

# Implementation Of Reading Remedial Program to the Performance of the Kindergarten Pupils

MA. VICTORIA B. ESCASINAS

Teacher III

Western Leyte College

Master of Arts in Education

Major in School Administration and Supervision

[mavictoria.bartolini@deped.gov.ph](mailto:mavictoria.bartolini@deped.gov.ph)

*Abstract* — This study is conducted to validate the results on the implementation of the remedial reading program to the performance of the kindergarten pupils in reading in Pomponan Elementary School in the Division of Baybay City. The findings of the study were the bases for the proposed Enhancement Plan. This study utilized Quasi-Experimental research design to determine the Effectiveness of the Reading Program The output of this study is to provide enhancement plan of the program improve the literacy skills of the kindergarten pupils. The test of difference between the scores in the pre-test and posttest reading performances of the Kindergarten learners before and after the implementation of the Reading Remedial Program in the delivery of the most essential learning competencies in teaching Reading for the Kindergarten pupils based on the curriculum of the kindergarten. These results gained by the pupils or the kindergarten learners which were ethe respondents of the study, based on the findings of the study were based on their different responses before and after the integration of the intervention. It was based also on what technique does the teacher-researcher applied to let the learners learned and later assess their level of skills or development. As reflected in the table 3, it was found out that there was a positive result brought about by the implementation of the reading remedial program given by the teachers during the delivery of the learning competencies in reading considering that the pretest scores gained by the learners before the implementation of the intervention is very low compared to the scores gained by the Kindergarten pupils after the integration of the intervention which resulted to the computed T value greater than the critical t value which means that the hypothesis which states that there is no significant difference between the pretest and posttest performance of the Kindergarten pupils before and after the implementation of the Reading remedial program in the delivery of the most essential learning competencies in reading is rejected thus, the intervention is significantly effective in improving the reading performance of the kindergarten learners.

The result in table 3 implies that integrating the reading remedial program in teaching our young learners specially to the kindergarten learners brought about excellent result when it comes to their skills development and thus it needs to be utilized so that the learners are specially to the learners who are struggling in reading or having low performance in reading. This particular intervention will help the teachers how to give the best shot to those struggling readers and improve their reading performance or to become an independent readers and to maintain the performance

of those kindergarten learners who are already independent readers that could make them difficult to understand or comprehend.

***Keywords — Implementation, Remedial Reading Program, Performance, Kindergarten Pupils***

---

## I. Introduction

In support of the implementation of K to 12 Basic Education Program, the Department of Education is fulfilling its mandate to produce productive and responsive citizens equipped with essential competencies and skills for lifelong learning, DM, 173.s 2019. However, DepEd acknowledged that initiatives implemented to develop the learners' reading skills are insufficient based on the results of the national assessment for learners. Hence, the institution strongly encouraged to respond to Hamon: Bawat Bata Bumabasa (3Bs Initiatives). This initiative aims to develop subsequent interventions for the learners. Brigada Pagbasa is one of the components of the Brigada Eskwela program that seeks to enhance learner's reading skills and comprehension. It is an after-school reading program in response to Hamon: Bawat Bata Bumabasa. The Brigada Pagbasa Program aims to make every learner a reader by engaging partners and stakeholders to promote the culture of reading. This program supports existing enrichment and remediation activities led by DepEd. It also serves as social accountability platform that encourages community participation and accountability by ensuring that every member of the community is aware of their role in our children's education.

DepEd Order No. 53 series of 2016, Lifting of the Moratorium on the Supplementary Reading, Reference, and Other Materials and the Approved List of Supplementary Reading Materials is one of the bases to empower reading obstruction of every learner. It announces that the moratorium on the procurement of supplementary reading, references and other instructional materials is to be lifted effective immediately. There were therefore lists of supplemental readings that, I can say could be used in one of the activities to be done to achieve the solution of the problem.

Key Stage 1 learners of the school year 2022 – 2023 have lesser exposure to formal education conducted in classrooms due to COVID-19 virus outbreak. Teachers were not able to conduct classes in school for 2 years. Modular distance learning is the intervention used by Department of Education to accommodate education in the time when face-to-face classes are impossible. Learning modules are given to the learners their parents or guardians are the ones to teach them at home. Lucky for those children whose family can afford tutors and have the knowledge and time to teach them. Unfortunately, most of the public-school students have no or less opportunity to acquire such. Some of the parents cannot read and write others are busy supporting their family needs. Teachers conducted home visitations to follow up the learners and guide them in answering the modules. However, in big schools, teachers cannot accommodate all the learners for a day. Kindergarten and Grade 1 learners are the most affected in terms of acquiring reading skills and comprehension during the time of pandemic.

At the opening of classes of school year 2022-2023, Pomponan Elementary School conducted a pre-reading oral assessment. Several learners from Key stage 1 including Kindergarten have low MPS in Reading. The researcher believes that one reason of learners dropping out from school is because they have hard time reading and understanding stories or instructions given during classes. Reading remedial program is very timely. This program may help learners enhance their reading ability and cultivate their love for reading with the help of different community stakeholders. Thus, this reading intervention is needed.

A study will be conducted to kindergarten learners who are poor in reading and comprehension from Pomponan Elementary School after 15 sessions of reading remedial program. This will determine the efficacy of the program.

The main purpose of this study is to determine the Implementation of the reading remedial program to the performance of the Kindergarten pupils in Reading in Pomponan Elementary School, Baybay City Division, Baybay City. The findings of the study were bases for the proposed enhancement plan.

Specifically, this study sought to answers the following questions:

1. What is the pretest performance of the kindergarten pupils before the implementation of reading remedial program?
2. What is the posttest performance of the kindergarten pupils after the implementation of reading remedial program?
3. Is there a significant difference in the pre-test and post-test performance of the kindergarten pupils before and after the implementation of reading remedial program?
4. What enhancement plan can be proposed based on the findings of the study?

Null Hypothesis

There is no significant difference in the pre-test and post-test performance of the kindergarten pupils before and after the implementation of reading remedial program.

## II. Methodology

**Design.** This study utilized the Quasi-Experimental research design to determine the This study used the Quasi-Experimental type of research design in determining the effects on the implementation of the Reading Remedial Program in relation to the performance of the Kindergarten pupils in Reading. The main purpose of the study is to determine how the Remedial Reading Program with the different varied activities improves the reading skills of the kindergarten pupils to empower them to omit obstacles. In the said diagnostic reading test, a particular test part required both the two group of kindergarten pupils to read. Out of the materials given there were five words to be used in familiarizing the letters in the alphabet. The main local of the study is the Pomponan Elementary School which is located under the Schools Division of Baybay City. In the aforementioned locale where the study was conducted, the main respondents that was chosen by the teacher-researcher was Kindergarten pupils Implementation of the Reading remedial program to the performance of the Kindergarten pupils in Reading During The full Face To Face Class implementation. These 2 stages of assessment were carefully done by the teacher-researcher herself which are the pretest and posttest reading performances. In between the giving of the pretest and posttest, Implementation of the Reading remedial program to the performance of the Kindergarten pupils in Reading were undertaken in order to validate their performances before and after the implementation of the Implementation of the Reading remedial program to the performance of the Kindergarten pupils in Reading. This study is mainly focus on the results of the different tests to gather data: The pretest performance in reading of the Kindergarten pupils before the implementation of the Implementation of the Reading remedial program to the performance of the Kindergarten pupils in Reading, The Posttest performance in reading of the Kindergarten pupils after the implementation of the Implementation of the Reading remedial program to the performance of the Kindergarten pupils in Reading, as well as the significant difference of the pretest and posttest before and after the implementation of the Reading remedial program to the performance of the Kindergarten pupils in Reading in the delivery of the most essential learning competencies in teaching reading for the second Grading Period. In the Quasi-experimental research design, the researcher prepared different Implementation of the Reading remedial program to the performance of the Kindergarten pupils in Reading that were focused based on the learning competencies as well as facilitating in the giving of pretest and posttest to the identified respondents in order to gather necessary data that will be significant in the study; The proposed enhancement plan was crafted and taken based on the findings of the study as well as on the recommendations based on the Teacher-researcher findings from the results given by the Kindergarten pupils.

**Sampling.** There are 35 who are included in the study. 17 respondents of the study were Males and 18 were Females. In gathering of data, the actual meeting of the respondents as well as the given the pretest and posttest reading assessment were given to the Kindergarten pupils inside

the classroom. Another way of contacting them are through cell phones of their respective parents for their awareness regarding the study being conducted.

**Research Procedure.** The researcher prepared the research design which is the quasi-experimental research design in order to validate the reading performances before and after the integration of the remedial reading program and tools to be utilized in the study. In order to thoroughly determine the effectiveness of reading performance of the kindergarten pupils in Pomponan Elementary school, the researchers shall use reading materials which were used in the Reading Remedial Program particularly on the EGRA materials. The last test is vocabulary enhancement in which learners were given a passage to read, they are to look for the work that are unfamiliar to them. Another tool to be used is the letter sound assessment tool to assess the kindergarten pupils in creating sounds to the different letters. Pre-test and post-test were accustomed for interventions to determine whether this study would be effective or not. The different tools prepared by the Teacher-researcher were the ff: validated Summative Test Questionnaire in reading subject from the Self Learning Modules of the subject that were focused on the different competencies in the 2<sup>nd</sup> grading period. The test assessments were used before the Implementation of the Reading remedial program to the performance of the Kindergarten pupils in Reading were given to the kindergarten pupils. After one month of the intervention of the Implementation of the Reading remedial program to the performance of the Kindergarten pupils in Reading, posttest was given to the Kindergarten pupils with the same test questionnaire given in the pretest assessment. Prior to the preparation of all validation tools which will be used by the teacher-researcher in determining their performances before and after the integration of the intervention together with the different Implementation of the Reading remedial program to the performance of the Kindergarten pupils in Reading which were utilized for the identified approach in teaching, The Approval and recommendation from the Office of the Schools Division Superintendent, as well as to the Assistant Schools Division Superintendent being the Chairman of the Schools Division Research Committee through the Senior Education Program Specialist in Planning and Research. After the Approval of the Schools Division Research Committee, the Approved or endorsement letter from the body together with the approved letter of intent were forwarded to the Office of the Public School District Supervisor as well as to the office of the School principal in order to get full support on the conduct of the study as well as to get also approval from their end. The proposed title and design were submitted to the School Division Office for approval. Upon approval, the Division released endorsement to the District Office. When the research was approved by the Schools Division Office and District Office, the researcher began the process of data gathering. Validation of the instruments through the different Experts from the Schools Division Office, District Office and to the Schools where the available personnel such as the Master Teacher and in coordination with the school head were sought. Orientation of the participants was done. Answering and retrieval of the research tool followed. Tallying of results and treatment of data. Analysis and Interpretation of Data. Making of Proposed Enhancement Plan.

**Ethical Issues.** The right to conduct the study was strictly adhered through the approval of the principal, approval of the Superintendent of the Schools Division Office. Orientation of the respondents both the learners and the teachers including the School Principal was done.

**Treatment of Data.** The Implementation of the Reading remedial program to the performance of the Kindergarten pupils in Reading on the area of focused was treated through a Simple percentage, weighted mean and T-Test of Mean Difference respectively.

### III. Results and Discussion

**Table 1**  
**Pre-Test Performance Of Kindergarten Pupils In Reading**

Score Range	Description	Experimental Group	
		Frequency	%
27-33	Excellent	0	0
20-26	Very Good	0	0
14-19	Good	18	51
7-13	Fair	3	9
0-6	Poor	14	40
Total		35	100
Weighted Mean		9.14	Good

The table 1 above shows the pretest performances of the Kindergarten pupils who were not exposing themselves yet to the intervention chose by the Kindergarten Teacher which is the Implementation of the Reading Remedial Program to be Integrated during the delivery of the most essential learning competencies in the Kindergarten level based on the 2nd grading competences that was followed and prepared by the researcher in order for the preparation of the gathering of data in the pretest results which will be collected through giving of assessment to the identified learners to test their level of literacy before they will be experiencing on the type of strategies which is somehow new to them as they will be interacting to their teacher in learning the different topics for their learning development. Based on the results, it was clearly shown that the kindergarten pupils provided a good play when it comes to their performance in the pretest prior to the giving of intervention. It was clearly shown that the overall weighted mean of the Kindergarten pupils which were happened to be the respondents of the study found out that it has a Weighted Mean Score which is equal to 9.14 and it is set to be in a good level of performance. This result is coming from the given items based on the table of specifications of the kindergarten pupils that has an overall item of 33 items as mentioned in the table above. We will take also into consideration that the results provided by the respondents are just based on the skills that they have

gained from the past lessons or experiences from the past may it either from their teachers, parents or from their peers.

Based on the result in table 1 which focuses on the pretest performance of the kindergarten pupils to the different topics taken by them through an assessment before the implementation of the Reading Remedial Program as identified by the teacher-researcher as one of the strategies in testing their level of performances performance whether they are will be considered as independent or dependent learners. Based from the results shown, it was revealed that from the scores ranging from 27-33 which is identified as in the excellent level of performance, there were none of the learners or respondents or zero percent belong in this level while in the scores ranging from 20-26 with an interval value of 7 and it is considered as very good level of performances, this level have the same status when it comes to the number of frequencies of the respondents in the excellent level of performance which means that there were still none of the respondents belong in this level or zero percent out of the 35 overall total number of respondents of the study. Furthermore, in the score ranging from 14 to 19 which is said to be in a good level performance, there were 18 total number of respondents and considered to be the dominant level of performance in terms in the number of learners belong in this level with an equivalent percentage of 51 percent out of the 100 percent of learners being tested or 35 overall total of respondents. In the fair level of performance having the scores ranging from the 7-13, there are still number of respondents belong to this level having 3 total number of respondents or 9 percent out of the 35 overall total of respondents took the pre-assessment. Lastly, in the poor level of performance with a set of scores ranging from 0-6, there were 14 total number of respondents which is considered to be the second dominant performance level among the 5 set of performance levels presented with an equivalent percentage of 40 percent.

The result implied that Majority of the Kindergarten pupils who took the pretest assessment conducted by the teacher-researcher are having enough knowledge to the different skills or competencies given to them, which means that some of the learners if not all are above to read and write the basic recognition of words or set of letters to be familiarized by them. By having this performance, they are belonging in the good level of reading performances. Another reasons for the positive results provided by the respondents is that, they gained enthusiasm to learn the different learning or reading skills thought by them because they have parental support given to them by either their parents, guardian or from their siblings on how to words cvc or consonant vowel and consonant arrangement of letters. But of course based from the results gained by the learners we need also to consider those learners who are gained fair and poor level of performance when it comes to reading or learning the different learning competencies in the kindergarten level, Because we cannot deny the fact that there are respondents who have experiencing difficulties while learning the subject specially in reading. Thus, they really need to experience new strategies or program on how to improve their performance specially in reading, which is somehow, the most important thing that they need before they will be moving to the next step of their learning development.

**Table 2**  
**Post Test Performance Of Kindergarten Pupils In Reading**

Score Range	Description	Experimental Group	
		Frequency	%
27-33	Excellent	35	100
20-26	Very Good	0	0
14-19	Good	0	0
7-13	Fair	0	0
0-6	Poor	0	0
Total		35	100
Weighted Mean		32.00	Excellent

The table 2 above shows the posttest performances of the Kindergarten pupils who were already exposed themselves of the identified intervention during the teaching and learning days set by the researcher which happens to be the Kindergarten Teacher which is the Implementation of the Reading Remedial Program in the delivery of the most essential learning competencies in the Kindergarten level based on the 2nd grading competences that was followed and prepared by the researcher. The data gathered by the researcher in this time, is the data were she was already integrated the reading remedial program to the learners and it is the posttest results which were collected after giving of assessment to the identified learners to test their level of literacy after they experienced learning the different topics for their learning development. Based on the results, it was clearly shown that the Kindergarten pupils provided an improved performance from good level of performance to excellent level of performance when it comes to their performances from the pretest to the posttest before and after the giving of intervention. It was clearly shown that the overall weighted mean of the kindergarten pupils which were happened to be the respondents of the study is equal to 32.00 and it is set to be in an excellent level of performance and with a big leap from the pretest performance. This results is coming from the given items is still based on the table of specifications of the kindergarten pupils that has an overall item of 33 items. The results provided by the respondents are already their knowledge and skills they have gained from the lessons encountered for 4 weeks on the implementation of the intervention.

Based on the result in table 1 which focuses on the posttest performance of the kindergarten pupils to the different topics taken by them through an assessment after the implementation of the Reading Remedial Program as identified by the teacher-researcher in testing their level of performances performance whether they are will be considered as independent or dependent learners. Based from the results shown, it was revealed that from the scores ranging from 27-33 which is identified as in the excellent level of performance, all of the learners or respondents are belong in this level of performance or with a frequency of 35 respondents and having an equivalent percentage of 100 percent out of the 35 overall total of respondents who took the assessment in reading OR 100 percent. while in the scores ranging from 20-26 with an interval value of 7 and it is considered as very good level of performances, this level have the same status when it comes to



the number of frequencies of the respondents in the excellent level of performance which means that there were still none of the respondents belong in this level or zero percent out of the 35 overall total number of respondents of the study. Furthermore, in the score ranging from 14 to 19 which is said to be in a good level performance, there were none of the respondents out of the 35 overall total number of respondents. The same happens in the fair level of performance having the scores ranging from the 7-13, having zero percent from total number of respondents took the posttest assessment. Lastly, in the poor level of performance with a set of scores ranging from 0-6, there were also zero from the respondents belong in this level of performance.

The result implied that sense majority of the Kindergarten pupils who took the posttest assessment conducted by the teacher-researcher are in the excellent level of performance which is the highest level of performance being tested where they belong, we can assumed that they really love the remedial reading program conducted by the teacher in order to improve their reading performances thus, the intervention given to the kindergarten pupils has significant effect to their reading performance so, it needs to be implemented or in other words the teacher should continue to utilize the intervention in order to help the learners develop their skills in reading that means that the learners should know how to read and write.

**Table 3**  
**Test of Difference Between the Scores in the Pre-test and Post-test of Kindergarten Pupils in Reading**

Groups	Test Scores		Computed T	Critical T	Decision	Interpretation
Experimental	Pre	9.14	5.115	0.421	Reject Ho	Significant
	Post	32.00				

The Table 3 Presents The test of difference between the scores in the pre-test and posttest reading performances of the Kindergarten learners before and after the implementation of the Reading Remedial Program in the delivery of the most essential learning competencies in teaching Reading for the Kindergarten pupils based on the curriculum of the kindergarten. These results gained by the pupils or the kindergarten learners which were ethe respondents of the study, based on the findings of the study were based on their different responses before and after the integration of the intervention. It was based also on what technique does the teacher-researcher applied to let the learners learned and later assess their level of skills or development. As reflected in the table 3, it was found out that there was a positive result brought about by the implementation of the reading remedial program given by the teachers during the delivery of the learning competencies in reading considering that the pretest scores gained by the learners before the implementation of the intervention is equal to 9.14 which is very low compared to the scores gained by the Kindergarten pupils after the integration of the intervention which is equal to 32.00 which resulted to the computed T value 5.115 which is greater than the critical t value of 0.421 which means that the hypothesis which states that there is no significant difference between the pretest and posttest

performance of the Kindergarten pupils before and after the implementation of the Reading remedial program in the delivery of the most essential learning competencies in reading is rejected thus, the intervention is significantly effective in improving the reading performance of the kindergarten learners.

The result in table 3 implies that integrating the reading remedial program in teaching our young learners specially to the kindergarten learners brought about excellent result when it comes to their skills development and thus it needs to be utilized so that the learners are specially to the learners who are struggling in reading or having low performance in reading. This particular intervention will help the teachers how to give the best shot to those struggling readers and improve their reading performance or to become an independent readers and to maintain the performance of those kindergarten learners who are already independent readers that could make them difficult to understand or comprehend.

#### **IV. Conclusion**

Based from the findings this study the focusing on the implementation of remedial reading program to the performance of the Kindergarten pupils in reading it was shown that integrating the remedial reading program in teaching reading to the kindergarten pupils specially to those who are struggling readers have brought significant effect on their performances which means that the implementation of the intervention is significantly effective to produce independent readers. Moreover, the constant address of the different challenges of the learners specially to the struggling readers in reading through the usage of the remedial reading program is important to increase the literacy level of the Kindergarten learners and could help them to prepare themselves to continue to the next stage of development.

#### **V. Recommendations**

1. Based on the findings of the study, the enhancement plan was crafted, thus the utilization of this plan should be elevated in order to guide the teachers on what to do to improve their strategies in delivery of the reading skills towards their learners and also to help the parents or guardian of the learners on what to do to address the gaps between the result in reading of their child during and after the assessment.
2. The Chief Education Program Supervisor should embed on his/her monitoring plan the validation of the different learning options specially in dealing with the development of the readers performance specially to those struggling readers and give specific technical assistance to the public school district supervisor on their respective roles as immediate head of every school under his/her care.

3. Public School District Supervisor should constantly monitor the schools through the different school heads under their care regarding the different learning options that they are implementing specially those programs or activities which focus on the development of the literacy performance of the learners who are in the beginning stage of their learning development.
4. The school head should conduct In-Service Training or SLAC which focuses on the norms or policies applied to implement the different remedial reading program and other learning options which could help augment the learning gap of every learner under their care.
5. The teachers in reading should integrate and practice the use of remedial reading based to the most essential learning competencies of the kindergarten learners and constantly monitor and validate the learners' reading performance by updating their skills through reading intervention.
6. Parents, Guardian and other stakeholders should help the teachers in fighting for increasing the literacy skills of the learners in the school where they are belonging and help the teachers nurture their learners through the constant asking on what to help improve the literacy skills of the child in order to give proper technical assistance to their child if necessary.
7. In relation to the abovementioned, the researcher is giving the authority to those future researchers to conduct the same study to test the efficacy of the intervention.

#### **ACKNOWLEDGEMENT**

To start with, I would like to proclaim my gratification to GOD ALMIGHTY for without Him granting me His graces, knowledge, and opportunities this graduate study would have not been possible.

Immeasurable appreciation and deepest gratitude for the help and support are extended to the following persons who immensely contributed to making this study a success.

Dr. Bryant C. Acar, Dean of Graduate School, for his support and motivation along with his immeasurable knowledge in helping to improve this study.

Dr. Annabelle A. Wenceslao, my research adviser, for the untiring advice, guidance, and support that benefited me in the completion and success of this study. Your endless efforts are very much appreciated. I am very thankful for having an excellent adviser like you.

Dr. Jasmine B. Misa and Dr. Elvin H. Wenceslao, the rest of the thesis committee, for providing their assistance and recommendations toward the realization of this study.

My School Head and co-Teachers, allowing me to perform my research in our school and extending their efforts, helping me finish the instructional materials needed for the conduct of my study.

My pupils and the parent/guardians in supporting my studies and being very active in participating during the conduct of my research.

My completion of this thesis paper would not be accomplished without the support of my family members; Nanay Nerissa P. Bartolini and Tatay Alejandro C. Bartolini, thank you for your words of encouragement enriched with necessary and infinite wisdom, Nanay Elenita E. Escasinas, Tatay Roberto U. Escasinas, and Ate Rubilen E. Escasinas for the very sufficient financial support and dynamic motivation. Last but not the least, to my beloved husband, Robertson E. Escasinas, I am truly grateful for all your countless sacrifices and never-ending support throughout my studies. Thank you for not giving up on me, especially in times of difficulties.

To all who are not mentioned but have helped me in the completion of this study, thank you very much.

#### REFERENCES

- [1] Dep.Ed. Order No. 34 s. 2022 “School Calendar and Activities for the School year 2022-2023.”
- [2] Dep.Ed. Order no. 31 s. 2020 “Interim Guidelines for Assessment and Grading in the light of the basic education Learning continuity Plan.”
- [3] DepEd Order 30 s. 2021. Interim guidelines for Assessment and Grading in light of the Basic Education Learning Continuity Plan.
- [4] DepEd Memorandum No. 162 s. 2020 “ Suggested Learning Modality”
- [5] Lane, H., & Allen, S. (2015). *The vocabulary-rich classroom: modeling sophisticated word use to promote word consciousness and vocabulary growth*. Reading Rockets.

**AUTHOR'S PROFILE****MA. VICTORIA BARTOLINI-ESCASINAS**

The author is born on October 15, 1992, at Baybay, Leyte, Philippines. She finished her bachelor's degree at Visayas State University with the course Bachelor of Elementary Education Major in General Education. Moreover, the author is currently continuing her Master's degree of Arts in Education major in Administration and Supervision at Western Leyte College of Ormoc City.

Currently, she is a Teacher III in Department of Education and Kindergarten Teacher in Pomponan Elementary School, Baybay City, Leyte, Philippines.