



READING LEVEL IN MOTHER TONGUE/ FILIPINO LANGUAGE OF GRADES 1-3 LEARNERS IN LABO EAST DISTRICT AND THE FACTORS CONTRIBUTING TO BEING CATEGORIZED AS FULL REFRESHERS

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ABSTRACT

The study aimed to determine the reading level in Mother-Tongue/ Filipino language of Grades 1-3 learners in 21 elementary schools in Labo East District, Division of Camarines Norte for the School Year 2021-2022. Based on the conducted baseline Comprehensive Rapid Literacy Assessment, 1,330 out of 4, 129 or 32.21% were under Full Refresher and their parents served as respondents in the study. Survey-questionnaire was the main tool in data gathering. The data gathered were analyzed and presented using descriptive statistics such as frequency count, weighted mean, percentage, and ranking. The study revealed the most important factor contributing to being categorized as Full Refresher is the *parents/guardians' lack of knowledge in teaching beginning reading* with a weighted mean of 3.29 and interpreted as *Totally Affect*. Further, *Lack of reading readiness due to difficulty in identifying the names and sounds of alphabets*; and *The child's time is spent in playing* ranked 2.5 with a weighted mean of 2.69 and interpreted as *Usually Affect*. Based on the findings, the following conclusions were drawn: 1) The percentage (32. 21%) of Full Refreshers is high hence there was a need to determine the reasons or factors contributing to this alarming situation.;2) There are factors contributing to being categorized as Full Refresher; and 3) The proposed Comprehensive Reading Recovery Plan is applicable to improve the reading skills of struggling readers. Finally, parents with primary grade learners is recommended to be capacitated on utilizing different teaching reading strategies to be able to assist their children at home.

Keywords: *reading level, Factors of Full Refresher, Reading Recovery Plan*

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The Researcher

I. CONTEXT AND RATIONALE

Literacy plays vital role in the overall performance development of learners. Moreover, development of learners' creative and critical thinking, as well as decision making in emergent literacy years ensure strong values formation among learners and will serve as their harness as they continuously grow and learn. Learning organizations must prioritize equipping learners with appropriate knowledge, skills, attitude, and values necessary in continuing the learning journey as well as keeping abreast with, and prevailing the challenges of everyday living.

To develop these foundations, all personnel, parents, stakeholders, and the community must work together in supporting and capacitating one another with the knowledge and skills in utilizing teaching reading strategies in school, at home, and in the community specially in times of pandemic, so that learning not only continue, but continue with quality and excellence. Literacy trainings (*like Strengthening Learning Conditions for Early Literacy, and Use of Supplementary Reading Materials*) must be cascaded to the teachers, home partners, and community volunteers equipping all of them the KSA and confidence to contribute meaningfully on the quality education.

The Republic Act No. 10533 (2013) known as the enhanced Basic Education Act of 2013 section 2 item c states that "the State shall make education learner-oriented and responsive to the needs, cognitive and cultural capacity, the

circumstances and the diversity of learners, schools and communication through the appropriate language of teaching and learning, including mother tongue as a learning resource. In item h, the curriculum shall be flexible enough to enable and allow schools to localize, indigenize and enhance the same based on their respective educational and social contexts. The production and development of locally produced teaching materials shall be encouraged and approval of these materials shall devolve to the regional and division education units.

DepEd Order No. 21 s. 2019, also known as Policy Guidelines on the K to 12 Basic Education Program was released on August 22, 2019. It is stated in the K to 12 Education Program, number V. Policy Statement that the curriculum shall adhere to the principles and framework of Mother Tongue-Based Multilingual Education (MTB-MLE) in the early grades and that Instructional Materials and capable teachers to implement the MTB-MLE curriculum shall be available. It is also stated that the production and development of locally produced teaching materials shall be encouraged.

Moreover, on February 18, 2020, CNN Philippines Staff reported that 40,000 Bicol grade school students are 'struggling readers' and which around 18,143 are in Grade levels 3 to 6 as revealed by the result of series of tests administered by Philippine Informal Reading Inventory (Phil-IRI). On the Press Release dated February 17, 2020, Department of Education Bicol Regional reiterated the DepEd Regional Memorandum No. 157- 2019 about the program

dubbed as 5 Bs which stands for *Bawat Batang Bicolano Bihasang Bumasa* that aims to establish standards in the planning and implementation of reading intervention programs and encourage schools and divisions' active response to a national call for strengthening reading instruction.

Furthermore, the Division of Camarines Norte launched the *Operasyon Basa* which assessed the reading level and abilities in Filipino language, which is also the Mother Tongue language of Grades I to III pupils in all public elementary schools. It was conducted on October 2019 for pre-oral reading assessment and March 2020 for post oral reading assessment. This was conducted in the division for the first time as the Philippine Informal Reading Inventory (Phil-IRI) was the only reading assessment tool used in the previous years but it only assessed Grade III to VII learners' reading level.

The consolidated report on *Operasyon Basa* Pre-Oral Reading Test Result in Filipino for Grade I in the Division of Camarines Norte conducted on October, 2020 showed that Labo Districts have the largest population with 2,755 Grade I pupils out of 13, 396 Grade I pupils in the whole division. It was followed by Daet Districts with 2,316 Grade I pupils and Jose Panganiban Districts with 1,622 Grade I pupils. The *Operasyon Basa* Pre-Oral Reading Test Result in Filipino for Grade I also revealed that Labo East and West Districts have the most Grade I nonreaders among fourteen districts in the division of Camarines Norte with a total of 1563 or 56.73% of its total population, followed by Jose Panganiban

Districts with 908 or 55.98% of its total population, then third were Daet Districts with 1,021 or 44.08% of its total population. Due to pandemic, this *Operasyon Basa* Program has not been implemented in since school year 2020-2021 up to present. The ABC+ baseline and endline Rapid Literacy Assessment (RLA) were conducted for Grades 1-3 learners in public elementary schools since last school year 2020-2021 but unfortunately, Covid-19 pandemic is hindering its 100% implementation. Schools submitted the results online directly to ABC+ so there is no complete data available in the District and Division Offices. According to ABC+ Region-V representative, many schools were not able to send them the results of said literacy assessment.

DepEd Memorandum no. 173, series of 2019, the 3Bs (Bawat Bata Bumabasa) initiative encourages all DepEd offices and schools to intensify their advocacies for reading to make every learner a reader at their grade level and capacitate teachers to become effective reading instructors. Moreover, Mr. Rommel Fuerte, Executive Director of World Vision Philippines said, *“To become literate is an important component in the development of children, especially at this fast-paced, technology-driven age. Brigada Pagbasa aims to unleash the potential in every child.”* Brigada Pagbasa project is an extension of Brigada Eskwela that promotes community participation in time for school opening. The sustainability of reading programs initiated by the Department of Education depends on the drive and commitment of instructional leaders as well as unrelenting efforts of teachers and home-learning partners. Otherwise, all efforts

exerted at the opening of classes will eventually wither before the end of school year.

At present, *Brigada Pagbasa* Assessment and the baseline Comprehensive Rapid Literacy Assessment (CRLA) is still ongoing amidst challenges of pandemic. Based on the results, educators must determine the factors contributing to low reading performances of some learners making them moderate and full refreshers so that they could give appropriate remediations. Furthermore, educators must cater the peculiar learning needs of its clientele in a more personalized and relevant process using localized and/or contextualized reading supplementary materials to arouse learners' interest and willingness to learn and excel. The teachers, parents, and stakeholders should join forces in creating a "*Community of Readers*" by providing rich and engaging reading spaces in school, at home, and in the community or public places.

The above-mentioned facts are alarming and there is really need to bridge the gap. Hence, this action research aims to sustain the project initiative in creating *Community of Readers* by determining the reading level of Grades 1 to 3 learners in Labo East District through the use of ABC+ Comprehensive Rapid Literacy Assessment (CRLA) and *Brigada Pagbasa* Assessment Tool, determining the factors contributing to being categorized as Full Refreshers of some learners, and recommending measures to help them improve their reading level.

II. ACTION RESEARCH QUESTIONS

This action research generally aims to determine the reading level in Mother-Tongue/ Filipino language of Grades 1-3 learners in Labo East District and the factors contributing to being categorized as full refreshers.

Specifically, it seeks to answer the following questions:

1. What is the reading level in Mother-Tongue/ Filipino language of Grades 1-3 learners in Labo East District for the School Year 2021-2022?
2. What are the factors contributing to being categorized as full refreshers of some Grades 1 to 3 learners?
3. What measures can be recommended to help them improve their reading level?

III. PROPOSED INNOVATION, INTERVENTION, AND STRATEGY

After the analyzing the Rapid Literacy Assessment (RLA) and Brigada Pagbasa Assessment Tool as well as retrieval and analysis of results from the questionnaires distributed to the respondents, the researcher will propose measures to help them improve their reading level of Grades 1 to 3 Full Refreshers in the Labo East District. In order for the reading measures to become relevant and meaningful for the target beneficiaries, the factors contributing to their low reading performances will be considered.

INNOVATION

This study proposed that Labo East District adopt the project initiative being implemented in Pampang Elementary School to create a ***“Labo East District- Community of Readers”***. This project initiative is about teaching-learning process utilizing Supplementary Reading Materials with integration of Social and Emotional Learning (SEL) and Gender Equality and Social Inclusion (GESI); and literacy instruction strategies such as Developmentally Appropriate Practice (DAP) and Language Experience Approach (LEA) to be conducted by Grades 1-3 teachers and parents/home learning partners to improve literacy skills (reading and writing) in Mother Tongue Language of Full Refreshers in Grades 1 to 3. Creating a community of readers in the district requires collaborative effort of school heads, teachers, and home learning partners. Teaching reading strategies as well as reading instructional materials/ supplementary reading materials, videos, and reading assessment tools must be provided to make this innovation a successful one. Monitoring and evaluation of the teaching-reading processes at home also play vital role in improving the reading level of learners despite the challenges of pandemic.

INTERVENTION

As the teaching-learning process is being hindered by Covid-19 Pandemic, learners' academic progress becomes greatly affected. For different reasons, the study habit of the learners became unstable and vary depending

each one's situation. As what the students and some teachers are saying, online and other teaching-learning modalities aside from face to face is not for everyone. The importance of actual presence of teachers during educational processes cannot be replaced and immeasurable. The new educational set-up makes the learning progress becomes staggered so as learners' reading/literacy skills. Based on the result of the Comprehensive Rapid Literacy Assessment, the researcher would like to provide intervention to those learners who will fall under Full Refresher category. They should be involved in reading activities at home such as read aloud and teaching-reading using DAP and LEA. Supplementary Reading Materials with Home Learning Guide will be provided to the home learning partners so as to ensure that they are on the right track. Teachers should also be available to answer queries regarding the program implementation. School Heads will monitor the teachers and home learning partners as they exert effort in developing the reading skills of those learners who need special attention.

STRATEGY

The teachers and parents/home learning partners will be capacitated with skills on utilizing Supplementary Reading Materials with integration of Social and Emotional Learning (SEL) and Gender Equality and Social Inclusion (GESI); and literacy instruction strategies such as Developmentally Appropriate Practice (DAP) and Language Experience Approach (LEA) through face-to-face seminar-workshop in their schools so that they can implement these at home.

Kindergarten and Grades 1 to 3 teachers who attended the ABC+ Training of Teachers 2 on the Effective Use of Supplementary Reading Materials will be facilitating the face-to-face seminar-workshop of the parents/ home learning partners observing minimum public health standards such as social distancing, wearing of face masks and face shields, handwashing, and using alcohol/hand sanitizers and foot bath. This will be the first phase and will be conducted for three days. The second phase is the implementation and monitoring of actual literacy instruction at home. Teachers and school head will give technical assistance to the parents/home learning partners along the process.

IV. ACTION RESEARCH METHODS

This study will employ descriptive-developmental research design. The descriptive part will be used in determining the factors contributing to being Full Refresher of some Grades 1 to 3 learners. The developmental part will be about the processes in conceptualizing and producing an output in the form of measures to help them improve their reading level. The intervention to be developed will be based on the results of the descriptive part of the study.

A. PARTICIPANTS AND/OR OTHER SOURCES OF DATA AND INFORMATION

The participants to this research are total population of Labo East District Grades 1 to 3 learners who will fall to Full Refresher category based on the Rapid Literacy Assessment -Baseline for SY 2021-2022. The sources of data shall be the responses of the respondents to the survey questionnaire. Other data and

information will be sourced from reports submitted to the District Office/Schools Division Office as well as from the internet.

B. DATA GATHERING METHODS

This study will use the questionnaire method. The data to answer the research questions shall be gathered using a researcher-made questionnaire composed of two (2) parts. The first part is about the basic profile of the learners and parents/ home learning partners. The second part consists of factors contributing to being categorized as Full Refresher of some Grades 1 to 3 learners in Labo East District. This parameter is composed of 20 possible reasons which will be answered using a 4-Point Likert Scale with 1 as the indicator that does not affect, 2 which means that it sometimes affects, 3 means most of the time affects, and 4 means that the indicator totally affects the participants to be at-risk of dropping out of school. The parents/ home learning partners will be the respondents in behalf of the learners and will check the column the corresponds to the extent of effect of the possible factors to their child. They will also be given an option to write other factors not mentioned or included in the list.

Before administering the questionnaire to the respondents, it shall first undergo pilot testing to 10 Moderate Refreshers who are not going to be selected as official samples of the study. Its purpose is to check its reliability and validity, to know if the questions will be understandable on their part and to determine the level of difficulty of answering the survey on the perspective of parents or home

learning partners. Also, it shall be peer-reviewed to check the face validity and relevance of the items in addressing the research questions of the study. Finally, the survey questionnaires will be distributed, administered, and retrieved with the help of the teachers and school heads of the learners/parents participants.

Prior also to the conduct of the survey, the researcher will first ask for permission from the Schools Division Superintendent of SDO Camarines Norte. Then, parental consent will be distributed to target respondents wherein they can signify their approval for their child to be a respondent of this study. The researcher will also make sure that respondents will be asked with simple, careful questions that are sensitive and properly worded. Furthermore, the participation to this research is based on the willingness of the parents of Full Refresher Grades 1 to 3 Learners and will not be compulsory. They will also be assured that their responses will only be used for this research and shall be treated with utmost confidentiality. Finally, the identity of the respondents will remain private in all presentations of information.

C. DATA ANALYSIS PLAN

The data from the retrieved survey questionnaires shall be tabulated and analyzed quantitatively. Part I on the profile of Full Refresher Grades 1 to 3 Learners in Labo East District will be analyzed using descriptive statistics such as getting the frequency count and rank. If there are other possible learning behaviors self-reported by the respondents, they will be coded into themes

according to their similarities. On the other hand, the second part on the factors that contribute to being categorized as Full Refresher of Grades 1 to 3 Learners will also be analyzed descriptively by getting the frequency count, mean, weighted mean, and rank.

V. ACTION RESEARCH WORK PLAN AND TIMELINES

Action research activities will be conducted in Labo East District within six months for School Year 2020-2021. The table below shows different activities to be conducted during pre-implementation, during implementation, and during post-implementation. Time frame is also included to serve as guide for the researcher to ensure that each activity will be finished on the target time. Persons involve include the researcher and the resource persons who will make this action research possible while success indicator shows the list of Means of Verifications (MOVs) that prove the accomplishment of each activity.

ACTIVITIES	TIME FRAME	PERSONS INVOLVED	SUCCESS INDICATOR
Pre-implementation			
Identification of area for improvement	January, 2022	Researcher	Analysis of baseline Rapid Literacy Assessment submitted to District/ Division Offices
Conduct of Literature Review/ Dialogs	January, 2022	Researcher	Analysis of the gap between different studies on beginning reading

Development of specific focus	January, 2022	Researcher	Specific purpose determined
Identification of possible impacts	January, 2022	Researcher	Possible impact/ benefits of the project identified
Development of timeline	January, 2022	Researcher	Activities were briefly planned
Determining budgetary requirements	January, 2022	Researcher	Budget and financial plan will be established
Design evaluation/assessment tools	January, 2022	Researcher	Evaluation tool/ plan drafted
Determining the sample size	January, 2022	Researcher	Beneficiaries/ participants identified
Preparation and printing of project proposal	January, 2022	Researcher	project proposal drafted
Approval of the project proposal	January, 2022	Researcher, SDS	the project proposal approved
Printing of survey questionnaires	January, 2022	Researcher	Printed questionnaires
During Implementation			
Mapping of target respondents	January, 2022	Researcher, School Heads, Teachers	Target respondents were mapped
Administering the survey	January to March, 2022	Researcher, School Heads	Survey result
Analysis and interpretation of the survey result	March, 2022	Researcher	Result properly analyzed and interpreted
Submission of project proposal as measure to help learners	April, to May 2022	Researcher	Developed project proposal

improve their reading level			
Writing conclusion/ recommendation	May, 2022	Researcher	Conclusion and recommendation well-written
Post – implementation			
Conduct of proposed project , the seminar-workshop of parents in all schools in Labo East District	May to June, 2022	Researcher, PSDSs, School Heads, Teachers, Parents	Printed accomplishment reports of all schools on the conduct of seminar-workshop of parents
Preparation of project completed	June, 2022	Researcher	Report of project completed
Submission of Project write-up to concern authorities	June, 2022	Researcher	Approved project completed
Conduct follow-up activities	June, 2022	Researcher	Conducted follow –up activities through validation by other schools

GANTT CHART FOR WORK PLAN AND TIMELINES FROM JANUARY TO JUNE, 2022

ACTIVITIES	January	February	March	April	May	June
PRE-IMPLEMENTATION						
Identification of area for improvement						
Conduct of Literature Review/ Dialogs						
Development of specific focus						
Identification of possible impacts						
Development of timeline						
Determining budgetary requirements						
Design evaluation/assessment tools						
Determining the sample size						
Preparation and printing of project proposal						
Approval of the project proposal						
Printing of survey questionnaires						
DURING IMPLEMENTATION						
Mapping of target respondents						
Administering the survey						
Analysis and interpretation of the survey result						
Submission of project proposal as measure to help learners improve their reading level						
Writing conclusion/ recommendation						
POST-IMPLEMENTATION						
Conduct of proposed project , the seminar-workshop of parents in all schools in Labo East District						
Preparation of project completed						
Submission of Project write-up to concern authorities						
Conduct follow-up activities						

VI. COST ESTIMATES

The table of cost estimates shows how much will be spent in the materials and different activities during the conduct of this action research. The quantity, unit cost, and total cost are specifically given to give a clearer view of the overall expenses of activities from pre-implementation to post- implementation.

ACTIVITY	DESCRIPTION	QUANTITY	UNIT COST	TOTAL COST
Pre-Implementation				₱1,240.00
Design evaluation/assessment tools (survey-questionnaire)	short bond paper Personal laptop	20	1.50	30.00
Preparation of project proposal	short bond paper	20	1.50	30.00
Revision (if any) of AR Proposal, printing, and re-submission	short bond paper	20	1.50	30.00
Printing of survey-questionnaires	short bond paper	5 reams	230.00	1,150.00
During Implementation				₱5,445.00
Mapping of respondents	short bond paper	50	1.50	75.00
Administering the survey	transportation allowance	21 schools	250.00	5,250.00
Analysis and interpretation of the survey result	short bond paper	30	1.50	45.00
Development of project proposal	short bond paper	50	1.50	75.00
Post Implementation				₱8,315.00
Conduct of proposed project , the seminar-workshop of parents in all schools in Labo East District	Long bond papers for Home Learning Guide	5 reams	250.00	1,250.00
	Ink for printer	1 set	350	1,400.00

Conduct of proposed project , the seminar-workshop of parents in all schools in Labo East District	transportation allowance	21 schools	200.00	4,200.00
Preparation of project completed (including documentations)	short bond paper	5 reams	230.00	1,150.00
Preparation, printing and submission of completion report	ring bind	3	105.00	315.00
Total				₱15,000.00

VII. PLANS FOR DISSEMINATION AND UTILIZATION

The results of this study will be disseminated and presented during one of the regular meetings in the District and/or Division. Likewise, the proponent plans to conduct a meeting with the school heads and teachers involved in the study to disseminate the results, discussion and recommendations of the research. The participants to this meeting will be encouraged by the researcher to inform other teachers and parents of the benefits that they could get out of the intervention material developed as product of this study during Teachers' Meeting, and HRPTA or PTA meetings. The researcher could also publish the results of this study in a journal or present it in research conferences.

When it comes to utilization, the intervention material could be used by all beginning reading teachers, parents, and/or home learning partners in elementary levels. The soft copy of the Supplementary Reading Materials and Home Learning Guides used/developed in each school during seminar-workshops shall be distributed to all schools so that they can print and give them to teachers and parents or home learning partners. Schools can allot budget in the printing of the Supplementary Reading Materials and Home Learning Guides to help improve the reading level of Grades 1 to 3 learners in Labo East District and if possible, in the Division of Camarines Norte.

PHASE	STRATEGIES	TIME FRAME	RESOURCES NEEDED		
			PR/MAT.	HR	FR
PRE-DISSEMINATION	Present the result of the research to the following: a. School Heads b. PSDS c. SEPS, ASDS, SDS	April, 2022	Result of AR Research Output Dissemination/ Utilization Plan Laptop LCD Projector Sound System	SH PSDS SEPS ASDS SDS	none
DISSEMINATION	a. District Level b. Division Level	May to June 2022			
UTILIZATION Supplementary Reading Materials and Home Learning Guides used/developed in each school during seminar-workshops shall be distributed to all schools so that they can print and give them to teachers and parents or home learning partners to be used during read aloud activities at home.	Schools can allot budget in the printing of the Supplementary Reading Materials and Home Learning Guides to help improve the reading level of Grades 1 to 3 learners in Labo East District and if possible, in the Division of Camarines Norte.	July to December, 2022	Bond papers Ink Crayons Laptop Printer	SH Teachers Parents/HLP	5,000 .00
EVALUATION AND MONITORING		July to Dec., 2022	Checklist Interview Guide	Researcher	5,000 .00

		Survey Form		
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Republic of the Philippines
Department of Education
Region V – Bicol
SCHOOLS DIVISION OFFICE OF CAMARINES NORTE
LABO EAST DISTRICT

SURVEY- QUESTIONNAIRE

MINAMAHAL NA MGA MAGULANG:

Mangyaring sagutin nang buong katapatan ang mga sumusunod na tanong sa pamamagitan ng pag- tsek sa aytem o kolum na akma sa iyong kasagutan. Ang iyong kasagutan ay makatutulong ng malaki upang makabuo ng plano na maaaring makatugon sa suliraning kinakaharap ng mga mag-aaral na tulad ng inyong anak. Sinisigurado ko ang pagiging kompidensiyal ng iyong pagkatao at ng iyong mga kasagutan.

Salamat at nawa'y pagpalain ka ng Poong Maykapal!

ANG MANANALIKSIK

Panuto: Isulat sa patlang ang hinihinging impormasyon.

Pangalan ng mag-aaral (opsyonal) : _____

Pangalan ng magulang/tagapag-alaga (opsyonal) : _____

Edad: _____ Kasarian: _____ Baytang: _____

Bilang ng magkakapatid: _____ Pang-ilan sa magkakapatid: _____

Natapos na pag-aaral ng ina: _____

Natapos na pag-aaral ng ama: _____

Natapos na pag-aaral ng tagapag-alaga/bantay: _____

Panuto: Lagyan ng tsek ang kolum na nagsasaad kung gaano nakakaapekto sa iyong anak ang mga posibleng dahilan kung kaya't napabilang siya sa *Full Refreshers* sa kanilang baytang ngayong taon. Gamitin ang sukatan na ito.

- 1** : Hindi Nakakaapekto. **2** : Minsan Nakakaapekto.
3 : Madalas Nakakaapekto **4** : Lubos na Nakakaapekto

NO	POSIBLENG DAHILAN	1	2	3	4
1	Kawalan ng kahandaan sa pagkatuto ng bata sapagkat siya ay bata pa o hindi pa magulang ang pag-iisip kagaya ng kanyang mga kaedad.				
2	Kawalan ng kahandaan sa pagkatuto nang pagbasa ng bata sapagkat nahihirapan pa siyang kumilala ng pangalan at tunog ng mga alpabeto.				
3	Ang bata ay hindi interesadong matuto o hindi nagpapakita ng pagnanais na matuto.				
4	Ang bata ay nagpapakita ng pagkontra o negatibong pag-uugali tungo sap ag-aaral o pagkatuto.				
5	Ang bata ay hindi magaling making o nagpapamalas ng mababang kakayahan sa pakikinig.				
6	Ang bata ay nahihiyang bumasa ng malakas.				
7	Ang bata ay may problema sa pananalita o bulol.				
8	Ang bata ay may mahinang paningin o problema sa mata.				
9	Ang bata ay may mahinang pandinig (bingi) o problema sa tenga.				
10	Ang bata ay may <i>dyslexia</i> o problema sa pagkatuto kung saan nahihirapan magbasa dahil sa problema sa pagkilala ng tunog at ngalan ng letra/titik at mga salita.				
11	Ang bata ay di kumpleto ang ngipin kung kaya di maayos ang pagkakabigkas kapag nagbabasa.				
12	Kawalan/kakulangan ng babasahin o mga aklat sa tahanan.				
13	Kawalan/kakulangan ng kagamitan sa pag-aaral kagaya ng papel, lapis, krayola at iba pa.				
14	Kawalan ng magulang o ng tagapag-alaga ng kaalaman sa tamang paraan ng pagtuturo ng panimulang pagbasa.				
15	Kawalan ng magulang o ng tagapag-alaga ng oras upang turuang bumasa ang anak sa tahanan,				
16	Nauubos ang oras ng bata sa panonood ng telebisyon at paggamit ng <i>cellphone</i> .				
17	Nauubos ang oras ng bata sa paglalaro.				
18.	Ang bata ay may mahinang pangangatawan.				
19.	Ang bata ay may karamdaman.				
20.	Ang bata ay kulang o sobra ang timbang kumpara sa edad.				