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ADULT-AIDED INTERVENTION IN READING DEVELOPMENT OF KINDERGARTEN DURING NEW NORMAL

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INTRODUCTION

The COVID-19 pandemic has significantly disrupted various sectors of society, including education. For nearly two years, it has imposed limitations on human movement and necessitated drastic shifts in daily routines. As the world adjusted to what is now known as the "new normal," the education sector was challenged to sustain learning continuity despite restrictions on traditional classroom settings. With the understanding that prolonged interruptions in formal education could lead to significant learning loss, the Department of Education implemented the Basic Education Learning Continuity Plan (May 2020), which formally commenced in School Year 2020–2021.

A major shift brought by this plan was the transition from face-to-face instruction to blended and remote learning modalities, including online platforms, modular learning, and supplementary resources such as televised and radio-based lessons. Schools were granted the autonomy to choose the modality that best suited their capacities and their learners' contexts. Approximately 80% of institutions adopted modular learning, while the remainder implemented either online or hybrid approaches.

This unprecedented shift posed new challenges, especially for teachers and parents, who had to navigate unfamiliar teaching and learning dynamics. Educators were compelled to develop and adapt strategies that would not only maintain educational standards but also support learners effectively in a remote setting. In response, action research was encouraged to explore innovative and impactful approaches to teaching.

Within this context, the present study explores the effectiveness of adult-aided intervention in enhancing the reading development of kindergarten pupils. At Sto. Niño Elementary School, where modular learning was predominantly used, parents and guardians often expressed difficulty in facilitating lessons at home. Feedback during the first and second grading periods revealed a strong demand for guidance and support, particularly in delivering reading instruction—one of the foundational areas in early childhood education.

Recognizing the critical role of parental involvement in early literacy, this study proposes a structured intervention wherein parents are provided with training sessions on how to facilitate reading lessons effectively. The primary objective is to improve the reading proficiency of kindergarten learners through this collaborative approach during the third grading period of School Year 2021–2022.

It is hoped that the results of this study will provide valuable insights not only for the proponent's school but also for other educators and institutions facing similar challenges in early literacy development under remote learning conditions.

METHODOLOGY

This study employed a quasi-experimental research design, specifically using a pre-test and post-test format without a control group. The intent was to measure the effectiveness of an adult-aided intervention in enhancing the reading development of kindergarten pupils. The participants consisted of 29 kindergarten pupils enrolled in one section at Sto. Niño Elementary School during the school year 2021–2022, along with their respective parents or guardians, who played an integral role in the intervention process.

A purposive sampling method was utilized to select the respondents, based on their availability and relevance to the objectives of the research. To assess reading proficiency, a teacher-made Reading Assessment Scale for Kindergarten (RASK) was developed and used. This tool measured pupils' oral reading performance and provided a baseline and outcome reference for the study.

The procedure involved three key phases. First, a pre-test was administered to establish the initial reading proficiency levels of the pupils. This was followed by a six-week intervention during which parents received weekly training sessions to guide them in facilitating reading lessons at home. These sessions aimed to equip parents with effective strategies to support their children's learning. After the intervention, a post-test was conducted to evaluate any progress in the pupils' reading skills.

For data analysis, the weighted mean was used to interpret the results of the pre- and post-tests according to a defined proficiency scale. To determine whether there was a statistically significant improvement in reading proficiency, a paired sample t-test was employed. This allowed the researcher to compare the

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pre- and post-intervention scores and assess the impact of the adult-aided reading intervention.

RESULTS AND DISCUSSIONS

The results and discussions were presented in reference to the data generated prior and after the implementation of intervention. These sets of data were further compared and analyzed thereon, establishing the findings of the study.

A. Data Generated Prior to Intervention

Prior to the conduct of the intervention, pre – test was administered to the participants. Results are presented below:

Table 1. Results of the pre-test

Domain	Weighted Mean	Verbal Description
Reading Development	1.89	Not Proficient

As shown in table 1, the reading development of the kindergarten pupils got a weighted mean of 1.89 with a verbal description of not proficient.

This meant that the said pupils have displayed a rather beyond expectation level when it comes to reading development.
This finding can be associated with Vernet et al., (2022) who conducted a longitudinal study of children until they reached kindergarten and first grade levels. They focused on the visual effects as factor fo low reading development which was associated with too much exposure of children to electronic gadgets. Results of this study showed that about 31 % of the participants have manifested difficulty in developing their reading ability and was confirmed to have visual – related impairments. Hence, the impairments were not clinically diagnosed.

Perhaps, there could be other factors to consider like the disrupted normal learning during the pandemic. Given that, there were related factors like parental involvement due to lack of teaching knowledge, or parents working to cope with economic problems brought by pandemic.

Thus, moving forward, the proponent envisioned the implementation of adult-aided intervention for improving reading development. The findings affirmed the desire of the researcher to immediately address this gap.

B. Data Generated after the Conduct of Intervention

After the conduct of intervention. Post test was administered showing the results below:

Table 2. Post tests Results

Domain	Weighted Mean	Verbal Description
Reading Development	3.87	Very Proficient

As shone in Table 3, the post-test hot a weighted mean of 3.87 which was verbally described as Very Proficient. This meant that the kindergarten has displayed a remarkable reading development.

This finding can be related to the research of Wang (2021) who studied a number of literatures that were focused on utilizing intervention for improving oral language development of kindergarten pupils. The findings revealed that early oral language competency has been shown to be important and to be a major predictor of ELs' future reading or writing ability at upper grade levels. In this systematic review, author looked at a variety of measures and intervention types that have been used to assess oral language progress in kindergarten ELs. All reviewed articles were dominantly positive as per the intervention being used.

The implementation of the intervention where adult was included as a co-facilitator of reading development may have been the game-changing factor. In fact, feedback from parents was also taken as confirmatory of this increase in the scores of the learners. Adults, especially the parents claimed that they too had enriched their skills as mentors and tutors of their children.

The parent – aided scheme was also found effective especially during home –based learning during the pandemic. Dunn et al., (2022) wrote that results of multilevel regression analyses showed that children's reading enjoyment and home learning activities predicted both word and pseudo word reading at Time; differentiation of instruction for struggling readers also predicted children's pseudoword reading. These findings reinforce the important role of parents in their children's early reading development particularly when the typical agents of instruction (i.e., teachers) have less time and opportunities to interact with their students because of the pandemic.

C. Significant Difference between the Data prior and after the Intervention.

To answer the third problem of the research regarding the significant difference between the pre and post-tests, t-test was used. To determine the difference, the legend below is referred to:
1. if P - value is < 0.05 - rejects the null hypothesis and accepts the alternative hypothesis;
2. if P - value is > 0.05 accepts the null hypothesis and rejects the alternative hypothesis.

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Table 3. T-test Results

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair	PRE - POST	-1.710	.56033	.17719	-1.81884	-1.01716	-8.003	9	.001

Table 3 shows that the mean difference of pre and post-tests was 1.710. Using the paired sample test, the result showed a t significant difference of .002, which was considered as the p value.

Such result concluded that .001 was lower than .05 leading to the rejection of the null hypothesis. This finding meant that there was a significant difference between the pre and post-test,

These results can be construed that the intervention was instrumental with the attained difference, since it was the only intervening variable where the participants were exploding to.

Thus, the finding was conclusive that adult aided intervention was beneficial to the reading development of learners.

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