



COVID-19 PANDEMIC AND ITS EFFECT TO THE READING PERFORMANCE OF GRADE III TO GRADE VI PUPILS OF BANAHAW ELEMENTARY SCHOOL: A BASIS FOR READING PROGRAM INTERVENTION

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ABSTRACT

Teaching reading to non-readers and frustration level readers today is different from the past because of Covid 19 Pandemic. This study was conducted to determine the effect of Covid 19 Pandemic to Reading Performance of Grade III to Grade VI Pupils of Banahaw Elementary School. The respondents were 70 Grade III to Grade VI Pupils from School Year 2019-2020 and 59 Grade III to Grade VI Pupils from School Year 2020-2021. The researchers utilized the Phil- IRI Results from School Year 2019-2020 which served as basis for reading performance before pandemic and Phil-IRI Results for School Year 2020-2021 served as basis for reading performance during pandemic. The data were gathered through the computation of mean score. Before the Pandemic there are 5.80% Non-readers, 17.39% Frustration readers, 36.23% Instructional readers and 27.54% Independent readers. During Pandemic there are 3.38% Non-readers, 35.59% Frustration readers, 38.98% Instructional readers and 22.03% Independent readers. The mean scores implied that there was a difference in the reading performance of pupils before and during pandemic. Thus designing of Action Plan in Reading is required.

CONTEXT AND RATIONALE

The COVID-19 pandemic has had a profound and sudden impact on many areas of life; work, leisure time and family alike. These changes have also affected educational processes in formal and informal learning environments. Public institutions such as childcare settings, schools, universities and further education providers ceased onsite teaching and moved to distance learning (frontiersin.org).

Before the pandemic, teachers take charge of the education of students as well as their reading development. They prepare lesson plans and conduct face-to-face lectures and activities. Teachers facilitate the building of communities of inquiry and learning wherein students can collaborate with each other to broaden and deepen their understanding of their lessons. All these play different roles that contribute to a richer and more effective learning interaction, which is absent in the new normal of online or modular learning.

Learning to read is an essential part of basic education. Reading, after all, is an important gateway to the other disciplines. It has been said that reading is the primary avenue to knowledge (Stern and Gould, 1995). It is the cornerstone of education and the

foundation of lifelong learning. It unlocks the unknown and carries the reader to new discoveries and learning. It equips the person with varieties of knowledge which he can use in his daily living. A person who loves to read understands any phenomenon easily, thus he becomes well-informed, educated and well-adjusted to the events around him.

Thus, this study was conducted to compare reading performance of learners during old normal and new normal in education. This study will provide teachers and educators alike of reading intervention applicable in both scenarios in education, thus improving the learners' reading performance.

INNOVATION, INTERVENTION AND STRATEGY

Given the problem encountered in school, the researchers as the reading coordinator and assistant reading coordinator planned to conduct innovation, intervention and strategy. The researchers used the Phil-IRI reading assessment result (Pre-test) for School Year 2020-2021 to determine the reading performance of Pupils.

After finding out the Reading Performance of Pupils for School Year 2020-2021, the researcher compared it to Phil-IRI Result of School Year 2019-2020.

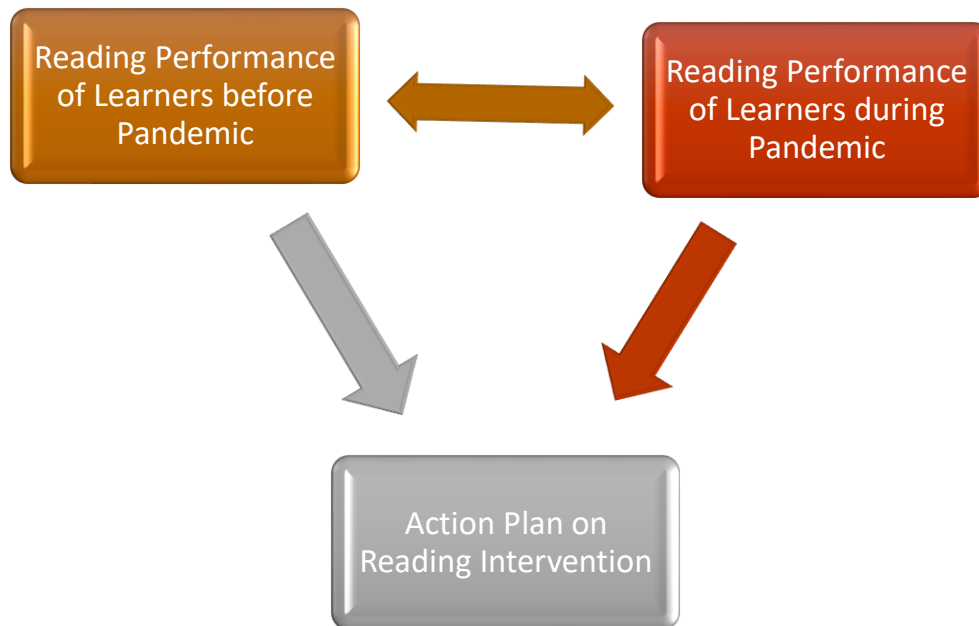
Based on the results of the study, the researchers designed an action plan on reading intervention for Frustration Reader and Non-Reader.

ACTION RESEARCH QUESTIONS

This study aims to determine the Covid 19 pandemic and its effect to reading performance of Pupils in Banahaw Elementary School. It also aims to answer the following questions:

1. What is the reading performance of the learners before covid-19 pandemic?
2. What is the reading performance of learners during Covid-19 Pandemic?
3. Is there difference between the reading performance of learners before and during Covid-19 Pandemic?
4. What Intervention program should be developed?

CONCEPTUAL FRAMEWORK



ACTION RESEARCH METHOD

Participants

The participants of this study were the Seventy (70) Grade III-Grade VI Pupils from School Year 2019-2020 and Fifty-Nine (59) Grade III-Grade VI Pupils of Banahaw Elementary School.

Instrument

The researchers utilized the data from Phil-IRI Consolidation Report for SY 2019-2020 and SY 2020-2021 as basis for Pupils Reading Performance before and during covid-19 Pandemic.

Data Gathering Procedure

Before gathering the data for the pursuit of the research, the researches sought permission from the school head to conduct the study. Upon approval, the researchers then collected the Phil-IRI Consolidation Report (Post-Test) from SY 2019-2020 to

determine the reading performance of pupils before Covid-19 Pandemic as well as the Phil-IRI Consolidation Report (Pre-Test) for SY 2020-2021 to determine the Reading Performance of Pupils during Covid-19 Pandemic.

The researchers were then evaluated the collected data. Lastly, the researchers were made their conclusions regarding the outcome of the study.

STATISTICAL TREATMENT

The data gathered for the study were analyzed and interpreted using the mean scores.

DISCUSSION OF RESULTS AND REFLECTION

Table 1 shows the reading performance of pupils before and during pandemic through the computation of the mean score.

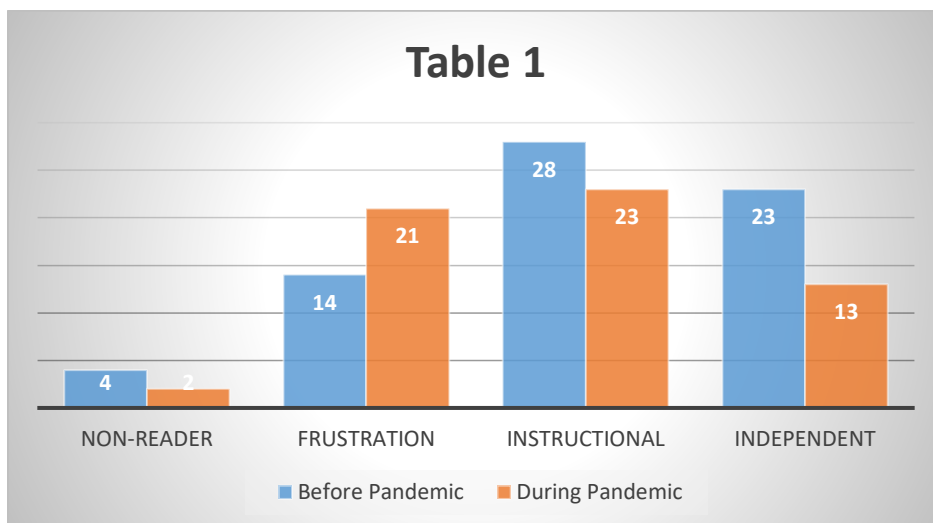


Table 1 represents the reading performance of pupils before pandemic (2019-2020) and during pandemic (2020-2021). Before Pandemic there are 4 (5.80%) non-readers, 12 (17.39%) frustration readers, 25 (36.23%) instructional readers and 19 (27.54%) independent readers. Compared to the reading performance during pandemic which is 2 (3.38%) non-readers, 21 (35.59%) frustration readers, 23 (38.98%) instructional readers and 13 (22.03) independent readers.

This implies that the reading performance of pupils during pandemic is lower compared to their reading performance before pandemic.

This study agrees with USA Today (2021) who emphasized that many children may be falling behind in reading during pandemic.

ACTION PLAN

With the results computed from the data gathered, the following action plan was developed by the researchers:

Objectives	Activities	Person Responsible	Time Frame	Resources Needed	Source of Fund
Orient Teachers and Parents on Phil-Iri Assessment Result	Meet Teachers, Community Elders and Parents to identify issues and concerns	School Head and Reading Coordinator	March 22, 2021	Classroom, Bond Paper, Pens, Camera for documentation	School MOOE, Personal Money
Organize a technical working group for planning	-	-	-	-	-
Recruit Tutor/ Volunteers for Read at Home Program	Information Dissemination through the help of Sangguniang Kabataan	School Head, Teachers, SK Chairman	March 22-26, 2021	Online platform, Camera for documentation	Local Fund
Orient Tutor/ Volunteers on things to do.	Orientation on Read at Home program and safety protocols	Reading coordinator, Tutor/volunteers	March 27, 2021	Bond Papers, Pens, Reading Materials, Camera for Documentation	MOOE, Local Fund
Implement Read at Home Program	Implementation of Read at Home	Tutor/ Volunteers, Non-readers and Frustration Readers	March-July 2021	Reading Materials, Camera for Documentation	MOOE, Local Funds

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