



LITERACY IMPROVEMENT OF STRUGGLING LEARNERS OF EARTH'S BOUNTY ELEMENTARY SCHOOL IN THE TIME OF COVID-19

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ABSTRACT

Literacy Improvement of Struggling Learners of Earth's Bounty Elementary School in the Time of COVID-19

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Earth's Bounty Elementary School of Sta. Elena District targeted zero (0) frustration/full refresher reader through Literacy Improvement of Struggling Learners during the pandemic. This study focused to determine the reading performance level of the learners, the factors that affect the reading skill of struggling learners, the level of acceptance of reading interventions implemented, and the effect on the reading performance level and literacy skills of struggling learners.

There were eighty-five (85) identified struggling learners in our school which is 58.62% of our total population of 145 and all of them thru total enumeration were respondents in the study. Descriptive method was used to discuss the problems, and in gathering its data before and after the implementation of the interventions.

In the factors that affect the reading skill of Struggling Learners were Pupils, Parents, and Community averaged 3.43 interpreted as "Always". Based on this, the pupils, parents, and community have shared responsibility to get better result on reading skill of struggling learners.

In the level of acceptance of reading interventions implemented the average weighted mean was 4.22 interpreted as "Accepted". Meaning the school must

sustain the interventions to continuously improve the reading performance of learners.

In the effects of reading interventions implemented on the reading performance level of struggling learners showed 7.33 interpreted as “High” and was effective in addressing the full refresher/frustration level learners in the time of COVID-19.

The findings of the study revealed that Literacy Improvement of struggling learners through series of reading engagement and developmental activities had good impact with the reading skills of learners.

Finally, adoption of this study to target zero (0) full refresher/frustration level learner every school year is essential. An intervention to eliminate, if not, lessen the number of non-readers and struggling learners in DepEd.

Keywords: Struggling Learners, Literacy Skills, Literacy Improvement

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CONTEXT AND RATIONALE

Literacy has traditionally been thought of as reading and writing. Although these were essential components of literacy, nowadays our understanding of literacy encompasses much more. It was advisable to develop this literacy skill at early age of schooling. When students comprehended or understood written text and combined their understanding with prior knowledge. The development of reading skills was vital to children's development of literacy, and a sheer volume of studies had demonstrated a link between competency in reading and overall attainment in school. According to OCED's report on reading for change, program for International Student Assessment (PISA): "Reading for pleasure was more important for children's educational success than their family's socio-economic status." From the moment child was born, his or her literacy journey begun. Children's literacy abilities were nurtured through their families and communities.

As children entered the school system, there was a strong focus on the development of reading and writing skills. Children engaged in learning opportunities that have them interacting with many different forms of text, in print and digital forms, using words, visuals and graphics. An individual's ability to comprehend text is influenced by their skills and their ability to process information. If word recognition was difficult, learners used too much of their processing capacity to read individual words, which interfered with their ability to comprehend what is read.

During this time, reading was a very difficult skill all over the country because of COVID-19 and the new delivery modes in DepED. Furthermore, the

challenges brought by the pandemic that turns education to distance learning made it more difficult for full understanding of reading skill therefore affecting the overall literacy skill of the learner.

Literacy development did not take place in just the classroom. It was a shared responsibility among all educators. Although specific knowledge and skills were taught primarily in the school, every teacher was responsible for further developing, strengthening, and enhancing literacy. Each grade-level must promote improvement in our reading skill for us to communicate, comprehend and survive in different learning areas, but due to unprecedented events of COVID-19, we were to make their home as their learning station. It is just like in the theme of Book Festival 2017 "Read a book now and share a dream tomorrow. Because of the limited face to face, it is now difficult to measure the reading level of our learners, but in our school, the adviser continued to conduct monitoring of their reading skill using the tools from the Phil-IRI program and Comprehensive Rapid Literacy Assessment (CRLA) of DepEd, it has been noted that the number of Struggling readers increase this year. If the school imposed proper action in reducing frustration readers and full refresher learners, for sure it improved its academic performance and level of literacy. The proponent believed that the reading ability of the pupils reveal the performance in all learning areas. Reading took a vital role in the teaching and learning process. Reading independently and grade level learner is the goal of the school for all the Earth's Bounty ES learners. For these reasons, the proponent thought of a way on how to engage and develop the reading ability of struggling learners in Earth's Bounty ES.

Dialogic reading involved an adult and child having a dialogue around the text they are reading aloud together. Learning how to use this strategy effectively to help kids build vocabulary and verbal fluency skills and understand story structure and meaning based on the study of Folsom, Jessica Sidler (2017).

In the conduct of this research, it was taken into consideration the study of Kluth, Paula (2017) of which many learners with disabilities were visual learners and were best able to understand and remember content when they can see it represented in some way; in other words, they need to “see what we mean.” Three visual supports helpful for teaching and supporting literacy development are described here: picture books, graphic notes, and story kits

To properly initiate this study, the researcher patterned to the work of Judith Gold (2016) to which investigated the effectiveness of praises the power of reading aloud and goes a step further to praise the power of thinking out loud while reading to children. It's an easy way to highlight the strategies used by thoughtful readers. Reading aloud is the foundation for literacy development. It was the single most important activity for reading success. It provided children with a demonstration of phrased, fluent reading. It revealed the rewards of reading and develops the listener's interest in books and desire to be a reader. Children could listen on a higher language level than they can read, so reading aloud made complex ideas more accessible and exposes children to vocabulary and language patterns that were not part of everyday speech. This, in turn, helped them understand the structure of books when they read independently. It exposed less able readers to the same rich and engaging books that fluent readers read on their own and

enticed them to become better readers. Students of any age benefited from hearing an experienced reading of a wonderful book.

In line with the conducted CRLA reading skills monitoring for Grade 1 to 3 and the PHIL-IRI tool for Grade 4 to 6, the result of Earth's Bounty Elementary School pupils revealed that there was 85 learners or 58.62% belongs to full-refresher/frustration level, 28 learners or 19.31% belongs to light-moderate/instructional level, and 31 learners or 21.38% to grade-ready/independent level over 145 learners from Earth's Bounty ES who took the reading test which is below to the standard of 100%. This was identified as the root cause of literacy problem in Earth's Bounty ES and therefore must be addressed with urgency.

Earth's Bounty Elementary School's quest for quality education did not stop even in the time of Covid-19. It is clearly stated in **Sec.1, Article XIV, 1987 Philippine Constitution** that:

The state shall protect and promote the right
of all citizens to quality education at all levels
and shall take appropriate steps to make such
education accessible to all.

The **Sustainable Development Goals** otherwise known as the **Global Goals**. The new Global Goals, and the broader sustainability agenda, go much further than MDGs, addressing the root causes of poverty and the universal need for the development that works for all people. Ambitions for education was essentially captured in Sustainable Development Goal 4 which aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." This is what we sought to achieve as educators in a larger

view – to lessen the household of poor by addressing the root cause of poverty which is lack of access on basic literacy and reading ability.

With this situation, learners who were listed under the frustration level/full refresher were at risk of having poor reading ability in our learning milieu. With this result, the school finds its way to help the learners alleviate frustration/full refresher readers and to foster their love for reading and at the same time improves their language literacy through Literacy Improvement of Struggling Learners through Series of Reading Engagement and Development Activities in the Time of COVID-19 for SY 2021-2022. This research was molded to foster, elevate and improve the reading performance level and literacy skill of struggling learners in Earth's Bounty Elementary School with accuracy, fluency and comprehension in reading using various activity and project initiatives.

INNOVATION, INTERVENTION, AND STRATEGY

Literacy Improvement of Struggling Learners in the Time of COVID-19 through series of reading engagements and development activities aimed and fostered to elevate and improve the reading performance level and literacy skills of struggling learners in Earth's Bounty Elementary School with accuracy, fluency and comprehension in reading this School Year 2021-2022. This project was implemented regularly to assure its effectiveness, but then the health, safety, and well-being of all learners and teachers shall remain as the utmost priority.

The following strategies/interventions/activities were implemented:

a.] **Project Class Home** – The teacher/parent organized an area within the house where learners read alone or interacted with the guardian or teacher using reading materials to explore and improve their reading ability. A place at home where learner will be able to continue his study and do his/her module. This was be done and facilitated during the home visitation of the adviser and school head.

b.] **Project Basa Brigade** – This intervention was done every Monday, by the class adviser with the help of the school head. The adviser set a time to meet at the reading station set up in the barangay and helped the struggling learners in a station by letting them read-aloud by group a simple and short story thru a posted chart. Then afterwards the class adviser asked comprehension questions about the story they read. This was facilitated during Skeletal Work Force schedule of the class adviser with strict observance of health and safety protocols.

c.] **Project Takdang Salita** – During the distribution of LAS and Modules, the adviser inserted the Word of the Week, the learners looked for the 1 word of the week inserted in the LAS and Modules that they received. Once the learners found the word for the week the teacher helped the learners to unlock the word through presenting pictures and examples for them to digest its meaning during home visitation.

d.] **Project Ronda Basa** – The teacher roamed unannounced in the learners' respective home and monitored if they are reading the given materials and tasks suggested for the week. The teacher and the school head tested the comprehension level of the learners thru comprehension check-up questions

based on the task in the modules/LAS given for the week. This was a one-on-one reading time between the teacher and the learner.

e.] **Project Meet Up** – The school head called a conference meeting to give feedback about the different reading interventions facilitated at home and to update the reading level and literacy skills of the learners. After the feed backing the school head gave technical assistance for better implementation. This intervention/ strategy was done every last Friday of the month.

f.] **Project ReadWard** – Best reader of the month in the Struggling Learners of Earth's Bounty ES were chosen based from the Progress Reading Chart and will were given certificate of recognition as a reward of their enthusiasm to improve their reading skill. It was facilitated by the adviser during the Quarterly Recognition.

ACTION RESEARCH QUESTIONS

This study determined the literacy improvement in the reading performance level and literacy skills of struggling learners of Earth's Bounty Elementary School for School Year 2021-2022.

Specifically, it sought to answer the following research questions:

1. What is the reading performance level of struggling learners in Earth's Bounty Elementary School using Phil-IRI/CRLA Pre-assessment?
2. What are the factors that affect the reading skill of struggling learners in Earth's Bounty Elementary School in the time of COVID-19?

3. What are the level of acceptance of reading interventions implemented to struggling learners in Earth's Bounty Elementary School?
4. What are the effects of reading intervention implemented on the reading performance level and literacy skills of struggling learners in Earth's Bounty Elementary School?

ACTION RESEARCH METHODS

This research was a descriptive method of research in analyzing results to the research problems presented in line with the improvement of reading performance level and literacy skills of struggling learners in Earth's Bounty Elementary School, Sitio Cambulong, Brgy. Basiad, Sta. Elena, Camarines Norte.

Specifically this study discussed the following: Reading level of struggling learners in Earth's Bounty ES using Phil-IRI/CRLA Pre-assessment; Factors that affect the reading skill of struggling learners in Earth's Bounty ES; Level of acceptance of reading interventions implemented to struggling learners in Earth's Bounty ES; and The effects of reading intervention implemented on the reading performance level and literacy skills of struggling learners in Earth's Bounty ES. Other components of this part were the research participants and other sources of data and information, data gathering method and data analysis plan per research question.

a. Participants or other sources of data and information.

This research employed total enumeration of the struggling learners in Earth's Bounty ES (85). The sources of data and informations were the Phil-IRI result, CRLA result and self-made questionnaires. Furthermore, the researcher followed ethical considerations like getting the consent of the parents/guardians of learners involved in the study and assure them of privacy of the data gathered from the research.

b. Data Gathering Methods

A Phil-IRI/CRLA test & Reading Assessment Tool was administered to get the reading performance of the learners through home visitation following strictly the health and safety protocols. Self-made questionnaires was utilized to know the factors that affect the reading skill of Struggling learners in Earth's Bounty ES and Likert Scale descibed as 4 - Always, 3 - Often, 2 - Sometimes, and 1 – Never will be used. For the level of acceptance of the interventions implemented a self-made questionnaire was also conducted and a Rating Scale described as 5 – Highly Accepted, 4 – Accepted, 3 – Moderately Accepted, 2 – Less Accepted, and 1 – Not Accepted were utilized. On the effects of reading intervention Phil-IRI/CRLA Post-test was administered on the improvement of reading level of the learners.

c. Data Analysis

The descriptive statistics was used in this study in order to determine the importance of reading engagement and development in struggling learners in Earth's Bounty ES. Statistical treatment for problem number 1, listing of data

obtained from the reading results of struggling learners in Earth's Bounty ES in Phil-IRI/CRLA Pre-assessment and summation of scores to get the percentage in each level. In problem number 2, Likert Scale was used and data was analyzed using weighted mean and rank with the following interpretations: 3.40-4.00 for Always, 2.40-3.39 for Often, 1.40-2.39 for Sometimes and 1.00-1.39 for Never. In problem number 3, weighted mean and rank was used to obtain the best intervention in improving the reading skill of struggling learners in Earth's Bounty ES with the following interpretations: 4.50-5.00 for Highly Accepted, 3.50-4.49 for Accepted, 2.50-3.49 for Moderately Accepted, 1.50-2.49 for Less Accepted, and 1.00-1.49 for Not Accepted. In problem number 4, simple difference was used with the mean score to classify if the reading interventions and given the equivalent percentage to identify the level of effectiveness conducted is very high (95% to 100%), high (90% to 94%), moderately high (85% to 89%), low (80% to 84%) and very low (below 79%).

DISCUSSION OF RESULTS AND REFLECTIONS

This part is preceded by the research results and reflections, where the results were addressed in relation to the four questions.

Reading performance level of struggling learners in Earth's Bounty Elementary School using Phil-IRI/CRLA Pre-assessment.

Earth's Bounty Elementary School faced the challenges brought by the pandemic and the delivery of the Alternative Delivery Mode, resulted to drought in basic literacy skills of their learners. Basic literacy like reading is essential in

achieving progress on the overall performance level of the school and cannot be disregarded nor overlooked.

Table 1
Reading Performance Level of Struggling Learners in using Phil-IRI/CRLA
(N=145)

Grade Level	Enrollment	Full refresher/ Frustration	Light- moderate/ Instructional	Grade ready/ independent
1	23	18	2	3
2	29	16	8	5
3	22	15	3	2
4	23	14	7	2
5	22	12	2	8
6	27	10	6	11
TOTAL	145	85	28	31

As shown in Table 1 was the Reading Performance Level of Learners in Earth's Bounty Elementary School. The reading performance level of struggling learners utilizing CRLA/Phil-Iri Assessment showed that there was 85 learners or 58.62% belongs to full-refresher/frustration level, 28 learners or 19.31% belongs to light-moderate/instructional level, and 31 learners or 21.38% to grade-ready/independent level. Problem 1 was addressed by utilizing series of interventions allotted for this research study, since the expected output of this study was to attain 0 full-refresher/frustration level. As reflected above, the teacher served a vital role in irradiating low level of reading performance. The school head

and teachers religiously performed the expected intervention and equated to zero full refresher/ frustration in the school.

Kristen McMaster (2018), specified that literacy especially reading involve creating conditions for successful response to intervention of children with intensive learning needs, particularly by supporting teacher's use of data to individualize instruction. Similarly, in this study literacy and reading level was very important, by creating conditions for successful response to interventions of academically diverse learners by promoting data-based decision-making and evidence-based instruction. Therefore, literacy/reading level of learners was a prerequisite for the success of academic advancement.

Zouwei Wang (2018), added that indicators of oral reading fluency continue to explain variation in reading comprehension, even when students had been given multiple opportunities to familiarize themselves with the passage that they read aloud. Second, word-reading accuracy and reading rate independently explained comprehension scores. Third, the authors observed qualitatively different profiles of elementary readers with low comprehension scores.

John Sabatani (2018), stated in his study that nearly all students with reading rates lower than one standard deviation below the mean also had problems with word recognition, as evidenced by the relatively higher number of word-reading errors and low prosody ratings. The authors interpret these findings in light of the lexical quality hypothesis and the verbal efficiency theory, which emphasize the importance of word-level accuracy and automaticity to reading comprehension.

Factors that affect the reading skill of struggling learners in Earth's Bounty Elementary School in the time of COVID-19?

There were factors affecting the learning pace of learners, mostly it is the learners themselves, parental beliefs, and learning environment. Time spent in learning literacy skills which is unbothered and supported play a role in their development.

Table 2
Factors that affect the Reading Skill of Struggling Learners
(N=85)

INDICATORS	Wx	I	R
Pupils			
Nagbabasa ng modules o LAS araw-araw	3.86	A	1
Kumakain bago magbasa o magsagot ng modules o LAS	3.55	A	3
Naliligo bago mag-aral sa bahay	3.21	O	4
Gumagawa ng mga gawaing bahay bago mag-aral	3.17	O	5
Nag-aaral ng mga leksyon bago matulog	3.74	A	2
AVERAGE	3.51		
Parents			
Binabantayan ang anak habang nagbabasa o nagsasagot ng module	3.77	A	2
Sinisiguro na kumain ang bata bago magbasa o magsagot ng module	3.51	A	5
Tinuturuan sa pagbasa ang bata araw araw.	3.81	A	1
Humihingi ng tulong sa guro upang mapaunlad ang pagbasa ng anak	3.72	A	3
May bukas na komunikasyon sa guro ng bata	3.68	A	4
AVERAGE	3.70		
Community			
Sinisiguro ang kaligtasan ng mga mag-aaral laban sa COVID-19	3.10	O	3
Sinusuportahan ang mga programa ng eskwelahan para sa bata	3.56	A	1
Tumutulong sa pagkatuto ng bata	3.23	O	2
May programa ang barangay sa pag-unlad ng kapaligiran ng bata	3.18	O	4
May ambag sa magulang para sa health and school supplies ng bata	2.35	S	5
AVERAGE	3.08		

Legend: **Interval Interpretation**

4	3.40 – 4.00	Always (A)
3	2.40 – 3.39	Often (O)
2	1.40 – 2.39	Sometimes (S)
1	1.00 – 1.39	Never (N)

Table 2 were factors affecting the reading skill of struggling learner. In the factors that affect the reading skill of Struggling Learners were: Pupils, 3.51

interpreted as “Always”; Parents, 3.70 interpreted as “Always”; Community, 3.08 interpreted as “Often”. Based on this, the pupils, parents, and community have shared responsibility to get better result on reading skill of struggling learners.

In descending order, the indicators under pupils were: Nagbabasa ng modules o LAS araw-araw, (3.86); Nag-aaral ng mga leksyon bago matulog, (3.74); Kumakain bago magbasa o magsagot ng modules o LAS, (3.55); Naliligo bago mag-aral sa bahay, (3.21); Gumagawa ng mga gawaing bahay bago mag-aral, (3.17). From highest to lowest, the indicators under parents were: Tinuturuan sa pagbasa ang bata araw araw; (3.81); Binabantayan ang anak habang nagbabasa o nagsasagot ng module, (3.77); Humihingi ng tulong sa guro upang mapaunlad ang pagbasa ng anak, (3.72); May bukas na komunikasyon sa guro ng bata, (3.68); Sinisiguro na kumain ang bata bago magbasa o magsagot ng module, (3.51).

In ascending order, the indicators under community were: May ambag sa magulang para sa health and school supplies ng bata, (2.35); May programa ang barangay sap ag-unlad ng kapaligiran ng bata, (3.18); Sinisiguro ang kaligtasan ng mga mag-aaral laban sa COVID-19, (3.10); Tumutulong sa pagkatuto ng bata, (3.23); Sinusuportahan ang mga prgrama ng eskwelahan para sa bata, (3.56).

This data showed that everyone had an important role in the development of learners’ reading skill. Learners were having difficulty in studying if not properly prepared and supported at home. Parents must have prior knowledge in teaching basic literacy skills to better perform in assisting their children and form a strong foundation in reading. The community must lend a hand in providing and educating

learners especially in this time of pandemic. Therefore, these three factors namely: pupils, parents, and community add up to a big impact in the improvements of the reading/literacy skills during this time of pandemic.

Hollman (2018), linked to reading difficulty to engaging communities to improve child and family outcomes. The commitment of these three affects their academic experiences. At home in their families, and in early childhood classroom with teachers. A focused in parenting intervention and engagement and assessment design, data-based decision making, and early childhood multi-tiered systems of support.

Robby Rob (2018), elaborated that reading is both physical and physiological functions such as vision, hearing, and thought are possible only through the organs of the body. No direct relationship may be said to exist between reading disability and physical health. However, it is obvious that a child who is ill is not able to do well in school Physical inadequacies may result in lowered vitality, depletion of energy, slower physical development and mental retardation.

Soltaninejad (2020), Education and the educational environment have the most effect on and role in the mentality and civilization of societies. Among the requirements of educational programming is to create environments related to students' activities. By such environments, suitable conditions for physical, mental, emotional, and social development are provided, and the realization of these environments entails paying attention to the details of spaces based on the behavioral patterns of children.

Level of acceptance of reading interventions implemented to struggling learners in Earth's Bounty Elementary School

Understanding the educational interventions aimed at improving learners' reading skills were considered necessary for assessing the approval of school community. This claimed the interventions relevant needed by the school to address the outcomes.

Table 3
Level of Acceptance of Interventions Implemented to Struggling Learners
(N=85)

Indicators	Weighted Mean	Interpretation	Rank
Project Class Home	4.22	A	3
Project Basa Brigade	4.72	HA	2
Project Takdang Salita	4.13	A	4
Project Ronda Basa	4.86	HA	1
Project Meet Up	3.74	A	5
Project ReadWard	3.67	A	6
AVERAGE	4.22	A	

Legend:

Level of acceptance	Interval	Verbal Interpretation
5	4.50-5.00	Highly Accepted (HA)
4	3.50-4.49	Accepted (A)
3	2.50-3.49	Moderately Accepted (MA)
2	1.50-2.49	Less Accepted (LA)
1	1.00-1.49	Not Accepted (NA)

Reflected in Table 3 were the interventions conducted during School Year 2021-2022. As a result, two (2) from the six (6) interventions were "Highly Accepted" while the other four (4) were "Accepted". In ascending order, Project ReadWard, (3.67) "Accepted"; Project Meet up, (3.74) "Accepted"; Project

Takdang Salita, (4.13) “Accepted”; Project ClassHome, (4.22) “Accepted”; Project Basa Brigade, (4.72) “Highly Accepted”; Project Ronda Basa, (4.86) “Highly Accepted”. Based on this results, the average weighted mean was 4.22. This showed that the interventions conducted during the School Year 2020-2021 were “Accepted”. In this case, the school needed to maintain those interventions for improving literacy of struggling learners.

Therefore, for the pupils to bypass their code as struggling learners they must helped themselves to embrace the interventions of the school. The acceptance of these interventions will determine its effectivity in addressing the school’s problem in literacy. As these interventions soon be institutionalized, gradual progress will be evident and eliminate the number of struggling learners.

Gustafson et al., (2011), stated that many kinds of struggling readers could be candidates for intervention. A need exists for thorough research on how well interventions work and the most effective intervention techniques for these to be accepted by the learners.

There may also be significant challenges to mental health and wellbeing in schools after lockdown (Lee, 2020). Children and young people have been away from the community and structure that school provides. Some may carry personal losses, and some may have experienced significant stressors in the family. Mental health and wellbeing are fundamental to learning and development (Panayiotou et al., 2019), and therefore must be prioritized in the post-lockdown transition and beyond.

Effects of reading intervention implemented on the reading performance level and literacy skills of struggling learners in Earth's Bounty Elementary School

This study indicated learners receiving interventions made greater gains in their reading skills. By targetting the distressing low levels is a much needed effort to aid the declining performance level of Earth's Bounty Elementary School during the time of Pandemic. These interventions played a vital role in examining the impact of advocating series of engaging activities to the literacy skills of the struggling learners.

Table 4

Effects of reading intervention implemented on the reading performance level and literacy skills of struggling leaners in Earth's Bounty ES

Grade Level	Identified Struggling Learners During pretest	Light-moderate/ Instructional after post test	Grade ready/ independent after post test	% of Struggling Learners moved to next level	Lvl	Interpretation
1	18	15	3	100%	5	VH
2	16	14	2	100%	5	VH
3	15	11	4	100%	5	VH
4	14	11	3	100%	5	VH
5	12	8	4	100%	5	VH
6	10	3	7	100%	5	VH
TOTAL	85	62	23	100%		

Legend:

Level of effectiveness Interval

5	95%-100%
4	90%-94%
3	85%-89%
2	80%-84%
1	75%-79%

Verbal Interpretation

Very High (VH)
High (H)
Moderately High (MH)
Low (L)
Very Low (VL)

Reflected in Table 4 were the number of struggling learners identified during the pre-test reading inventory and the number of learners moved to the next level on the post test reading inventory. The two reading inventories revealed the

effects of the interventions on the number of struggling readers of Earth's Bounty Elementary School. In connection with this, the overall percentage of struggling learners from Grade 1 to 6 moved to the next level is 100%. Based on the results, the interventions had a "Very High" effect. The results also strengthened the expected output of this study to attain 0 full refresher/frustration reader.

McMaster, Espin and van den Broek (2014), stated that an effect of reading comprehension on reading strategies was also to be expected because children learned from texts. They also noted that during the reading of these texts, comprehends may learned what to do when there was a breakdown in text comprehensions. Thus, it seems plausible that children gain knowledge of reading strategies through text reading.

In summary, the effect of the interventions during the pandemic was Very High in the literacy and reading skills of the struggling learners. Evident also is the Very High acceptability of the interventions on the part of the learners concluding that these engaging activities were outstanding avenue to increase the performance level of the school. This study also revealed that the determination of learners, involvement of parents, and support from the community were factors affecting the productivity of learners at home during this pandemic. It was understood that improving the literacy skills was a shared responsibility of all stakeholders and not only the learners.

It is recommended by the researcher, that in any case, the school would implement alternative delivery mode of teaching in uncertain time, these 6 interventions must be institutionalized. Immediate implementation of these

interventions was highly recommended, this contributed to the literacy skills of learners in undue conditions.

As a school head of a small school, situated in a sitio with mere population of 200 households, emerging opportunities occurred from challenges. These interventions implemented in this study will serve as a guiding light in times of uncertainty. That quality education never ceased and its only a matter of effort and determination of what the school community is trying to attain. Declaring zero struggling learners in this time of pandemic was a big achievement not only for the researcher but also the school community, it simply showed that the institution never gave in to any challenges.

REFLECTION

The research believed that that every learner had the ability to learn how to read in one form or another. Furthermore, the emphasis on proper assessment of learners' learning styles to meet their specific needs in the development of reading. The provision of meaningful instruction and with variety of rich appropriate engaging activities were essentials. It was crucial for the struggling learners of Earth's Bounty Elementary School to be motivated to learn how to read amidst the pandemic, and the researcher along with the teachers at the school did this by providing them with effective interventions by identifying factors that hindrance their interest and attention.

This study gave the struggling learners of Earth's Bounty Elementary School the same opportunities to learn the development of literacy as their general education peers. The researcher did this by accommodating and modifying the

instruction given to the struggling learners. One way of modifying the instruction is by delivering to the learners in a different way and by giving them different materials to use thru the interventions consistently implemented by the teachers and the school head. The researcher understood that children learn how to read in a variety of different ways and methods especially in this alternative mode of learning.

Being an educator himself, the researcher understood that reading is one of the most beneficial activities a child can do. Out of reading, a child was able to discover new things, concepts, places, and people. More so, reading is a way to elevate the literacy level of the school. Furthermore, the researcher also knew that reading opened minds to new horizons and exposes new experiences these was the reason why all interventions proposed by the proponent involved reading as an integral part.

Through researches like this, it was clearly stated that reading proficiency has a strong relationship with school success. It came as a realization on the importance to discuss what strategies is the best way to practice to improve the reading ability of struggling learners in the time of Covid-19.

ACTION PLAN

The table below presented the researcher procedure of conducting the activities and strategies for this study which was contained in the first column. On the succeeding column were for the person involved, resources requirement, means of verification, and time frame. The following procedure was followed in the conduct of this study.

Activities and Strategies	Persons Involved	Resource Requirements	Means of Verification (MoV)	Time Frame
Prepare and submit completed action research write-up	Proponent	Laptop, printer, bond paper, folder	Attendance sheet, certificate	July 27, 2022
Submit completed action research for approval	Proponent	Final printout of completed AR, folder, laptop	Documentation, attendance, final printout of completed AR	4 th week of July
Disseminated AR result to School and Stakeholders	Proponent	Handout, projector, sound system	Approved research report, documentation, attendance	2 nd week of August
Re-implementation of the interventions	Proponent, teachers, learners, parents	Teaching materials, laptop, printer, bond paper	Approved research reports documentation	1 st week November
Monitoring and evaluation of the re-implementation of the interventions	Proponent	Handout reports	Documentation, progress report	3 rd week of August to November
Present the result LAC sessions or district/school conferences, school or district assemblies	Proponent	Laptop, projector	Approved research report	January 2023

REFERENCES

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<https://www.readingrockets.org/article/reading-aloud-build-comprehension>

<https://www.cehd.umn.edu/edpsych/people/mcmas004/>

Project TEARS: The Truths in Engaging Acquiring Reading Skills, 2019

McMaster, K. L. (2018). Students with Disabilities' Abysmal School Performance: An introduction to the Special Issue.

Hollman, W. (2018). Early Literacy Development and Assessment

Soltaninejad (2020). A Consequence of COVID-19 Pandemic

FINANCIAL REPORT

Activity	Cash Out	Balance
Basic Education Research Fund (BERF) 1 st TRANCHE		Php 12,000
1. Travel to SDO-Daet, CN for the submission of AR proposal	Php 500	Php 11,500
2. Purchase of Bond Paper A4 to be used of teachers and school head for the printing of research materials	Php 1000	Php 10,500
3. Purchase of Printer Ink to be used of teachers and school head for the printing of research materials	Php 2000	Php 8,500
4. Printing of Tarpaulin posters for advocacy purposes of the interventions	Php 2000	Php 6,500
5. Travel to Legazpi City for the MOA signing	Php 1500	Php 5,000
6. Reproduction of survey questionnaires & Learning Activities	Php 5000	Php 0
Basic Education Research Fund (BERF) 2 nd TRANCHE		Php 3,000
1. Snacks/Meals of parents attending meeting and conferences	Php 1000	Php 2,000
2. Printing & Binding of completed action research	Php 1500	Php 500
3. Travel to Daet, CN for the submission of completed Action Research	Php 500	Php 0

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