

Effectiveness of Home-Remediation Activity to The Academic Performance of Grade 1 Pupils in English

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Abstract — This study aimed to determine the effectiveness of Home Remediation Activity to the Performance of the Grade 1 pupils in English subject. The findings of the study served as a basis of a proposed Enhancement plan. This study used the quasi-experimental method of research design to evaluate the performance of Grade 1 learners in reading through the use of Home Remediation Activity to the academic performance of the Grade 1 pupils in English based on the pretest and posttest scores. Table 3 presents the test of difference between the scores in the pretest and posttest of the Grade 1 pupils in Reading. In this table, it creates comparison between the test scores gained by the Grade 1 learners before and after the integration of the Home-Remediation activities given by the teachers to the learners in the delivery of the most essential learning competencies in reading for the 3rd grading period. Table 3 showcased the effect of each learner's performance before and after the utilization of the aforementioned strategy or intervention in order to fill in the gap based on the results of the pretest which resulted to the good level of performance before the learners experience the new strategies in which this time they will be experiencing home-remediation activities. Based on the results in table 3, the pretest performance is equal to 10.66 while on the posttest performance is equal to 17.00. The results given, it was resulted the computed T value which is equal to 1.96 is greater than the critical t value of 0.141 and the hypothesis which states that there is no significant difference between the pretest and posttest performance of the Grade 1 pupils in Reading before and after the integration of Home-remediation activities is rejected.

The result on the assessment of the significant difference of the Grade 1 pupils on testing the reading skills of the learners in terms of their reading performance is significantly amazing considering the difference of the test scores of the learners before and after the integration. It is further explains that through the integration of the Home remediation activities it will boost the learners in improving their word recognition skills as well as comprehension and writing skills. This is because the teachers together with the parents and or guardians are actively engage with each other to help the learners improve their reading performances. Lastly, the results are positively gained by the learners because the home remediation activities are essential strategy in improving the skills of the learners both in reading and writing skills.

Keywords — *Effectiveness; Home-Remediation Activity; Academic Performance; Grade 1 Pupils*

I. Introduction

The current pandemic disrupted the traditional schooling practices. According to Secretary Leonor Briones of the Department of Education, adoption of various learning delivery options such as but not limited to face-to-face, blended learning, distance learning, and homeschooling and other modes of delivery shall be implemented depending on the local COVID Risk Severity Classification and compliance with minimum health standards.

Home visitation is basically teachers visiting learners in their homes and talk with the parents to identify the problems why their child is no longer attending school. ... You need this form accomplished and approved by your school head before you conduct a home visit.

Home visitation is very important since increases parenting knowledge, parent child interaction, & involvement. Helps prevent child abuse and neglect. Helps increase school readiness & success. Promotes early literacy.

As a parent when a teacher visits our home to conduct reading, it makes my children more challenged to practice reading because we can't deny the fact that learners listen to teachers more than their parents in school matters.

Parent's role in learning specially in this challenge of new normal are essential figures. It deals with their identified weaknesses and strength as learning facilitators at home, and so they will be identified as the support system in the school. These could be in comprehension of the subject matter, retention of knowledge, are they able to read or write, or do parents have the time to facilitate or help out their students to learn something about the subject. And with that, the researcher can identify the support systems they might need from school. Based from the scenario in the School, some of the Parents in Cantuhaon Elementary School are not that supportive to that of their students considering the fact that during the meeting only few of the parents/guardians in every section attended. Today's type of learning delivery, the school has find more difficulty in finding the support of the parents in the implementation of the distance learning delivery. It could be a constant contact of parent to teacher for the students' progress, remediation to be conducted by the teacher, or a teacher volunteer for those parents who were not able to even read or write.

As a teacher who practice home visitation, I really say that it is a very effective way to improve the reading skills of my grade one pupils. Whenever I visit their home, I was able to see their living situation and how it affects their reading abilities. Some learners are even neglected by their parents and worse they indulge their young bodies in child labor because of their difficulty in financial aspect. Being able to witness this personally with my own eyes really inspired me to conduct more home visitations and design or plan strategies to help improve my learner's reading skills since it a very important life skill.

One of the problems encountered by the Researcher in conducting home visitation is that some parents are not cooperative with the suggested inputs of the teachers and they think that it is

not their job to teach their children reading. It is as if they are emphasizing that it is only the sole responsibility of the teacher

Another problem, encountered in having home visitation in this time of pandemic is to acquire permission for local IATF. Allert levels per region are changing by time to time because of covid 19 cases. It is difficult to secure permit from local IATF to conduct home visitation most especially in high risk areas.

The researcher is greatly motivated to focus on her study on Home Visit Program and parents involvement and how it affects the academic performance of the Grade 1 pupils.

This study aimed to evaluate the Effectiveness of Home Remediation Activities to the Performance of Grade 1 pupils in reading. The findings of the study served as a basis for a proposed Enhancement Plan.

Specifically, this study sought to answer the following questions.

1. What is the Academic Performance of the Grade 1 pupils before the implementation of Home-Remediation Activity?
2. What is the academic performance of the Grade 1 pupils after the implementation of Home-Remediation Activity?
3. Is there a significant difference in the academic performances of the Grade 1 pupils before and after the implementation of home-remediation activity?
4. What Enhancement Plan on the parental Involvement can be proposed based on the findings of the study?

Statement of Null Hypothesis

Ho: There is no significant difference in the academic performances of the Grade 1 pupils before and after the implementation of home-remediation activity.

II. Methodology

Design. This study used the quasi-experimental method of research design to evaluate the performance of Grade 1 learners in reading through the use of Home Visit program in relation to parent's involvement in the delivery of the competencies. The results of the study were basis for an Enhancement Plan. Cantuhaon Elementary School in the Division of Leyte is the main locale of the study. The Grade 1 pupils which are composed of 29 respondents are the main respondents of the study and the data based on the Pretest and posttest academic performance were utilized.

Sampling. There are 29 total number of respondents who were chosen based on the universal sampling technique who are included in the study and the primary means of reach is through messenger account and cell numbers as well as face to face information during their time for the limited face to face.

Research Procedure. The researcher prepared the research design and tools to be utilized in the study. Approval and recommendation from the principal was sought. The researcher asked permission from the Schools Division Superintendent as well as to the Public School District Supervisor (PSDS) to conduct a research study in the school. The research instrument was administered to the identified respondents. Then the teacher used Printed Modular Distance Learning Modality in delivering the reading Competencies that used by the parents during their learning assistance given to their child/children. After conducting the pretest, the researcher immediately starts the activities by giving the printed SLMs to the identified participants. After the given allotted time to the parents, the researcher then gave the posttest to see to it if there are improvement in the performance of the grade 1 pupils.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the principal, approval of the Superintendent of the Division based on the restriction or health protocols. Orientation of the respondents both the students and the teachers was done separately. In the orientation, the issue on, an Informed Consent Form was given to the parents.

Treatment of Data. The Effectiveness of Home Remediation Activities to the Performance of Grade 1 pupils in reading. The findings of the study served as a basis for a proposed Enhancement Plan. The pretest and posttest performances of the grade 1 pupils was the area of focused and treated through a weighted mean and descriptions (refer to appendices for the scoring and description) as well as on the treatment for t-test of mean difference.

III. Results and Discussion

TABLE 1
PRE-TEST PERFORMANCE OF GRADE 1 IN READING

Score Range	Description	PRETEST	
		Frequency	%
17-20	Excellent	1	4
13-16	Very Good	7	24
9-12	Good	16	55
5-8	Fair	5	17
1-4	Poor	0	0
Total		29	100
Weighted Mean		10.66	Good

Table 1 shows the Pretest performance of the Grade 1 pupils in reading for the 3rd quarter. This results are based on the different passages using the Phil-IRI in order to identify the reading skills of the Grade 1 pupils such word recognition and comprehension. The results also in table 1 were came from the secondary data on the pupils academic performance based on the 3rd quarter results. The grade 1pupils which are the respondents of the research are situated in the rural part of the Isabel leyte where the school can be reach trough motorcycle. Based from the results given in table 1, It shows that the pretest performance of the Grade 1 pupils which focused on the different scores ranging from 1-4 to 17- 20 as top of class interval based from the scores given by the Grade 1 pupils. The results shows from the 29 total number of respondents in the Grade 1 level revealed that from the score ranging from 1-4 which is considered Poor level of performance, none from the aforementioned respondents belong to this level of performance while in the fair level of performance which has a score ranging from 5-8, there were 5 respondents or 17 percent as reflected in their scores being gained. On the other hand, on the good level of performance which is equal to 16 total number of respondents or 55 percent from the score ranging from 9-12 while on the very good level of performance having a score ranging from 13-16, there were 7 respondents or 24 percent and lastly, in the score ranging from 17-20, there was 1 respondent or 4 percent out of the 29 total number of respondents who took the pretest in reading performance from the score ranging from 17-20.

The results in table 1 on the pretest performance of the Grade 1 pupils before the integration of Home-remediation activities prior to the reading performance implied that the Grade 1 pupils showcased their performance before they are experiencing the home remediation activities in answering the questions in the pretest found in the modules are in good level of performances giving the data which is equal to 10.66 based from the 29 learners who took the pretest performance in reading. The result could further explain that grade 1 learners have already idea on how to recognize words or even able to read and write though not all aspects or not all learning competencies were being learned. The results are being taken into consideration due to some of the restrictions being implemented in all of the municipalities based on the DepEd guidelines as well as due to local restrictions which could be one of the reasons for the delay of some of the competencies that they need more strategies or methods in order to increase their score performances. Some reasons why some the respondents gained fair level performance is they are not fully aware on the different learning competencies that have been shared by the teachers to the learners in the different self-learning modules. Another reason for the learners in gaining fair level of performance is that the respondents are living from a distance in the school where they are currently enrolled and could be the basis of minute delay of learning to the identified students in the aforementioned level.

Table 2
POST TEST PERFORMANCE OF GRADE 1 IN READING

Score Range	Description	POST TEST	
		Frequency	%
17-20	Excellent	19	66
13-16	Very Good	10	34
9-12	Good	0	0
5-8	Fair	0	0
1-4	Poor	0	0
Total		29	100
Weighted Mean		17	Excellent

Table 2 shows the Posttest performance result of the Grade 1 pupils in Reading after exposing to Home-Remediation Activities based on the different passages in reading based on the most essential learning competencies in the 3rd grading period. This results are based on the different passages using the Phil-IRI in order to identify the reading skills of the Grade 1 pupils such word recognition and comprehension as well as the Academic performance of the learners for 3rd grading period based on the different learning materials utilized. The results also in table 2 is based from the secondary data on the pupils academic performance based on the 3rd quarter results. It shows that the posttest performance results of the Grade 1 pupils which focused on the different scores ranging from 1-4 to 17- 20 based from the scores given by the Grade 1 pupils. The results shows that from the 29 total number of respondents in the Grade 1 level revealed that from the score ranging from 1-4, 5-8 and 9-12 which are considered Poor, fair and good level of performance, none from the aforementioned respondents belong to this level of performance while in the very good level of performance which has a score ranging from 13-16, there were 10 respondents or 34 percent as reflected in their scores being gained. On the other hand, on the excellent level of performance which is equal to 19 total number of respondents or 66 percent from the score ranging from 17-20 out of the 29 total number of respondents who took the pretest in reading performance.

The results in table 2 on the posttest performance of the Grade 1 pupils after the integration of Home-remediation activities in the delivery of the most essential learning competencies particularly in the teaching or focusing to the learners reading skills or reading performance implied that the Grade 1 pupils have improved their performances after they are experiencing the home remediation activities in answering the questions, guiding the learners on how read, comprehend, write. In the posttest results further explains that the learners could further improve their reading skills or performances while they are experiencing the different learning methods using the Home Remediation activities compared to solely utilized the learning considering the data which is equal to 17 or excellent level of performances based from the 29 learners who took

the posttest performance in reading. The result could further explain that grade 1 learners have already improved their words recognition or even able to read and write in almost all aspects of different learning competencies were being learned. The results are positively gained by the learners for the reasons that they are already guided on what to do in improving the reading performances of the Grade 1 learners. Another reason on the increase of the reading performances of the learners in reading is that the teachers and parents were already actively engaged in developing learners learning engagement in which they really focused on the teaching and learning to the learners.

TABLE 3
TEST OF DIFFERENCE BETWEEN THE SCORES IN THE PRE-TEST AND POST-TEST OF GRADE 1 IN READING

Aspects	Test Scores		Computed T	Critical T	Decision	Interpretation
	Pre	Post				
Grade 1 READING	10.66	17.00	1.96	0.141	Reject H _o	Significant

Table 3 presents the test of difference between the scores in the pre-test and posttest of the Grade 1 pupils in Reading. In this table, it creates comparison between the test scores gained by the Grade 1 learners before and after the integration of the Home-Remediation activities given by the teachers to the learners in the delivery of the most essential learning competencies in reading for the 3rd grading period. Table 3 showcased the effect of each learner's performance before and after the utilization of the aforementioned strategy or intervention in order to fill in the gap based on the results of the pretest which resulted to the good level of performance before the learners experience the new strategies in which this time they will be experiencing home-remediation activities. Based on the results in table 3, the pretest performance is equal to 10.66 while on the posttest performance is equal to 17.00. The results given, it was resulted the computed T value which is equal to 1.96 is greater than the critical t value of 0.141 and the hypothesis which states that there is no significant difference between the pretest and posttest performance of the Grade 1 pupils in Reading before and after the integration of Home-remediation activities is rejected.

The result on the assessment of the significant difference of the Grade 1 pupils on testing the reading skills of the learners in terms of their reading performance is significantly amazing considering the difference of the test scores of the learners before and after the integration. It is further explaining that through the integration of the Home remediation activities it will boost the learners in improving their word recognition skills as well as comprehension and writing skills. This is because the teachers together with the parents and or guardians are actively engage with each other to help the learners improve their reading performances. Lastly, the results are positively gained by the learners because the home remediation activities are essential strategy in improving the skills of the learners both in reading and writing skills.

IV. Conclusion

Based on the findings of the study, it showed that the Home-Remediation Activities are significantly effective in increasing or maintaining the reading performance of the Grade 1 pupils. Furthermore, the adaption of the different learning materials through the use of Home Remediation activities could further enhance and help the learners to boost their reading skills or performances.

V. Recommendations

1. The Home Remediation Activities should be utilized by the teachers handling Key Stage 1 learners in order for them to be more motivated in learning the subject.
2. The Chief in CID and other Education Program Supervisors handling English Subject should religiously evaluate the different learning materials based on the Home Remediation Activities basing the Most Essential Learning Competencies.
3. The School Principal should conduct In-Service Training on how to craft contextualized materials following the norms of the home remediation activities based on the needs of the learners.
4. The School Head should conduct observation using COT specially this time of limited face to face.
5. Furthermore, the researcher allows future researchers to conduct the same study to verify the effectiveness of the Home Remediation Activities to the performance of the Grade 1 pupils in reading.

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