
The child is allowed to ask and present ideas to the family.	4.58	Highly Evident	Very High
Parents or learning facilitators expose the child to many materials and activities.	4.60	Highly Evident	Very High
The parent or learning facilitator hit the child every time he/she is unable to read.	1.25	Not Evident	Very Low
AVERAGE MEAN	4.50	Highly Evident	Very High
VOCABULARY DEVELOPMENT			

The child is able to recognize the words or symbols.	3.92	Evident	High
The child can identify the names of the pictures presented to him/her.	4.91	Highly Evident	Very High
The child can tell a story out of the picture or word given to him/her.	4.44	Evident	High
The child reads the words through the sound of the letters of the alphabet.	4.30	Evident	High
The child can relate to stories or passages presented.	4.36	Evident	High
AVERAGE MEAN	4.39	Evident	High
MENTAL AND PSYCHOLOGICAL IMBALANCE			
The child has difficulty in pronouncing the words correctly and accurately.	4.80	Highly Evident	Very High
Content of reading is hard to understand by the child.	4.80	Highly Evident	Very High
The child demonstrate confusion at the beginning of their reading activity.	4.69	Highly Evident	Very High
The child experience fatigue, discomfort and pains during reading time.	4.62	Highly Evident	Very High
The child is sick due to family problems.	1.18	Not Evident	Very Low
AVERAGE MEAN	4.02	Evident	High
INTEREST			
The child shows willingness to read.	4.81	Highly Evident	Very High
The child always asks from parents to read with her/him.	4.69	Highly Evident	Very High
The child interest on the material to be used in reading.	4.62	Highly Evident	Very High
The reading passages presented to the child is interesting.	4.66	Highly Evident	Very High
The questions about the passage is interesting to the child.	4.72	Highly Evident	Very High

AVERAGE MEAN	4.70	Highly Evident	Very High
Grand Mean	4.29	Evident	High

Table 1 presents the extent of factors affecting the literacy performance of the kindergarten pupils on modular distance learning in terms of home environment, parental support, and involvement, read aloud or read with the child, learning experiences, vocabulary development, mental and psychological imbalance, and interest. It was revealed on the table that the extent of factors affecting the literacy performance of the kindergarten pupils on modular distance learning in terms of home environment, parental support, and involvement, read aloud or read with the child, learning experiences, vocabulary development, mental and psychological imbalance, and interest has a grand mean of 4.29 which is interpreted as high. This means that these factors are evidently experienced or encountered by the parents in assisting their children in literacy learning. This implies that the teacher has to prepare some activities and learning materials that will boost the pupils' interest to acquire a positive performance to prepare themselves for Grade I.

Moreover, the table also revealed that the home environment has an average mean of 3.62 which is interpreted as high. This means that parents agree that the home environment is one of the factors affecting the literacy performance of the pupils. This implies that learning at home with their parents as learning facilitators does not guarantee that kindergarten pupils will acquire the needed preparations for literacy performance.

Likewise, the table revealed that parental support and involvement as one of the factors affecting the literacy performance of the kindergarten pupils has an average mean of 4.69, which is interpreted as very high. This means that the support of parents and their involvement in the learning of the pupils at home affects the literacy performance of their children. This implies that whatever their performance as learning facilitators at home will result in the performance of the pupils. This implies further that those parents have to be careful in assisting and guiding their children to accomplish the modules, for this is the crucial stage in acquiring literacy knowledge and skills.

Furthermore, the table revealed that read aloud or read with the child as one of the factors affecting the literacy performance of the kindergarten pupils has an average mean of 4.75, which is interpreted as very high. This means that parents should read with the child, and they should explain what the test is all about. These factors rated highly evident by the parents because they might unsure that the way they read to the child is correct. This implies that parents should be careful in dealing with this matter or ask for technical assistance from the teachers to properly do this activity.

Another factor affecting the literacy performance of the kindergarten pupils is learning experience. The table revealed that learning experience has an average mean of 4.50, which is interpreted as very high. This means that parents rated highly evident on this indicator because

they believe that the child's experiences about the environment contribute to a positive literacy performance. This implies that parents should give ample experiences to the pupils by providing them time to explore the environment and in the community. With the present pandemic, parents must teach their child and set an example on following the health and safety protocol prescribed by their Local IATF.

Vocabulary development also is one of the factors affecting the literacy performance of the kindergarten pupils. It was revealed on the table that vocabulary development has an average mean of 4.39 which is interpreted as high. This means that vocabulary development is evident and important in acquiring literacy performance of the pupils. This implies that parents as learning facilitators should provide ample vocabulary words to their children to develop their understanding and prepare them for comprehension skills.

Mental and psychological imbalance is identified as one of the factors affecting the literacy performance of the kindergarten pupils. It was revealed on the table that mental and psychological imbalance has an average mean of 4.02 which is interpreted as high. This means that mental and psychological imbalance is another notable cause of readiness deficiency that affects the kindergarten pupils' literacy performance. This implies that mentally and psychologically unstable children have been found to be deficient in getting ready to read. Also, they demonstrated confusion at the beginning of their reading, unlike other mentally balanced children. Apart from mental imbalance, it is obvious that fatigue, discomfort, and pains will constitute distractions and discouragement to a child who is learning how to read; thus, resulting in reading readiness deficiency.

Finally, interest is the last factor identified which affects the literacy performance of the kindergarten pupils. The table revealed that interest has an average mean of 4.70, which is interpreted as very high. This means that the child's interest to learn how to read greatly affects his/her reading performance in the future. Having a keen interest and desire to read propels a child and prepares him to be social-emotionally ready for learning. Individual interest is also very important in reading abilities. This implies that the child's reading will be sustained and progressively improved if the material is of interest to him/her. Hence, reading materials must make meaning and be useful to the reader. They must also help the reader solve problems, find answers to disturbing questions, and contain facts related to an existing interest and what has been learned previously.

Table 2
Literacy Performance of Kindergarten Pupils (N=38)

Score Range	Description	Frequency	Percentage
17-20	Excellent	38	100
13-16	Very Good	0	0
9-12	Good	0	0
5-8	Fair	0	0
1-4	Poor	0	0
Total		38	100
	Average	19.74	excellent

Table 2 presents the literacy performance of the kindergarten pupils on modular distance learning. it was revealed on the table that all the kindergarten pupils got an excellent literacy performance in modular distance learning. this means that these pupils can get the score of 17-20. The average mean of 19.74 shows an excellent literacy performance. This implies that kindergarten pupils acquire the basic knowledge on literacy skills prescribed for their grade level. This implies further that their learning facilitators are doing their task to assist and guide their children in accomplishing the modules.

Table 3
Test of Relationship

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
EXTENT OF FACTORS AFFECTING THE LITERACY PERFORMANCE OF THE KINDERGARTEN PUPILS	0.73	1.613	0.814	Reject Ho	Significant Relationship (High)

Table 3 presents the test of the relationship between the extent of factors affecting the literacy performance of kindergarten pupils. The table revealed that the computed value or t of 1.613 is greater than the table value of 0.814 at .05 level of significance, so the null hypothesis is rejected. This means that there is a significant relationship between the extent of factors and literacy performance of the kindergarten pupils. The r-value of .73 shows a high significant relationship. This implies that by knowing the factors affecting the literacy performance of the kindergarten pupils, parents must do some activities and ask for necessary learning materials from the teachers, which will help them in assisting and guiding their children to develop their literacy skills. This implies further that the support and involvement of parents in the development of literacy skills of their children is important.

IV. Conclusion

The data revealed that there is a significant relationship between the extent of factors and literacy performance of kindergarten pupils. Therefore, parents must be aware and cautious enough in assisting and guiding their children accomplish the modules and other learning materials. They must seek technical assistance from the teacher for proper implementation and development of literacy skills.

V. Recommendations

1. The Proposed Literacy Intervention Plan formulated should be utilized;
2. Teachers should continue to encourage their parents for support to their children;
3. Teachers should provide capability building activities to the parents especially in developing the literacy skills of the pupils;
4. Teachers should continue to provide activities which will help improve the literacy performance of the kindergarten pupils and make them ready for the next grade level;
5. School Heads and teachers should provide an avenue where they can discuss the performance of the pupils and be able to provide accurate and appropriate technical assistance; and
6. Future researchers should replicate this study to include different locale and include different variables aside from the mentioned in this study.

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The author was born on June 8, 1990 at Isabel, Leyte, Philippines. She is presently residing at Osmeña St. Brgy. Sto. Niño, Isabel, Leyte. She finished her elementary years at Isabel Central School, Isabel, Leyte in the year of 2002 and continued her secondary years at Isabel National Comprehensive School (INCS) Isabel, Leyte and graduated last 2006. She enrolled and finished her Bachelor of Elementary Education at Visayas State University-Isabel Campus in the year of 2010. She finished her Master of Arts in Education major in School Administration and Supervision at Western Leyte College, Ormoc City in the year of 2020.

She is currently teaching at Tolingon Elementary School, Isabel II District, Isabel, Leyte holding a position as Teacher I. She was awarded as Outstanding Brigada Coordinator (District-Based) – Small School Category last December 2017 at Kananga, Leyte. She also received an award of the following year as Rank 3 District Recognition of Post Test for Grade 3.

She is willing to attend trainings and seminars for her personal and professional growth as a teacher because she believes that "Teaching is to touch someone's life forever"- Christa McAuliffe.