

Pull-Out Reading Approach and Performance of The Grade 2 Pupils in Reading

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Abstract — This study is conducted to determine the How Pull-out Reading Approach affects the reading performance of the Grade 2 Pupils in Mahayag Elementary School in the District II of Isabel Leyte. The findings of the study will be the bases for the proposed Improvement Plan. This study utilized Quasi-Experimental research design to determine the Effectiveness of pull-out reading approach. The test of difference between the scores in the pre-test and posttest reading performances of the grade 2 learners who is the respondents of the study. In this table, it reveals how the respondents responded the pre and post validation before and after the integration of the pull-out reading approach to be used in teaching reading based on the different most essential learning competencies in teaching specially during the second grading period which was lasted for 4 weeks in the implementation. Based on the findings of the study on the integration of the intervention there were positive result or significant impact brought about by the pull-out reading approach in the delivery of the learning competencies in reading specially focusing to those learners who are considered struggling readers or those learners who are potentials to become one of those identified learners. Based from the results, it was revealed that the pretest scores gained by the grade 2 learners before they received the provided intervention or chosen intervention is much lower compared to the scores gained by the respondents after they have received the intervention and it was integrated during the delivery of the presumed skills in reading. The pretest and posttest reading performance of the grade 2 learners have resulted to a computed T value is greater than the critical t value. These results on the computed t and the critical t value makes the results significant and the hypothesis which states that there is no significant difference between the pretest and posttest reading performance of the grade 2 pupils before and after the integration of the pull-out reading approach in the delivery of the most essential learning competencies in reading is rejected. This decision on the null hypothesis, makes the intervention significantly effective in which generally it really improves the reading skills of the learners.

The results in table 3 implied that integrating the pull-out reading approach is significantly effective in improving the performance particularly in reading skills of the grade 2 learners. The learners really improves their reading skills compared to the results in the pre-reading assessment which means that those learners who took the pre- reading test and have experiencing minor difficulties to an average level of challenges when it comes to reading performances. This learners who are considered struggling readers are need to give a helping hand to improve their level of

performance in reading. Today, though everyone has easy access to the different learning platforms that could help both the teachers and learners, we should also consider that there are some learners and teachers who are experiencing limited access of the different learning materials which could cater the learners need as well as bridge the gap between the struggling learners and the learners who have excellent performance in terms of reading. This further explains that when the time learners received the integration they really motivated to learn how to read and the learners have already learned on how to properly learned to improve the reading performance using the different strategies introduced by the teachers. Another reasons of the very good performance gained by the respondents which are the grade 2 learners is that some of the their classmates are also helping the identified struggling learners during their vacant time to focus themselves in reading and doing some activities which could help them be more motivated to for their respective tasks especially in reading. Their parents are also motivated now to help their learners because they are all well-guided on what to do to help improve the reading skills of their respective child and also given them the necessary technical assistance on how to improve the reading performance of the pupils. In other words, collaboration also is very important to improve the reading performance of the learners. Moreover, the continuing adoption of in the intervention will help enhance reading skills of the learners and have the tendencies that they can already read different passages which later on they can understand or comprehend through constant reading and guidance of both teachers and the parents or guardian.

Keywords — Pull-out Reading Approach, Performance, Grade 2 Pupils, Reading

I. Introduction

As Stated in the DepEd Memorandum No. 173, s. 2019, the Department of Education (DepEd) is continuously fulfilling its mandate ensures to make every learner a proficient reader, schools across the country are tasked to help learners develop their reading skills

Republic Act No. 10533 or otherwise known as Enhanced Basic Education Act of 2013 was enacted where the state shall create a functional basic education system that will develop productive and responsible citizens equipped with the essential competencies, skills, and values for both life-long learning and employment through allowing every student or learner to receive the quality education that is globally competitive based on a pedagogically sound curriculum that is at par with international standards.

Reading proficiency is crucial for a child's academic performance since it enables them to access the full range of the curriculum and enhances their language and communication abilities. Reading comprehension is an important skill for learning. Most tasks and activities across all subject areas need students to read. It is a necessary skill that will help students engage with their education. Reading is the cornerstone of all academic courses, thus children who lack reading and comprehension abilities will find it difficult to advance intellectually. Additionally, it affects how

well the students can write. Reading fluency is also a key component of reading comprehension since slow readers frequently lose the ability to comprehend what is being read. One of the most difficult tasks faced by primary instructors is enhancing students' reading abilities. It requires resourceful teachers that can offer and implement methods that would best meet the demands of a variety of students.

The students' family backgrounds and lifestyles, which I saw as a Grade 2 teacher at Mahayag Elementary School, negatively affect the reading performances of the students. Some students have family members who are poor readers, especially their parents. As a result, they are unable to help their kids read at home because they are not proficient readers. As a result of their daily obligations, parents are unable to monitor their kids at home and even neglect to check on their academic progress. Large-family students are thought to have a higher risk of struggling with reading. Due to factors like supporting their parents financially, caring for their younger siblings, having to work longer hours to supplement their income, and others, their financial situation prevented them from completing their schoolwork on time.

It is difficult for us teachers to fully support and aid individuals who are having difficulty reading because the world is still plagued by a pandemic, and we only have limited face-to-face learning modality. Limited face-to-face classes will be implemented in a blended learning approach. As such, participating schools shall determine the most appropriate learning delivery modality to be adopted in combination with the face-to-face modality and the schedule of classes. Face-to-face classes shall have a maximum number of learners. All face-to-face classes shall be conducted half-day. The number of classes in each school shall be organized in such a way that each class will be able to attend face-to-face classes every other week. Class schedules shall be arranged equitably so that all qualified learners will have the opportunity to attend face-to-face classes. Through an instructional setting that supports each reader's development, teachers can aid struggling readers. Because of this, I decided to use pull-out reading approach as an intervention to help my Grade 2 students at Mahayag Elementary School with their reading.

The ever-increasing demand for high levels of literacy in our technological society makes this problem even more pressing (Snow, Burns, & Griffin, 1998). A child needs to be proficient in reading to succeed in school. Reading has therefore traditionally been recognized as the main means of learning throughout the entire educational process. A child who picks up this ability quickly and effortlessly is frequently seen as exceptional and is more likely to succeed in school. On the other side, a lower level of academic accomplishment was the result of inadequate reading abilities. When students do not comprehend what they are reading, it is frustrating for them.

Literacy pull-out intervention may be defined as, when a student receives help in a subject outside of his or her regular classroom (Hedrick & Pearish, 1999). Furthermore, there are intervention programs that exist within the pull-out strategy. For example, Reading Recovery, Corrective Reading, and Reading Mastery are pull-out intervention programs that are used to improve reading skills of at-risk students. Reading Recovery is a pull-out program that has proven

success for at-risk first grade students (Hedrick & Pearish, 1999). The goals of Reading Recovery are “to promote literacy skills, reduce the number of first-grade students who are struggling to read, and prevent long- term reading difficulties” (Clearinghouse, 2008, p. 1). Pull-out, inclusion, and interventions delivered by the classroom teacher are strategies that are implemented to increase reading skills of students who struggle with reading. The purpose of the literacy pull-out program is to build a strong foundation in reading for students in grades K-3 who are at-risk of failing. It is believed that if students have a strong foundation in reading, they will be proficient readers and therefore, be successful, productive citizens.

An oral reading assessment was administered to all Grade Two at Mahayag Elementary School as their pretest. As part of the calculation to determine the rate and scale point of their word recognition as part of their reading process, correctly read words were counted, recorded and to measure and describe students' reading performance. Out of the 28 students now enrolled in Grade Two, 14 were poor readers, according to the results of the Filipino School Oral Reading Pre-Test. Some Grade two students struggle to read Filipino and comprehend complex words on printed materials, which leads to poor comprehension and several poor readers in the class.

The different initial findings of the researcher, pursue her to conduct this study and treat this as one of the many reasons why she needs to find another strategy to enhance the reading level of the learners specially in Grade 2 pupils.

This study was conducted to determine the How Pull-out Reading Approach affects the reading performance of the Grade 2 Pupils in Mahayag Elementary School in the District II of Isabel Leyte. The findings of the study were the bases for the proposed Improvement Plan.

Specifically, the study sought to answer the following questions:

1. What is the pre-test reading performance of the Grade 2 Pupils in Reading before the integration of Pull-out Reading Approach?
2. What is the posttest reading performance of the Grade 2 Pupils in Reading after the integration of Pull-out Reading Approach?
3. Is there a significant difference between the pretest and posttest reading performance of the Grade 2 Pupils in Reading before and after the integration of Pull-out Reading Approach?
4. What Improvement plan can be proposed on the findings of the study?

Statement of Hypothesis:

Ho : There is no significant difference between the pretest and posttest reading performance of the Grade 2 Pupils in Reading before and after the integration of Pull-out Reading Approach.

II. Methodology

Design. This study utilized the Quasi-Experimental research design to determine the Pull-out Reading Approach to The Performance Of The Grade 2 Learners during The full Face To Face Class implementation in the delivery of the most essential learning competencies in 2nd grading period in Filipino subject. The main local of the study is the Mahayag Elementary School which is located under the Isabel II District in the Schools Division of Leyte Province. In the aforementioned locale where the study was conducted, the main respondents were chosen by the teacher-researcher who were the Grade 2 pupils. Evaluation to the respondents as well as to the type of learning materials were conducted prior to the inclusion of the Pull-out Reading Approach To The Performance Of The Grade 2 Learners In Filipino During The full Face To Face Class implementation. These 2 stages of assessment namely: the pretest reading assessment and posttest reading assessment were carefully conducted by the teacher-researcher to determine the level of reading performances of the Grade 2 learners. This is also the time that in between the pretest and posttest, the different inclusion of the learning materials of the Pull-out reading Approach were undertaken in order to validate their performances before and after the implementation of the inclusion of the Pull-out reading Approach. This study is mainly focus on the results of the different tests to gather data: The pretest performance of the Grade 2 pupils before the implementation of the inclusion of the Pull-out reading Approach, The Posttest performance of the Grade 2 pupils after the implementation of the inclusion of the Pull-out reading Approach, as well as the significant difference of the pretest and posttest before and after the implementation of the inclusion of the Pull-out reading Approach in the delivery of the most essential learning competencies in teaching Filipino for the second Grading Period. In the Quasi- experimental research design, the researcher prepared different inclusion of Pull-out reading Approach that were focused on the learning competencies which are difficult to pass by the respondents 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.

Sampling. There are 28 who are included in the study. 18 respondents of the study were Males and 10 were Females. In gathering of data, the actual meeting of the respondents as well as the given the pretest and posttest assessment were given to the Grade 2 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 in this study the researcher utilized the quasi-experimental research design. The researcher also prepared tools to be utilized in the study. The different tools prepared by the Teacher-researcher were the ff: validated Summative Test Questionnaire in Filipino subject from the Self Learning Modules of the aforementioned subject that were focused on the different competencies in the 2nd grading period. The test questions were used before the inclusion of the Pull-out reading Approach were

given to the pupils. After one month of the intervention of the inclusion of the Pull-out reading Approach , posttest was given to the grade 2 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 inclusion of the Pull-out reading Approach 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 was 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 Improvement Plan.

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

Treatment of Data. The Effectiveness of inclusion of the Pull-out reading Approach was treated Through following statistical formulas were used in this study, The quantitative responses were tallied and tabulated. The data will be treated statistically using the following statistical tool. Simple Percentage. This were utilized to assess the reading performance of the Grade 2 learners. T-Test for Mean Difference- This tool were used to calculate the reading performance of the Grade 2 Learners.

III. Results and Discussion

Table 1
Pre-Test Performance of Grade 2 Pupils in Reading

Score Range	Description	Experimental Group	
		Frequency	%
25-30	Excellent	0	0
19-24	Very Good	4	14
13-18	Good	20	71
7-12	Fair	4	14
1-6	Poor	0	0
Total		28	100
Weighted Mean		15.5	Good

The table 1 above shows the pretest performances of the Grade 2 pupils in Reading. This results was based from the outcomes of the assessment made by the teacher before the identified respondents will be experiencing the chosen intervention which is the pull-out reading approach. The Assessment made by the teacher to the respondents are based from the learning competencies in second grading for the current level where they were in while the learning that they will be processing is based on the things that they have learned from the past discussion or from the things that they have learned from their peers or from their parents. This is also the bases where will be the teacher put on focus on who will be the specific respondents to be monitored and validated based from their performances.

Based on the results, it was shown in table 1 that the grade 2 pupils have already gained good performance considering that the results which started with the excellent level of performances with the scores ranging from 25-30. it was found out that among the 28 total number respondents who took the pretest assessment conducted by the teachers, none from the learners belong to this level of performance meaning zero (0) percent have reported based from the results shown in the table. On the other hand, in the score ranging from 19-24 which is said to be in a very good level performance and considered to be the 2nd to the highest performance, there were 4 respondents only who were gained during the in testing their reading skills or performances. This further discuss that there were 14 percent out of the 100 percent who took the examination or has an equivalent of 20 total number of respondents. In the good level of performance which is also found in the middle of the level of performance, there were 20 total number of respondents who took the pre-assessment given by the teacher without giving yet the chosen intervention which will be used whether it is be helpful in improving the reading performance of the Grade 2 pupils. In the Fair level of performance which composed of set of scores ranging from 7-12, there were also four (4) total of respondents which has the same number of the very good level of performance. It has an equivalent percentage of 14 percent out of the 28 total number of respondents who took the evaluation. While on the last level of performance which is the poor

level of performance which has a scores ranging from 1-6, there were none from the 28 respondents who took the examination.

The result in table 1 implied that most of the performances of the respondents which resulted to a weighted mean of 15.5 or in a good level of performance is already a nice performance considering that they have not yet experience the intervention to be integrated during the discussion of the different topics in English or in reading. The results are quit good maybe because the learners are already aware of the different strategies in which they can easily learn the topics such as accommodating videos or educational videos from DepEd Portal in which they can easily be guided on what to do to improve their reading performance. Another reasons of the good performance gained by them is because some of the parents are also given them the necessary technical assistance on how to improve the reading performance of the pupils. But we cannot also deny that we need to create another strategy that could uplift the learners reading performance especially those learners who took the pre- reading test and have experiencing minor difficulties to an average level of challenges when it comes to reading performances. This learners who are considered struggling readers are need to give a helping hand to improve their level of performance in reading. Today, though everyone has easy access to the different learning platforms that could help both the teachers and learners, we should also consider that there are some learners and teachers who are experiencing limited access of the different learning materials which could cater the learners need as will as bridge the gap between the struggling learners and the learners who have excellent performance in terms of reading.

Table 2
Post Test Performance of Grade 2 Pupils in Reading

Score Range	Description	Experimental Group	
		Frequency	%
25-30	Excellent	12	43
19-24	Very Good	16	57
13-18	Good	0	0
7-12	Fair	0	0
1-6	Poor	0	0
Total		28	100
Weighted Mean		23.50	Very Good

The table 2 above shows the post-test performances of the Grade 2 pupils in their Reading performances. The above-mentioned results were based on the post assessment of the respondents after they were already exposed to the chosen intervention which is the pull-out reading approach. Usually this kind of intervention really intensify those type of learners who are considered as struggling readers in the sense that the teacher really strategize how to deliver the skills that need to be learned by the learners thus, it really creates good environment for those struggling learners in reading using this chosen intervention.

Based on the results, it was shown in table 2 that the grade 2 pupils have already gained very good performance with an average weighted mean of 23.50 considering that the results which started with the excellent level of performances with the scores ranging from 25-30 have already increased from zero percent to bigger percentage. It was found out that among the 28 total number of respondents who took the pretest assessment conducted by the teachers, there were twelve (12) total number of respondents who belong in this level with 43 percent out of the over all total learners who were subject of the study and have reported based from the results shown in the table. On the other hand, in the score ranging from 19-24 which is said to be in a very good level performance and considered to be the 2nd to the highest performance, there were 16 respondents who were gained during the in testing their reading skills or performances. This reading performance level is considered the majority in terms of the number of respondents present in this reading level of performance. This further discuss that there were 57 percent out of the 100 percent who took the examination. In the good level of performance which is also found in the middle of the level of performance, there were none from the respondents who took the post assessment evaluation given by the teacher after given the chosen intervention which were used in improving the reading performance of the Grade 2 pupils. In the Fair level of performance which composed of set of scores ranging from 7-12, the same situation happens in the good level of performance. It has an equivalent percentage of zero (0) percent out of the 28 total number of respondents who took the evaluation. Lastly, there were none from the 28 respondents who took the examination on the last level of performance which is the poor level of performance which has a scores ranging from 1-6.

The result in table 2 implied that most of the performances of the respondents which resulted to a weighted mean of 23.50 or in a very good level of performance connotes that the intervention given by the teacher is already effective and very significant to improve their performances considering that after they already experienced the intervention which is the pull-out reading approach that was integrated during the discussion of the different topics in Filipino or in reading in the second grading period which covers for the entire month or 4 weeks. The results are really amazing maybe because the learners have already learned on how to properly learned to improve the reading performance using the different strategies introduced by the teachers. Another reasons of the very good performance gained by the respondents which are the grade 2 learners is that some of the their class mates are also helping the identified struggling learners during their vacant time to focus themselves in reading and doing some activities which could help them be more motivated to for their respective tasks especially in reading. Their parents are also motivated now to help their learners because they are all well-guided on what to do to help improve the reading skills of their respective child and also given them the necessary technical assistance on how to improve the reading performance of the pupils. In other words, collaboration also is very important to improve the reading performance of the learners.

Table 3
Test of Difference Between the Scores in the Pre-test and Post-test
of Grade 2 PUPILS IN READING

Groups	Test Scores		Computed T	Critical T	Decision	Interpretation
	Pre	Post				
Experimental	15.5	23.50	2.772	0.993	Reject Ho	Significant

The Table 3 Presents The test of difference between the scores in the pre-test and posttest reading performances of the grade 2 learners who is the respondents of the study. In this table, it reveals how the respondents responded the pre and post validation before and after the integration of the pull-out reading approach to be used in teaching reading based on the different most essential learning competencies in teaching specially during the second grading period which was lasted for 4 weeks in the implementation. Based on the findings of the study on the integration of the intervention there were positive result or significant impact brought about by the pull-out reading approach in the delivery of the learning competencies in reading specially focusing to those learners who are considered struggling readers or those learners who are potentials to become one of those identified learners. Based from the results, it was revealed that the pretest scores gained by the grade 2 learners before they received the provided intervention or chosen intervention is equal to 15.50 which is much lower compared to the scores gained by the respondents after they have received the intervention and it was integrated during the delivery of the presumed skills in reading which is equal to 23.50. The pretest and posttest reading performance of the grade 2 learners have resulted to a computed T value which is equal to 2.772 where in the result in the computed t value is greater than the critical t value of 0.993. These results on the computed t and the critical t value makes the results significant and the hypothesis which states that there is no significant difference between the pretest and posttest reading performance of the grade 2 pupils before and after the integration of the pull-out reading approach in the delivery of the most essential learning competencies in reading is rejected. This decision on the null hypothesis, makes the intervention significantly effective in which generally it really improves the reading skills of the learners.

The results in table 3 implied that integrating the pull-out reading approach is significantly effective in improving the performance particularly in reading skills of the grade 2 learners. The learners really improves their reading skills compared to the results in the pre-reading assessment which means that those learners who took the pre- reading test and have experiencing minor difficulties to an average level of challenges when it comes to reading performances. This learners who are considered struggling readers are need to give a helping hand to improve their level of performance in reading. Today, though everyone has easy access to the different learning platforms that could help both the teachers and learners, we should also consider that there are some learners and teachers who are experiencing limited access of the different learning materials which could

cater the learners need as well as bridge the gap between the struggling learners and the learners who have excellent performance in terms of reading. This further explains that when the time learners received the integration they really motivated to learn how to read and the learners have already learned on how to properly learned to improve the reading performance using the different strategies introduced by the teachers. Another reasons of the very good performance gained by the respondents which are the grade 2 learners is that some of the their class mates are also helping the identified struggling learners during their vacant time to focus themselves in reading and doing some activities which could help them be more motivated to for their respective tasks especially in reading. Their parents are also motivated now to help their learners because they are all well-guided on what to do to help improve the reading skills of their respective child and also given them the necessary technical assistance on how to improve the reading performance of the pupils. In other words, collaboration also is very important to improve the reading performance of the learners. Moreover, the continuing adoption of in the intervention will help enhance reading skills of the learners and have the tendencies that they can already read different passages which later on they can understand or comprehend through constant reading and guidance of both teachers and the parents or guardian.

IV. Conclusion

Based from the findings this study, continued usage of the pull-out reading approach really helps improve the reading performance of the learners as well as helps the struggling readers to become independent readers. Furthermore the integration of the intervention could also help the teachers to be more motivated to teach the young ones and exert more effort to let them learn how to read as well as writing.

V. Recommendations

1. The proposed improvement plan should be utilized by the teachers and integrate it in delivering the different lessons or learning competencies in relation on how to improve the reading performance of the learners specially to those learners who are considered struggling readers.
2. The teachers should always see to it to find the strength of the intervention and continue to implement and clarify the weakness or gray areas of the intervention to perfectly implementing the aforementioned innovation and help to those struggling readers to become independent readers.
3. The school head should conduct School-based LAC Session which focuses on the improvement of the learners in literacy and continue to validate the different reading strategies conducted by the teachers towards their respective learners.

4. Monitor and validate the primary teachers if the intervention was integrated to the different lessons and see to it if the pull-out reading approach is really applied or embed in their daily lessons.
5. The School Head should closely monitor the teacher's performance on the integration of Pull-out reading approach to validate the effectiveness of the intervention.
6. In relation to the abovementioned, the researcher is giving the authority to those future researchers to conduct the same study to test the veracity of the results using the pull-out reading approach.

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