

Chapter 1

THE PROBLEM AND ITS BACKGROUND

Introduction

The performance of the students depends upon the level of understanding of what they are reading. When the student can comprehend, then, it is noted that his performance will be at the higher level, whereas if the student cannot comprehend well, then, the result will be reversed. There are reading interventions that can be done by teachers. Also, the interest of the students matters.

Reading intervention provides students with an opportunity to increase reading, writing, test taking, and study skills at their instructional level ([https : // www.umasd.org/dom](https://www.umasd.org/dom).,18 January 2020).

Project ROADMAP (Revitalizing Reading to Objectively Address Difficulties for a Maximum Academic Performance) is one of a kind venture because it has a clear vision and strategic direction to address concern identified. This was also the first project in the Schools Division of Samar which adopted such kind of interventions. With Project ROADMAP, DepED Samar Division would be popularly known as "HAVEN of FUNCTIONAL LITERATE" where learners are proficient readers, academically competent, nurtured, and monitored by competent

teachers supervised by empowered and highly dignified education leaders with the active involvement of all education stakeholders.

Reading is an avenue through which man learns anything and everything about himself and his environment. It offers man a great number of benefits who reads and does read a variety of reading materials which are worth reading (Beatas, 1984:316). That is why, reading is said to be a vital activity in man's life. It is an indispensable channel of communication in this modern world. It plays a dynamic role in people's daily lives from a simple to a complex variety of reading materials such as household materials involving safety measures, the use and misuse of some materials, street signs or signals, printed advertisements, job opportunities, contracts, lease, and a lot of printed materials that is worth reading.

Reading is an interpretation of one's written symbol of thought. When the child begins to read, he associates it with his native language. Learning how to read is developed as the child attains formal education. Reading is done to extend one's knowledge, to enrich one's experience and desirable attitudes, habits, and skills. While reading is attainable, there must be the understanding or interpretation of what is read. That is called comprehension (Cruz, et al., 1976:298).

In reading comprehension, one begins with word perception, recognition, and understanding. It is the ability to get the meaning of something. Comprehension is a complex intellectual process involving a number of abilities. Comprehension builds a bridge between the known and the unknown by relating incoming information to what has been experienced (Plaza, 1980:125).

Many individuals read satisfactorily. They read well for their purpose, but some do not read well. According to Valle (1994:102), there are some children who do not learn to read along with their classmates. Their reading failure can be attributed to their inability to learn the rudiments of reading. These difficulties could be compounded among Filipino readers using English as the medium of instruction. The child's feeling of inadequacy could be changed to a desire for power to explore the answers of life through printed materials, if reading ability is considered not only as a preparation for living, but an experience for him in living. Thus, his feeling of love and respect with his parents or with other children will be an open part of his reading curricula, and are worthy of exploration for his becoming aware of abstract knowledge.

According to Smith and Dechant, reading is a key to success in school. Without it, children will find difficulty

in adjusting with peers and teachers; thus, assuming social responsibility and preparing for an occupation will be hindered. Teaching reading in schools is based on the curriculum and instruction which focuses on what to teach, what sequence of learning experiences to provide, the kind of learners to school, and how to create situations that promote, facilitate or best permit learning to occur. This idea qualifies the contention and promotion of functional literacy.

Pennel and Cusack (1984:10-11) cited that one of the causes of reading difficulties among learners is the use of reading materials not suited to their interest and experiences. The reader experiences success in reading selections within the range of his interest span in terms of topical content, length, and structural load. He should, therefore, be given free choice of materials otherwise, the reading task becomes cumbersome to him. Reading specialists observed that children are most likely to read with comprehension materials that deal with topics of interest to them. They even noted that the growth of sophistication of reading is brought about by freely chosen reading materials.

According to the 1987 Philippine Constitution, Article XIV Section 1, "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 ability to comprehend well is the basic way to improve performance in school not just in reading but all subjects in school. Every student need to have the skills in reading especially in Grade 2 in the District of Motiong Schools Division of Samar. There are contextualized stories in Filipino and MTB-MLE(Mother Tongue Based Multi-lingual Education) followed by the comprehension questions as a reading test for the said Grade in order to identify the reading level of the students.

The reading assessment for the School Year 2016-2017 (District In-Charge Office, District of Motiong),pre-test results of the reading performance revealed that there are 25 non-readers, 58 frustration, 124 instructional, and 119 independent readers in Filipino subject while in MTB-MLE (Mother Tongue Based Multi-lingual Education), there are 18 non-readers, 49 frustration,131 instructional, and 128 independent readers. During the School Year 2017-2018, pre-test results of the reading performance revealed that there are 21 non-readers, 68 frustration, 129 instructional, and 112 independent readers in Filipino subject while in MTB-MLE(Mother Tongue Based Multi-lingual Education) there are 19 non-readers, 64 frustration, 115 instructional, and 132

independent readers. And in 2018-2019, pre-test results of the reading performance revealed that there are 17 non-readers, 71 frustration, 131 instructional, and 116 independent readers in Filipino subject while in MTB-MLE (Mother Tongue Based Multi-lingual Education) there are 17 non-readers, 66 frustration, 122 instructional, and 130 independent readers. However, these difficulties shown by some students may have been minimized if there are enough instructional materials to facilitate their learning.

It is on the preceding premise that the researcher was motivated to conduct this study in order to determine the extent of use of reading intervention by teachers to improve the reading performance of the students.

Statement of the Problem

This study determined the reading interventions that affect the reading performance of the Grade 2 students of Motiong District, Schools Division of Samar during the School Year 2019-2020.

Specifically, this study sought answers to the following questions:

1. What is the profile of the student-respondents along the following variates:

- 1.1 age and sex;

- 1.2 gross monthly family income;
- 1.3 parents' highest educational attainment;
- 1.4 parents' occupation;
- 1.5 nutritional status;
- 1.6 birth order; and
- 1.7 family structure?

2. What are the reading interventions used by the teacher-respondents and the extent of their use?

3. What is the reading performance of the student-respondents based on the reading test in pre-test and post-test?

4. Is there a significant relationship between the extent of use of the reading interventions and the reading performance based on the reading test?

5. What implications may be derived from the findings of this study?

Hypothesis

Based on the specific questions of the study, the following null hypothesis was tested:

- 1. There is no significant relationship between the reading performance based on the reading test and the extent of use of the reading interventions.

Theoretical Framework

This study was based on the important theories on reading which served as the solid theoretical support that shed light to the present research. These theories include the Schema Theory by Bartlett, Traditional Theory or Bottom-up Processing Theory by McCarthy, the Cognitive View Theory or Top-down Processing Theory by Piaget, and the Meta-cognitive View Theory or Metacognition Theory by Flavell.

The Schema Theory by Bartlett (www.csus.edu/teaparty., 13 July 2019) describes in detail how the background knowledge of the learner interacts with the reading task and illustrates how a student's knowledge and previous experience with the world is crucial to deciphering a text. The ability to use these schemata, or background knowledge, plays a fundamental role in one's trial to comprehend a text.

Bottom-up Processing Theory by McCarthy (www.Parlindunganpardede.wordpress.com., 30 August 2019) happens when someone tries to understand language by looking at individual meanings or grammatical characteristics of the most basic units of the text, (that is, sounds for a listening or words for a reading), and moves from these to trying to understand the whole text.

According to the Cognitive View (top-down processing) by Piaget (Parlindunganpardede.wordpress.com., 27 July 2019).,

reading is not just extracting meaning from a text but a process of connecting information in the text with the knowledge the readers brings to the act of reading. In this sense, the reading is a dialogue between the reader and the text which involves an active cognitive process in which the reader's background knowledge plays a key role in the creation of meaning.

In the context of reading, Metacognition Theory by Flavell ([www. parlindunganpardede. wordpress. com.](http://www.parlindunganpardede.wordpress.com), 27 July 2019) involves thinking about what one is doing while reading. Strategic readers do not only sample the text, make hypotheses, confirm or reject them, and make new hypotheses while reading.

Furthermore, they also involve many activities along the process of reading, which stages can be divided into three, that is before reading, while reading, and after reading. The activities the readers involve before reading are to identify the purpose of the reading, identify the form or type of the text. In the second stage (while reading), they think about the general character and features of the form or type of the text-such as trying to locate a topic sentence and follow supporting details toward a conclusion, and others. Finally, in the last stage, they attempt to form a summary, conclude, or make an inference of what was read.

Based on the aforementioned theories, authorities suggested that reading performance are results of proper mindset and attitude as well as better thinking and decoding ability.

Conceptual Framework

Figure 1 shows the conceptual framework of the study which depicts the variates, the interrelationships of these variates and the process through which the study was conducted.

The base of the schema are the student-respondents and their teachers in the District of Motiong, during the School Year 2019-2020. The base frame is linked to a bigger frame which shows the variates and their interrelationships.

The smaller box to the left contains the different reading interventions and extent of its use, namely: ICT, Alphabets, Printed Materials, and Basic Words.

The other smaller box at the right contains the reading performance of the student-respondents on pre-test and post-test using contextualized stories. It is a tool used to enhance reading ability of the learners.

Furthermore, the arrow from the bigger box points to the findings and implications of the study, which serves as bases for improving the reading performance of Grade 2 students in Motiong District as reflected at the topmost part of schema

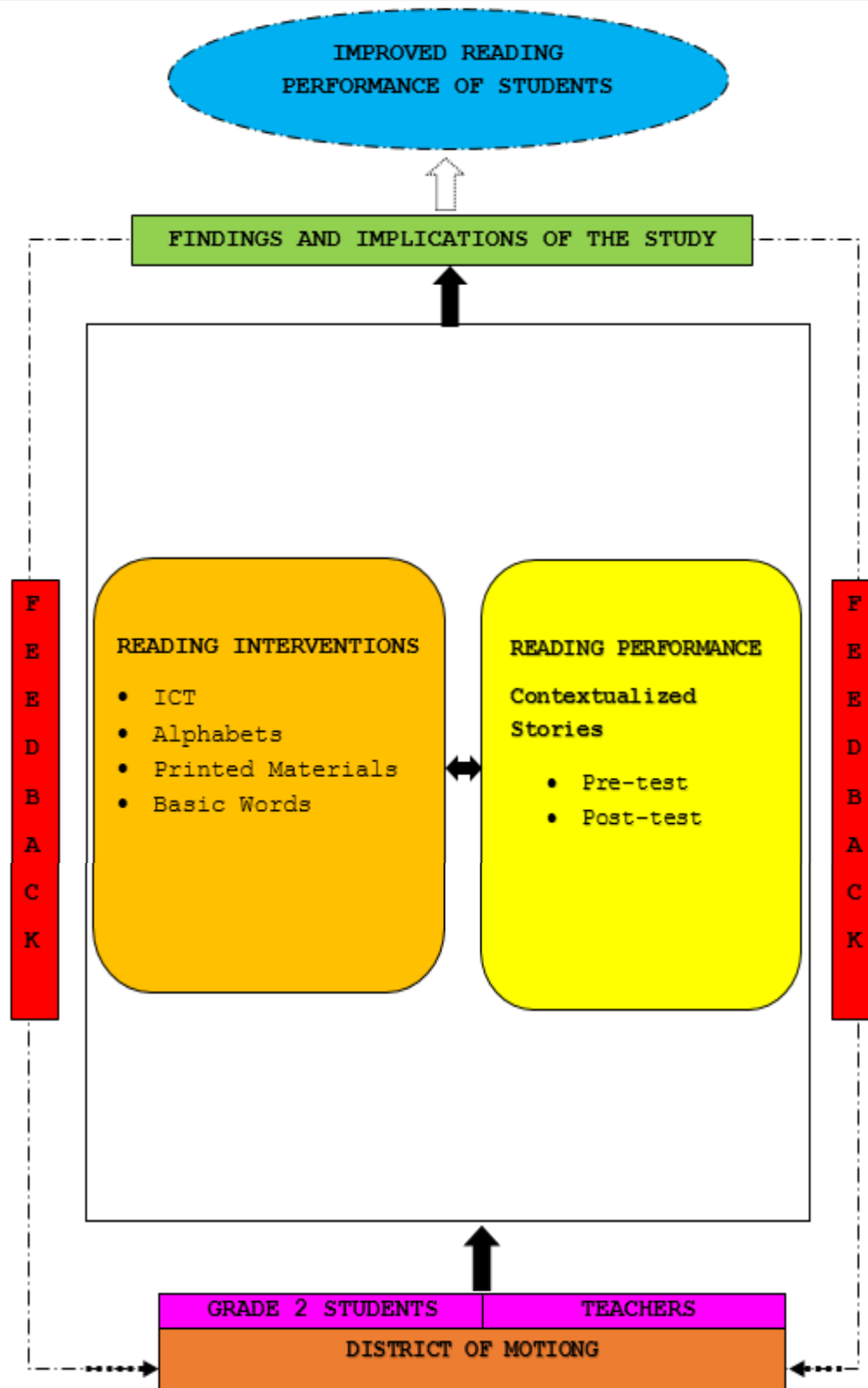


Figure 1. The Conceptual Framework of the Study

inside the perforated oblong.

The result of the study would be related to the respondents of the study as feedback mechanism shown through the perforated arrow pointing to the base of the schema.

Significance of the Study

The findings of this study would be beneficial to the following sectors: students, elementary school teachers, school administrators, DepEd Officials, parents, and future researchers.

To the Students. The results of this study would provide inputs on how students would be able to progress their reading performance for them to achieve higher grades in school. This would also provide insights on how can they improve their reading skills and learning abilities.

To the Elementary School Teachers. The results of this study would give teachers insights that would aid them as they initiate programs, which would improve students reading performance and develop the students' reading ability. This would also provide teachers an avenue to revisit on how they teach as reflected in the students' reading performance.

To the School Administrators. The results of this study would provide inputs for the school administrators to devise strategy on achieving higher school performances so that they

would be able to minimize, if not eliminate, occurrences of low performances in reading tests and other national achievement examinations given by DepEd. The results of this study would likewise give the school heads, as well as schools-in-charge, information so as to devise some strategies on how they can help their teachers improve performances in school. Thus, teachers would be encouraged to help students achieve dreams through varied and meaningful activities in the classroom.

To the DepEd Officials. Findings of this study would give them inputs on what kind of reading programs may be suited to the different reading levels of students.

To the Parents. The results of this study would benefit the parents since they would know their children's feelings and interest toward reading. The parents would also know where and when to help their children in terms of reading activities so that they would improve their reading performance.

To the Future Researchers. The results of this study would serve as a rich source of information for the similar future studies.

Scope and Delimitation

This study determined the relationship between the extent of utilization of the reading interventions and

reading performance of Grade 2 students and their relationship in the District of Motiong.

The reading interventions were 1)ICT (Information and Communication Technology) such as Laptop, Cellphone, OverHead Projector, Printer, and Speaker; 2) Alphabets like Flashcards, Upper and Lower Case Alphabet Puzzle, Tactile Sandpaper Letter, Alphabet Block and Alphabet Sound Box; 3) Printed Materials namely: Big Books, Small Books, Pamphlets, Brochures and Picture Books; and 4) Basic Words: CVC (Consonant Vowel Consonant) Words, CVCV (Consonant Vowel Consonant Vowel) Words, Sight Words, Diphthong Words and Consonant Blend. The scale used in the extent of utilization were 5-Extremely Utilized, 4-Highly Utilized, 3-Moderately Utilized, 2-Slightly Utilized, and 1-Not Utilized. The reading performances were classified as non-reader, frustration, instructional, and independent.

The profile variates of the student-respondents included 1)age and sex; 2)gross monthly family income; 3)parents' highest educational attainment; 4)parents' occupation; 5)nutritional status 6)birth order; and 7)family structure.

This study was conducted during the School Year 2019-2020.

Definition of Terms

To ensure accuracy, understanding and clarity and to

institute a common frame of reference, the following terms are herein given meaning with their conceptual and operational applications in this study.

Alphabet. It refers to the letters of a language, arranged in the order fixed by custom (<https://www.thoughtco.com>.,19 January 2020). As used in the study, the term refers to the extent of utilization of the reading intervention by the teacher-respondents.

Alphabet Block. A cubical block of wood, plastic, or other material having letters of the alphabet on some of the sides, a set which constitutes a toy for a young children (<https://www.merriam-webster.com>., 19 January 2020). As used in the study, the term refers to the extent of utilization of the reading intervention by the teacher-respondents.

Alphabet Sound Box. This is a tool to teach kids sound recognition by pictures or objects (<https://teachingmama.org>.,19 January 2020). As used in the study, the term refers to the extent of utilization of the reading intervention by the teacher-respondents.

Big Books. These are enlarged versions of a reading book, usually illustrated and with very large type, generally used by a teacher to guide group of students to read together and learn about concepts of print (<https://dictionary.university>., 19 January 2020). As used in the study, the term

refers to the extent of utilization of the reading intervention by the teacher-respondents.

Birth Order. It is the chronological order of sibling births in a family (www.encyclopedia.com.,12 August 2019). In this study, it refers to the rank of the student-respondents in birth from the eldest sibling in the family.

Brochure. Is an informative paper document for advertising, which can be folded into a template, pamphlet or leaflet (<https://www.edrawsoft.com>., 26 January 2020). As used in the study, the term refers to the extent of utilization of the reading intervention by the teacher-respondents.

Cellular Phone or Cellphone. This refers to any portable telephone which uses cellular network technology to make and receive calls (<https://www.lifewire.com>., 19 January 2020). As used in the study, the term refers to the extent of utilization of the reading intervention by the teacher-respondents.

Consonant Blend. This refers to groups of two or three consonants in words that make a distinct consonant sound (<https://www.enchantedlearning.com>.,26 January 2020). As used in the study, the term refers to the extent of utilization of the reading intervention by the teacher-respondents.

CVC Word. This is a word that is made up of a consonant, vowel and consonant sounds (<https://www.theschoolrun.com>., 26 January 2020). As used in the study, the term refers to the extent of utilization of the reading intervention by the teacher-respondents.

CVCV Word. This is an abbreviation for a consonant-vowel-consonant-vowel domain name ([https : // www. domain sherpa.com](https://www.domainsherpa.com)., 26 January 2020). As used in the study, the term refers to the extent of utilization of the reading intervention by the teacher-respondents.

Diphthong Words. These are double vowel sounds in words (<https://www.vocabulary.com>., 26 January 2020). As used in the study, the term refers to the extent of utilization of the reading intervention by the teacher-respondents.

Family Structure. This is composition and membership of the family and the organization and patterning of relationships among individual family members ([https: // medical-dictionary.thefreedictionary.com](https://medical-dictionary.thefreedictionary.com)., 27 July 2019). As used in the study, it refers to the number of siblings of the student-respondent.

Flash Card. This refers to a card bearing words, numbers, or pictures that is briefly displayed (as by a teacher to a class) usually as a learning aid (<https://www.merriam-webster.com>., 19 January 2020). As used in the study, the

term refers to the extent of utilization of the reading intervention by the teacher-respondents.

Frustration. This includes text for which a reader does not have adequate background level for a topic and/or cannot meet criteria for instructional levels of accuracy and rate. Think of frustration levels as those levels that require extensive or even moderate assistance from an educator ([https://uutc.utah.edu.](https://uutc.utah.edu/), 19 January 2020). As used in the study, the term refers to the frustration level of the reading performance of the student-respondents.

Gross Monthly Family Income. This is the amount of income you earn in one month, before taxes or deductions are taken out (<http://turbo.intuit.com.>, 27 July 2019). As used in the study, the term refers to the parents monthly income of the student-respondents.

Information and Communication Technology (ICT). It is the mode of education that uses information and communications technology to support, enhance, and optimize the delivery of information (<http://stories.linways.in.>, 19 January 2020). As used in the study, the term refers to the extent of utilization of the reading intervention by teacher-respondents.

Independent. It is the highest level at which a reader has adequate background knowledge for the topic and can access

text very quickly and with very few errors. This is considered as the highest level one would ask a child to read without help (<https://uutc.utah.edu>.,19 January 2020). As used in the study, the term refers to the independent level of the reading performance of the student-respondents.

Instructional. It is the highest level at which a reader is not independent, but has adequate background knowledge for a topic, and can access text quickly and with no or few errors. This is considered as the highest level one would ask a child to read with only a small amount of assistance (<https://uutc.utah.edu>.,19 January 2020). As used in the study, the term refers to the instructional level of the reading performance of the student-respondents.

Laptop. This term refers to a portable computer that one can take with and use in different environments (<https://techterms.com>., 19 January 2020). As used in the study, the term refers to the extent of utilization of the reading intervention by the teacher-respondents.

Non-reader. This refers to a learner who lacks the skills of a fluent reader. They read below grade level and struggles with comprehension, phonics, and vocabulary. Feelings of defeat have turned off their desire to read and they exhibits inappropriate behaviours to hide their inability to read and comprehend (<https://www.peterpappas.com>., 19 January 2020).

As used in the study, the term refers to the non-reader level of the reading performance of the student-respondents.

OverHead Projector (OHP). This refers to a machine that has a light inside it and can be used to make the writing or pictures on a sheet of plastic appear on a screen or wall (<https://www.collinsdictionary.com>., 19 January 2020). As used in the study, the term refers to the extent of utilization of the reading intervention by the teacher-respondents.

Pamphlet. This is a small, unbound booklet focused on a single subject, often educational in nature (<https://www.lucidpress.com>., 26 January 2020). As used in the study, the term refers to the extent of utilization of the reading intervention by the teacher-respondents.

Picture Book. This is a book, typically for children, in which the illustrations are as important as-or more important than-the words in telling the story (<https://www.thought.com>., 26 January 2020). As used in the study, the term refers to the extent of utilization of the reading intervention by the teacher-respondents.

Printed Material. This can be fiction and non-fiction books, journals, periodicals, magazines, newspapers; works of visual art as well as photography and sheet music (<https://www.ifro.org>., 19 January 2020). As used in the study, the

term refers to the extent of utilization of the reading intervention by the teacher-respondents.

Printer. This refers to a device that accepts text and graphic output from a computer and transfers the information to paper, usually to a standard sheets of paper ([https :// whatis.techtarget.com.](https://whatis.techtarget.com/), 19 January 2020). As used in the study, the term refers to the extent of utilization of the reading intervention by the teacher-respondents.

Reading Intervention. These are the activities and strategies that help struggling readers develop their ability to read. Struggling readers can be students who are not able to decode, or break up, word into syllables. (<http://study.com.>, 13 July 2019). As used in this study, term refers to the materials being used by the teachers to the student-respondents.

Reading Performance. This measures the capacity to understand, use and reflect on written texts in order to achieve goals, develop knowledge and potential, and participate in society. ([https: //www. Oecd-ilibrary.org.](https://www.Oecd-ilibrary.org.), 19 January 2020). As used in the study, the term refers to the level of reading performance of the student-respondents.

Reading Test. This assesses a person's ability to read and comprehend written information quickly ([https: //www. Aptitude-test.com.](https://www.Aptitude-test.com.), 19 January 2020). As used in the study,

it refers to the test given by school to find the reading performance of the student-respondent.

Sight Word. This is a common term in reading that has a variety of meanings. When it is applied to early reading instruction, it typically refers to the set of about 100 words that keeps reappearing on almost any page of text (<https://www.readingkingdom.com>., 26 January 2020). As used in the study, the term refers to the extent of utilization of the reading intervention by the teacher-respondents.

Small Book. It is a collection of poetry or prose (<https://m.alibris.com>., 26 January 2020). As used in the study, the term refers to the extent of utilization of the reading intervention by the teacher-respondents.

Speaker. This refers to a term used to describe the user who is giving vocal commands to a software program (<https://www.computerhope.com>., 19 January 2020). As used in the study, the term refers to the extent of utilization of the reading intervention by the teacher-respondents.

Tactile Sandpaper Letter. It is a letter symbols provide a tactile sensation so that the child can form both a visual and sensory impression of each letter (<https://www.montessorichild.com>., 19 January 2020). As used in the study, the term refers to the extent of utilization of the reading intervention by the teacher-respondents.

Upper and Lower Case Alphabet Puzzle. A wooden alphabet puzzle that has upper and lower case versions of each letter (<https://www.melissaanddoug.com.>, 19 January 2020). As used in the study, the term refers to the extent of utilization of the reading intervention by the teacher-respondents.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter provides a rich and detailed review of literature and studies on reading interventions and reading performance and other related topics from the various sources like books, journals, periodicals, and publication materials, published and unpublished materials, also from the internet.

Related Literature

This part provides a detailed discussion of various literature on reading interventions and reading performance which shed light to the problem of the present study. The following are the citations taken from published materials that have been found to have bearing on this study.

The last decade has brought a growing consensus on the range of skills that serve as the foundation for reading and writing ability. To become a skilled reader, children need a rich language and conceptual knowledge base, broad and deep vocabulary, and verbal reasoning abilities to understand messages that are conveyed through print. Children also must develop code-related skills, an understanding that spoken words are composed of smaller elements of speech

(phonological awareness); the idea that letters represent these sounds (the alphabet principle), the many systematic correspondences between sounds and spellings, and a repertoire of highly familiar words that can be easily and automatically recognized ([https:// every child ready to read .org/literature-review-2010/](https://everychildreadytoread.org/literature-review-2010/), 7 July 2019).

According to Owen (1992:376), comprehension involves various levels of thinking. These four levels are: 1) literal, where the learners recall from memory of what the book says; 2) interpretation, where the learners are concerned with the answer that are not directly stated in the text but are suggested or implied; 3) critical, which involves evaluation, the making of personal judgment or the accuracy, value truthfulness of what is read; 4) creative, wherein the learner comes up with new or alternative solutions to those presented by the writer. One's ability to comprehend, therefore, is a vital factor to learning because the success to knowledge or the various subjects is made possible through reading and this can be made through skilful teaching and sound supervisory practices.

Romero (1995:27-35) mentioned that the reader must have a rich store of multiple meanings for words which are based on an adequate background of experiences for the words that carry the basic message of a sentence, paragraph or story.

Bettes (1998:9) says that the child should have reading vocabulary of about 200 words before he attempts the first reading. No matter how controlled and repetitive vocabulary may be presented in reading materials, these should be set in interesting and meaningful situations.

Ramirez (1998:152-157) added that for a word to be serviceable in reading, meaning must be attached to it. It is only by the use of word meaning that comprehension may be attained. Pupils who have limited vocabulary are very often deficient in the area of comprehension skills. In order to overcome the problem, the reader must have a background of experiences to provide him a better understanding of words in a sentence or stories read.

As averred by Joropojop (2012:10-17), it is only through language that one can communicate with the other, share one's ideas, tell people what he experienced, express his wishes and desires, solve complex problems by drawing on information, read or hear, and above all, communicate in the workplace and across cultures with people from other countries. To achieve these objectives, however, one needs to learn language as communication, not just as a list of facts to be memorized or a set of symbols to be manipulated. This has been an important force in the evolution of a new approach to language learning, one that begins from the active use of

language and involves learners in cooperative learning tasks using language, helped by their teachers and specially designed learning materials. This is a central aim of contemporary approach to language teaching.

Cabago (2013:18-19) agreed that children who are beginning to read enjoy short, fanciful stories involving talking animals, fairies, and other mythical creatures; they also like realistic stories about children with element of surprise and humor. Children who have reached the stage of independent reading, about nine to eleven years old demand adventure stories, books about animals, home and family, games and sports, fanciful tales, biography books of information stage, which also contain elements of humor, excitement, adventures and surprise or readings on every experiences.

He further said that there are frequently marked differences between what children want to read and what teachers and librarians recommend. He also claimed that girls enjoy sentimental stories of home and school life and usually develop interest in romantic fictions between the ages of eleven and fourteen. He said that the boys like to read mystery and adventures, but usually do not care for reading related science and inventions. Boys on the other hand, tend to ignore human-interest stories that are feminine

favourites. Nearly all children enjoy comic strips and magazines some of which meet measurable standard, although others are definitely objectionable.

Altbach (2007:28) cited that effective reading instruction focused on improving, renewing and discovering peaks of academic excellence. It has to be viewed as an important activity that goes beyond simple fact-finding but rather learning for living. It is then imperative that diagnostic studies be carried out to identify the major factors that are associated with sub-optimal academic performance of the learners with the end in view of instituting corrective measures. These, therefore, identify and analyze the learners' academic performance.

Cotton and Wikelund (2002:32) revealed that the more intensively parents were involved in their children's learning, the more beneficial were the achievement effects. The findings of their study suggested that when parents monitored homework, indulged participation on extracurricular activities, moved about in parent-teacher association activities, indulged children in reading assignments, and help children develop plans for their future, children were more likely to respond. It was disclosed that engagements of parents in various school-related activities significantly improved students' academic achievements.

According to the World Bank Report (2003:24), the teacher's quality is the concept that embodies what teacher does and what he can do in terms of the assigned roles in school. Relative to the concept of teacher quality is teaching quality and one way of determining the quality of teaching in schools is by looking at the intermediate outcome- the students' performance. There are several ways to evaluate students' quality attributable to formal education, but the most tractable indicator is how they perform in tests.

De Castro (1973:80) underscored the importance of instructional materials in the reading program when she stated that: Instructional materials set the limit on what the child can learn. Suitable materials help young people develop skills which contribute to their personal and social development.

Dolch (1945:198) observed that very often, the child will begin a story or book because of the interesting title or pictures, and then will give up after a while just because the going is too hard. With this reason, teachers must have materials of their desired interest at the required level for a particular child so that they would be motivated and be interested in reading.

According to the 1987 Philippine Constitution Article XIV Section 1, 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.

Based on the aforecited literature, it is of relevance to assess the pupils' academic performance and attitude toward reading for the teachers to establish a pleasant atmosphere in order for the learners to produce the desired learning results and for the attainment of the functions of teaching learning activities in all the educational institutions.

All of the above-mentioned literature provided the researcher relevant inputs in strengthening the concepts and processes of this study.

Related Studies

The following related studies were reviewed by the researcher which were found to be relevant to this study.

From the study of Abayan (2014) entitled "Academic Performance and Reading Ability of Grade VI Pupils from Complete and Incomplete Elementary Schools in Wright I District", found out that a number of the pupil-respondents from the complete elementary schools were rated as "independent" accounting for 94 or 47.00 percent. Of the remaining pupil-respondents, 65 or 32.50 percent were

"instructional" and 41 or 20.50 percent were in the "frustration" level. On the other hand, 133 of the pupil-respondents from the incomplete elementary schools were rated in the "frustration" level while 36 or 36.37 percent were "independent" and 31 only or 31.31 percent were "instructional".

The study at hand was similar to that study of Abayan (2014) in the sense that both studies focused on student's reading performance. However, they differed on the focus of the study in a way that the foregoing study focused on academic performance and reading ability while the present study focused on the reading interventions and reading performance. Likewise, they also differed in terms of respondents, the former involved the Grade 6 students from Wright I District while the present study involved the Grade 2 students in Motiong District.

Reveche (2014) entitled, "Factors Influencing the Reading Ability of Multi-Grade Pupils of Wright I District: Basis for a Corrective Reading Program", found out that the pupil-respondents should be encouraged to regularly practice reading habits at home so that they could help raise their reading ability level.

This study of Reveche (2014) was very much related to the present study for both considered the students factor on

reading performance. However, they differ in respondents for Reveche involved Multi-Grade students while the present study involves Grade 2 students.

Salazar (2014) in her study entitled "Reading Comprehension Level of the Grade 1 Pupils in Wright I District: Input to a Reading Comprehension Material Development", revealed that based on the employed statistical analysis, the results of this study revealed that the pupil-respondents manifested study habits, which they considered "pirme" being indicated by the grand weighted mean of 3.59. The pupil-respondents expressed their attitude toward reading with a grand weighted mean of 3.10 which can be interpreted as "danay ginhihimo".

The above study was related to the present study for they both had the ideas that students who have good reading skills perform better on reading comprehension test. The two studies, however contradicted because the present study did not tackle about reading strategies, but instead focuses on the reading interventions and reading performance of the Grade 2 students.

From the study of Bacsal (2013) entitled, "Verbal and Non-Verbal Reading Abilities of Grade III Pupils in Daram II District: Basis for a Corrective Reading Program", it showed that the reading abilities of the pupil-respondents in the

non-verbal aspect was rated ranging from 2.50 to 3.54 with a mean rating of 2.90 based on their performance in the SRA being interpreted as somewhat comprehensible and influenced by first language. In the verbal reading abilities, the rating of pupil-respondents ranged from 2.56 to 3.45 with a mean rating of 2.98 interpreted as somewhat comprehensible and influenced by first language.

The foregoing study was relevant to the present study in the sense that both studies delved on reading. However, they differed in the focus of the study. The foregoing study focused on the verbal and non-verbal reading abilities of the Grade 3 students while the present study focused on the reading interventions and reading performance of the Grade 2 students.

Palacio (2013), in her study entitled, "Factors Influencing the Reading Skills along Vocabulary of Grade 7 Students", found out that the attitude of the student-respondents served as their influencing factor in enhancing their level of competency in reading skill along vocabulary.

The study aforecited was related to the present study since both studies considered how to improve the reading skills of the students. In contrast, the present study tackled the reading interventions and reading performance of Grade 2

students, while the previous study focused on the level of competency of Grade 7 students in reading.

In the study of Cain (2012) entitled, "Reading Comprehension and Word Decoding", revealed that a child required two skills to be a successful and independent reader. Further the study revealed that the children must be able to comprehend the text. Word decoding and reading comprehensions were highly related skills correlations between these skills fell within the range of 0.3 to 0.77.

The foregoing study was relevant to the present study in the sense that both studies delved on reading. However, they differed in the focus of the study. The foregoing study focused on the reading comprehension and decoding of words while the present study focused on the reading intervention and reading performance of the Grade 2 students.

Miller (2012), in a case study entitled, "Reading with Meaning", investigated on what happened during reading instruction. Findings showed that reading teachers need to build relationships with their pupils based on trust and open communication for them to apply these comprehension strategies independently.

The study cited bears resemblance with the present study for both dealt with the strategies on how the reading level of elementary grade pupils could be improved. The study of

Miller used the elementary grade learners in general, while the present study focused only with the Grade 2 students.

Manicani (2011) entitled "Instructional Program for Oral Reading Activity of Grade III Pupils", found out that a reading program should be developed focusing on the common oral reading difficulties in order to raise the oral reading performance level of the Grade 3 pupils.

The present study was similar to that foregoing study considering that both studies delved on reading as an important skill to identify the reading performance of the students. However, the two studies differed in the focus. The former focused on the Grade 3 students while the present study focused on the Grade 2 students.

Poblete (2011) conducted a study entitled, "Scholastic Performance and Comprehension Ability of the Grade III Pupils: Basis for the Intervention Scheme". The results of the study cited the need to acquire reading comprehension skills to become successful independent readers. It further pointed out that children must be required to decode the individual words on the page and that they must be able to comprehend the text. Word decoding and reading comprehension difficulties were the common encountered problems in reading for understanding. The problem on word decoding resulted to readers with insufficient processing capacity to connect the

relations between successive words, phrases, and sentences in order for the learner to construct a coherent and meaningful comprehension of the text.

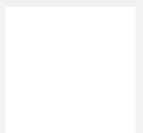
The foregoing study was comparable to the present study in the sense that both studies delved on pupils' reading comprehension ability. However, they differed on the focus of the study in a way that the foregoing study focused on the reading comprehension and decoding of words of the Grade 3 students while the present study focused on the reading interventions and reading performance of the Grade 2 students. It tried to look into important connections between the academic performance the students get if they had something to do with the reading ability of the learners or vice versa.

Rama (2011), in her study entitled, "Difficulties in Teaching Beginning Reading: Inputs to an Intervention Program", found out the difficulties experienced by the Grade I teachers in teaching beginning reading along instructional management had something to do with the difficulties encountered by the Grade I pupils in reading. Therefore, the corresponding null hypothesis to this effect was rejected. The correlation being positive denoted a direct proportional correlation. This suggested that the greater extent the Grade I teachers experienced difficulties in teaching reading along

instructional management in turn caused greater extent of difficulties experienced by the Grade I pupils as revealed by the ORPT. Simply put, if the teachers find it difficult to use appropriate instructional materials in teaching, the Grade I pupils find difficulty in learning the subject.

This study of Rama was very much related to the present study for both considered beginning reading as crucial skill for students and the teachers potential to teach reading. However, they differed in respondents for Rama involved Grade 1 students while the present study involved Grade 2 students.

The different studies herein cited provided the researcher inputs relative to the variables considered in terms of the determinants and deterrents of reading interventions and reading performance. These have helped the researcher in gaining insights involved in this study.





Chapter 3

METHODOLOGY

This chapter deals with the methods and procedure utilized in the conduct of the study. This includes the discussion of the research design, locale of the study, instrumentation, validation of instrument, sampling procedure, data gathering procedure, and statistical treatment of data.

Research Design

This study utilized the descriptive method with the correlational study as the main technique. This made use of questionnaire as the basic data-gathering instrument supplemented by other data gathering techniques, namely: documentary analysis and structured interview. The study was descriptive in the sense that the researcher looked into the profile of the student-respondents to establish personal background relative to the reading interventions and reading performance of the students and the extent of utilization of the reading interventions by the teacher-respondents.

Further, this study determined the relationship between the reading interventions and the reading performance of the Grade 2 students.

Descriptive and inferential statistical tools like Fre-

quency Count, Percentage, Arithmetic Mean, Standard Deviation, Median, Weighted Mean, Chi-Square Test and the Cramer's V Test were employed to treat the data statistically.

Locale of the Study

Figure 2 provides the map showing the locale of the study, Motiong District, Schools Division of Samar.

The respondent-schools involved were the carline and upland schools. The carline schools were: Candumacol Elementary School, Inalad Elementary Schools, Maypange Elementary School, Motiong Central Elementary School, New Minarog Elementary School and Oyandic Elementary School. The upland schools were: Barayong Elementary School, Bonga Elementary Schools, Calantawan Elementary School, Caluyahan Elementary School, Canatu-an Elementary School, Malobago Elementary School, Pamamas-an Elementary School, Sarao Elementary School, and Sto. Niño Elementary School.

Motiong is a coastal municipality in the province of Samar. The municipality has a land area of 174.40 square kilometers or 67.34 square miles which constitutes 2.88 percent of Samar's total area. Mariano Sapetin, Valentin Conge, Simon Tingzon Sr., Claudio Tingzon and Antonio Abalos were few people who persuaded to make Motiong an independent

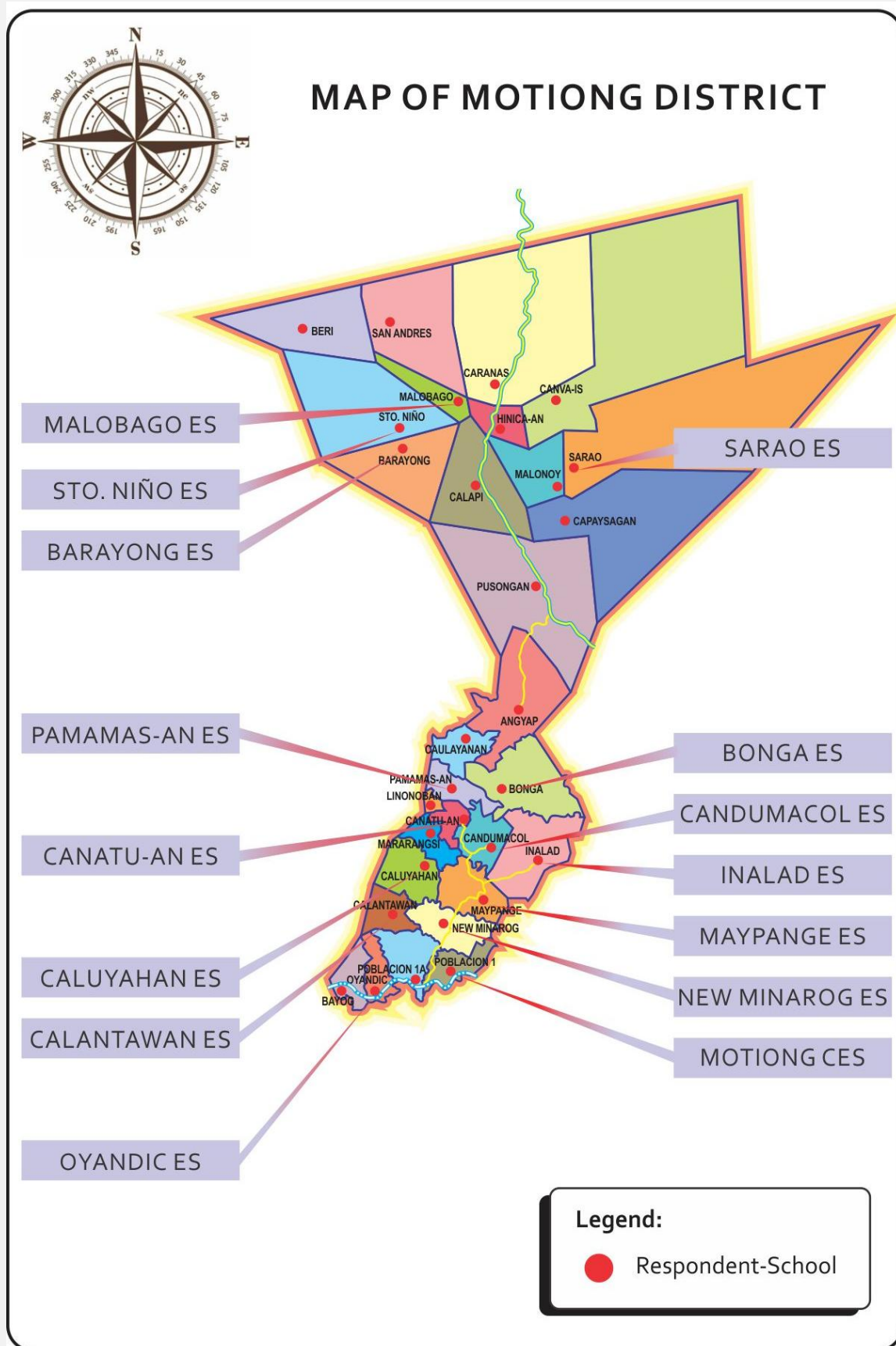


Figure 2 : The Map of the Locale of the Study

town. The reward of their effort was the House Bill No. 1844 by Congressman Tito V. Tizon which was approved as Republic Act Number 290 on June 16, 1948. Mariano Sapetin and Antonio Uy were appointed as first mayor and vice mayor respectively.

This study was conducted in Motiong District, Schools Division of Samar. This involved the Grade 2 students who were currently enrolled in Grade 2 of elementary schools of Motiong District.

Instrumentation

In gathering the pertinent data and information for this study, two sets of survey questionnaire were used as the main-gathering instrument.

The first set of survey questionnaire was for the student-respondents with one part. It was for the student-respondents' profile variates which included their name, age, sex, gross monthly family income, parents' highest educational attainment, parents' occupation, nutritional status, birth order, family structure, and the reading performance.

The second set of the survey questionnaire was for the teacher-respondents. It had only one part which was the extent of utilization of the reading intervention. It had 4 categories and 5 indicators each. There were five responses

namely: 1)Not Utilized (NU), 2) Slightly Utilized (SU), 3) Moderately Utilized (MU), 4) Highly Utilized (HU),and 5)Extremely Utilized (EU) .

For the data on the level of Reading Performance of the student-respondents based on the Pre-test and Post-test results and the nutritional status, the researcher conducted document analysis.

Validation of Instrument

The main instrument utilized in this study was a questionnaire which was developed by the researcher, herself. Considering that it was a self-made questionnaire, it passed through the validation process. First, the researcher drafted the questionnaire and submitted it to her adviser for correction. After the adviser had corrected the questionnaire, the researcher revised it and subjected it for expert validation through the members of the panel of oral examiners who are professors of Samar College and experts in doing researches. During the pre-oral defense, comments and suggestions of the board of examiners were reflected in the revised copy.

To ascertain the reliability of the instrument, the researcher subjected the revised copy for pilot testing in Salay Elementary School, Wright II-San Jose De Buan District among 10 Grade 2 students, and their adviser. The results of

the pilot test were tabulated organized and analyzed employing the Cronbach Alpha Analysis.

The coefficient of reliability was computed using the following formula (Raagas, 2010:68):

$$C_{\alpha} = \left[\frac{K}{K-1} \right] \left[\frac{\sum S_i^2}{S^2} \right]$$

where: C_{α} refers to the reliability coefficient

using the Cronbach Alpha Analysis;

K refers to the number of respondents;

S_i^2 refers to the standard deviation of the individual responses of each respondent; and,

S^2 refers to the standard deviation of the over-all responses of all the respondents.

In determining the reliability of the instrument, the Table of Reliability suggested by George and Mallery (2003:25) was used. The coefficient of reliability turned out to be 0.80 which meant that questionnaire was Very Good, therefore, the questionnaire was reproduced and used for data gathering.

Sampling Procedure

The six (6) Carline Elementary Schools of Motiong District and nine (9) Upland Elementary Schools were choosen

as school- respondents.

In choosing the student-respondents, the researcher employed the proportionate stratified random sampling with replacement. That is, any sampled student who would not be available or refused to be interviewed was replaced with the other available student. The school and grade level of the students served as the variable for stratification.

In determining the sample size for this group of respondents the Slovin's formula (Sevilla, et al., 1992:182) will be employed as follows:

$$n = N/1+Ne^2$$

where: n refers to the number of student-

Table 1

Table of Reliability

Reliability Coefficient (α)	Interpretation
$\alpha \geq 0.90$	Excellent
$0.80 \leq \alpha 0.89$	Very Good
$0.70 \leq \alpha 0.79$	Good (There are probably a few items which could be improved.)
$0.60 \leq \alpha 0.69$	Acceptable (There are probably some items which could be improved.)
$0.50 \leq \alpha 0.59$	Poor (Suggests need for revision of the research instrument.)
$\alpha \leq 0.49$	Questionable/Unacceptable (This research instrument should not contribute heavily to the research, and it needs revision.)

respondents that will be stratified in the District of Motiong;

N refers to the total number of pupils enrolled during the present school year;

E refers to the margin of error set at .05.

On the other hand, universal sampling was employed for the teacher-respondents.

Data Gathering Procedure

In gathering the pertinent data for this study, the researcher sought permission from the Dean of the College of Graduate Studies of Samar College and after which, secured a permit from the Schools Division Superintendent to conduct the study in Motiong District, Motiong, Samar.

Then, the approved permit was used by the researcher as her reference to request permission from the heads of the elementary schools that were involved in the study and for the researcher to field the questionnaire among the Grade 2 students from the elementary schools in Motiong district.

Furthermore, the researcher also sought permission from the principals and school heads of the respondent- schools. To ensure a high quality of the data gathered, the researcher

Table 2**The Number of Respondents of the Study**

Name of School	Students				Teachers
	Carline		Upland		
	N	n	N	n	
1. Candumacol ES	6	6			1
2. Inalad ES	19	19			1
3. Maypange ES	8	8			1
4. Motiong Central ES	74	60			3
5. New Minarog ES	12	12			1
6. Oyandic ES	17	17			1
7. Barayong ES			6	6	1
8. Bonga ES			17	17	1
9. Calantawan ES			5	5	1
10. Caluyahan ES			7	7	1
11. Canatu-an ES			9	9	1
12. Malobago ES			10	10	1
13. Pamamas-an ES			4	4	1
14. Sarao ES			7	7	1
15. Sto. Niño ES			3	3	1
Total	136	122	68	68	17
Response Rate	100.00%				100.00%

personally fielded the questionnaire to be sure of a high percentage of retrieval. Data were provided by the student-respondents like their gross monthly family income and the birth order, but the researcher asked for the assistance of their advisers. The teacher-respondents were helpful and knowledgeable enough for all the data needed.

The questionnaire was fielded the whole month of January 2020.

Statistical Treatment of Data

The data gathered were organized, tabulated, analysed, and interpreted using appropriate descriptive statistical tools namely: Frequency Count, Percentage, Arithmetic Mean, Standard Deviation, Median, Weighted Mean, Chi-Square Test and Cramer's V Test.

Frequency Count. The Frequency Count was used in this study to determine the number of occurrence per variate of the student- and teacher-respondents in terms of their identified personal characteristics.

Percentage. This tool showed the proportional magnitude or part of the total (Bernales, 1996:44) of the identified variable of the study.

The formula for this was as follows: (Freud and Simon, 1992:35).

$$P = f/N \times 100$$

where:

P refers to the computed percentage;

f refers for the frequency of each class or category; and

N refers to the total number of respondents.

Mean. The arithmetic mean was used to compute averages of the profile variates of the student-respondents in

interval or ratio scale such as age, gross monthly family income, nutritional status, birth order and family structure.

The formula for this is (Freud and Simon, 1992:35)

$$\bar{X} = \frac{\sum x}{N}$$

where:

\bar{X} refers to the arithmetic mean;

F refers to the frequency of each category;

X refers to the categorical value; and

N refers to the total number of samples.

Standard Deviation. This tool was used to calculate the disparity of each numerical variable with respect to the mean, which would signify its homogeneity or heterogeneity, using the following formula (Freud and Simon, 1992:52):

The formula is:

$$\sigma = \sqrt{\frac{1}{N} \sum_{i=1}^N (x_i - \mu)^2}$$

where: σ refers to the standard deviation;

$(x_1 - \mu)^2$ refers to the squared deviation between the score of the categorical value and the mean; and

N refers to the total number of samples.

Median. This measure of central location was used for information which included categorical items such as "not stated" or "less than ₦ 10,000" and the like. The formula used was as follows (Walpole, 1989:211):

$$Md = LL + \left(\frac{1/2N - F}{F} \right) i$$

Where: Md refers to the Median of s data set;

LL refers to the lower limits in a step distribution where the Median location was found;

f refers to the frequency where the Median location was found;

F refers to the cumulative frequency from the lower frequency; and

i refers to the interval of the step distribution.

Weighted Mean. This statistical was used to measure the extent by which the respondents assessed the given research variables, which included the attitude and the difficulties experienced in terms of the identified areas. The formula for computing the statistics was as follows (Freud and Simon, 1992:35):

$$WM = \frac{\sum fW}{N}$$

where: WM refers to the computed weighted mean;

F refers to the frequency for each option;

W refers to the assigned weight; and

N refers to the total number samples.

The interpretation of the weighted mean value is as follows:

4.51 - 5.00	Strongly Agree	(SA)
3.51 - 4.50	Agree	(A)
2.51 - 3.50	Neutral	(N)
1.51 - 2.50	Disagree	(D)
1.00 - 1.50	Strongly Disagree	(SD)

Chi-Square Test. It was the statistical used to summarize and study the relationships between two continuous (qualitative) variables: One variable, denoted x , was regarded as the predictor, explanatory, or independent variable. The other variable, denoted y , was regarded as the response, outcome, or dependent variable.

$$x^2 = \sum \frac{(O - E)^2}{E}$$

Where:

O is the observed frequency;

E is the expected frequency.

Cramer's V-Test. This was used as a posteriori test of the Chi-square value which determined the degree of the noted linear association between the two variables.

$$V = \sqrt{\frac{x^2}{n(k-1)}}$$

Where:

χ^2 is the obtained value of the chi-square statistic;

n is the sample size;

k is the number of rows or the number of columns, whichever is smaller.

In testing the hypothesis, the following decision rule served as guide in its acceptance or rejection: if and when the computed value would turn lesser than the critical or tabular value and the p-value would turn greater than the α , the null hypothesis would be accepted; on the other hand, if and when the computed value would turn equal or greater than the critical or tabular value and the p-value would turn equal or lesser than the α , the null hypothesis would be rejected.

Finally, the level of significance was set at .05 in all cases of testing the null hypothesis. For precision and accuracy in the data processing, the researcher utilized the computer as an aid in the machine processing using available statistical software.

Chapter 4

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the findings of the study with the corresponding analysis and interpretation of data. Included here are: the profile of the student-respondents, reading interventions used by the teachers, reading performance of the student-respondents based on the reading test in pre-test and post-test, relationship between the reading performance based on the reading test and the extent of use of the reading interventions, and implications derived from the findings of this study.

Profile of Student-Respondents

This part provides the profile of student-respondents in terms of the following personal variates, namely: age and sex, gross monthly family income, parents' highest educational attainment, parents' occupation, nutritional status, birth order and family structure.

Age and Sex. Table 3 presents the age and sex distribution of the student-respondents.

The table shows that half of the student-respondents, that is, 94 or 50.00 percent were aged seven years old while 92 or 48.94 percent were aged eight years old and the

remaining two student-respondents or 1.06 percent were aged nine years old.

The Mean age of the student-respondents was posted at 7.51 years old with a Standard Deviation (SD) of 0.52 year. The Median age of this group of respondents was posted at 7.50 years old. The data signified that the student-respondents were too young but fitted for the grade level they were enrolled in.

Moreover, majority of the student-respondents belonged to the male sex accounting for 96 or 51.10 percent. The female counterpart was composed of 92 or 48.90 percent only which

Table 3

Age and Sex Distribution of Student-Respondents

Age	Sex		Total	%
	Male	Female		
9	2	0	2	1.06
8	39	53	92	48.94
7	55	39	94	50.00
Total	96	92	188	100.00
%	51.10	48.90	100.00	
Mean	7.51 years old			
Median	7.50 years old			
SD	0.52 year			

indicated that male dominance existed among the student-respondents. This is an unusual scenario considering the usual profiling the female always dominated the male respondents but in this study, it turned otherwise. This suggested that during the data gathering more of this sex-group was around and willfully participated.

Gross Monthly Family Income. Table 4 reveals the gross monthly family income of the student-respondents.

The said table shows that a number of the student-respondents, that is, 82 or 43.61 percent disclosed to have an income of less than Php 10,000.00 while 80 or 42.55 percent earned Php 10,000.00–Php 29,999.00, 20 or 10.64 percent have an income of Php 30,000.00–Php 49,999.00 monthly and the rest were distributed to the other identified income brackets.

Table 4

**Gross Monthly Family Income of
Student-Respondents**

Income Bracket	f	%
Php 50,000.00–Php 69,999.00	3	1.60
Php 30,000.00–Php 49,999.00	20	10.64
Php 10,000.00–Php 29,999.00	80	42.55
Less than Php 10,000.00	82	43.61
Not Stated	3	1.60
Total	188	100.00

The foregoing data suggested that the family of the student-respondents earned regular monthly income which was used to defray for the monthly financial requirements of the family including the educational needs of the schooling member.

Parents' Highest Educational Attainment. Table 5 shows the distribution of the parents' highest educational attainment of the student-respondents.

From the table, it can be noted that a number of the fathers of the student-respondents, that is, 50 or 26.60 percent were high school graduates while 36 or 19.15 percent reached the high school level, 34 or 18.08 percent were college graduates, 28 or 14.89 percent were elementary graduates and the rest were thinly distributed to the other identified educational levels.

Table 5, also presents that a number of the mothers of the student-respondents, that is, 38 or 20.21 percent reached the college level while another 38 or 20.21 percent reached the high school level, 36 of them or 19.15 percent were college graduates, 34 or 18.09 percent were high school graduates, 32 or 17.02 percent were elementary graduates and the rest slimly distributed the other identified educational levels.

The foregoing data suggested that the parents of the

Table 5

**Parents' Highest Educational Attainment
of Student-Respondents**

Educational Level	Father		Mother	
	f	%	f	%
College Graduate	34	18.08	36	19.15
College Level	20	10.64	38	20.21
Vocational-Technical	8	4.26	0	0.00
High School Graduate	50	26.60	34	18.09
High School Level	36	19.15	38	20.21
Elementary Graduate	28	14.89	32	17.02
Elementary Level	11	5.85	10	5.32
No Education	1	0.53	0	0.00
Total	188	100.00	188	100.00

student-respondents were all functional literates, that is, they have the capacity to read, write and understand simple messages, which could be an advantage to the schooling of their children in understanding with their quest for informed knowledge.

Parents' Occupation. Table 6 reflects the disaggregation of the parents' occupation of the student-respondents.

The table reflects that 51 or 27.13 percent of the fathers of the student-respondents were engaged in agriculture-related occupations, i.e. Farmer/Fisherman while 31 or 16.50 percent were engaged in labor, i.e. carpenter, 27 or 14.36 percent were self-employed (i.e.

vendor), 23 or 12.23 percent were private employees and the rest were distributed to the other identified occupations.

Furthermore, Table 6 shows that among the mothers of the student-respondents, 103 or 54.79 percent were not engaged in gainful occupations being the housekeepers while 27 or 14.36 percent were self employed, 25 or 13.30 percent were public school teachers and the rest were thinly distributed to the other identified occupations.

Table 6

**Parents' Occupation of Student-
Respondents**

Occupation	Father		Mother	
	f	%	f	%
Government Employee	11	5.85	1	0.53
Private Employee	23	12.23	5	2.66
Public School Teacher	8	4.26	25	13.30
Private School Teacher	1	0.53	0	0.00
Self-Employed (i.e. Vendor)	27	14.36	27	14.36
PNP/BJMP/BFP Personnel	7	3.72	1	0.53
AFP	4	2.13	0	0.00
OFW/Seafarer	11	5.85	2	1.06
Labor (i.e. Carpenter)	31	16.50	3	1.59
Agriculture-Related (i.e. Farmer/Fisherman)	51	27.13	9	4.79
Househusband/Housewife	13	6.91	103	54.79
No Employment	0	0.00	9	4.79
Not Stated	1	0.53	0	0.00
Deceased	0	0.00	3	1.60
Total	188	100.00	188	100.00

The data signified that the parents of the student-respondents, particularly the fathers were engaged in gainful occupations, which served as their main source of their living to sustain the welfare of the family members. The mother served as the support system by taking good care of the needs of the family members.

Nutritional Status. Table 7 discloses the nutritional status of the student-respondents.

The table shows that majority of the student-respondents were in normal nutritional status accounting for 180 or 95.74 percent. The remaining 88 or 4.26 percent were wasted.

Generally, the data signified that the student-respondents were in the peak of their health, physically and mentally, fitted for the educational endeavor they are engaged in.

Birth Order. Table 8 presents the birth order in the family of the student-respondents.

Table 7

Nutritional Status of Student-Respondents

Status	f	%
Normal	180	95.74
Wasted	88	4.26
Total	188	100.00

The table shows that a number of the student-respondents, that is, 62 or 32.98 were born second in the family while 55 or 29.96 percent were born third, 32 or 17.02 percent were born fourth, 21 or 11.17 percent were first born in the family and the rest were distributed to the other identified birth order.

Based on the study, the foregoing data signified that the student-respondents usually were second born in the family indicating that they possessed the characteristic of being independent which could be an advantage to their life being with the best disposition.

Family Structure. Table 9 presents the family structure of the student-respondents.

Table 8

Birth Order in the Family of Student-Respondents

Birth Order	f	%
First Born	21	11.17
Second Born	62	32.98
Third Born	55	29.96
Fourth Born	32	17.02
Fifth Born	7	3.72
Sixth Born	5	2.66
Seventh Born	4	2.13
Eighth Born	2	1.06
Total	188	100.00

Table 9 presents that a number of them, that is, 42 or 22.34 percent were composed of a family of three children with parents while 36 or 19.15 percent were composed of two children in the family with the parents, 33 or 17.55 percent were composed of six children with parents, 25 or 13.30 percent were composed of five children with parents, 20 or 10.64 percent were composed of four children with parents and the rest were distributed to the other identified family structures.

The data suggested that the family of the student-respondents were big being composed of eight members surpassing the ideal family members set for the calculation

Table 9

Family Structure of Student-Respondents

Structure	f	%
10 Children with parents	3	1.60
9 Children with parents	2	1.06
8 Children with parents	4	2.13
7 Children with parents	5	2.66
6 Children with parents	33	17.55
5 Children with parents	25	13.30
4 Children with parents	20	10.64
3 Children with parents	42	22.34
2 Children with parents	36	19.15
1 Child with parents	14	7.45
Not Stated	4	2.12
Total	188	100.00

of the poverty threshold, which are five members. This meant that this family needs a monthly income of ₱15,421. With reference to the identified gross monthly family income, the families were poor and could hardly make both ends meet which need intervention for the alleviation of their financial status.

Reading Interventions Used by the Teachers and the Extent of Their Use

This part presents the reading interventions used by the teachers and the extent of their use in terms of information and communication technology (ICT), alphabets, printed materials and basic words.

Information and Communication Technology. Table 10 presents the reading interventions used by the teachers and the extent of their use in terms of information and communication technology (ICT). Five interventions were included in this area.

The table reveals that the teachers considered one reading intervention used by the teachers and the extent of their use in terms of ICT as "highly utilized" corresponding to "use of OHP (Over-head Projector)" with weighted mean of 3.94. Three interventions were assessed by the same group of respondents as "moderately utilized" with weighted means ranging from 2.82 to 3.17 whereby the intervention that was rated higher corresponded to "use of speaker." The remaining intervention was considered as

Table 10

**Reading Interventions Used by the Teachers and
the Extent of Their Use in Terms of Information and
Communication Technology (ICT)**

Intervention		Weighted Mean	Interpretation
1. Use of Laptop		3.06	MU
2. Use of Cell phone		2.25	SU
3. Use of OHP (Over-head Projector)		3.94	HU
4. Use of printer		2.82	MU
5. Use of speaker		3.17	MU
Grand Weighted Mean		3.05	
Interpretation		Moderately Utilized	
Legend:	4.51-5.00	Extremely Utilized	(EU)
	3.51-4.50	Highly Utilized	(HU)
	2.51-3.50	Moderately Utilized	(MU)
	1.51-2.50	Slightly Utilized	(SU)
	1.00-1.50	Not Utilized	(NU)

"slightly utilized." This corresponded to the intervention stating, "use of Cell phone" with a weighted mean of 2.25. Taken as a whole, the teachers considered the reading interventions they used and the extent of their use in terms of ICT as "moderately utilized" being indicated by the grand weighted mean of 3.05.

Alphabets. Table 11 reveals the reading interventions used by the teachers and the extent of their use in terms of alphabets. Five interventions were included in this area.

From the table, it can be noted that the teachers assessed two interventions as "highly utilized." These were the following: "flashcards" and "alphabet sound box" with

weighted means of 3.76 and 3.60, respectively. The other interventions were considered by the same group of respondents, as "moderately utilized" with weighted means ranging from 2.82 to 3.47. The intervention that was rated with the least weighted mean corresponded to "upper and lower case alphabet puzzle."

Taken as a whole, the teachers considered the reading interventions they used and the extent of their use in terms of alphabets as "moderately utilized" being shown by the grand weighted mean of 3.42.

Printed Materials. Table 12 discloses the reading inter-

Table 11

**Reading Interventions Used by the Teachers and
the Extent of Their Use in Terms of
Alphabets**

Intervention	Weighted Mean	Interpre- tation
1. Flashcards	3.76	HU
2. Upper and Lower Case Alphabet Puzzle	2.82	MU
3. Tactile Sandpaper Letter	3.47	MU
4. Alphabet Block	3.47	MU
5. Alphabet Sound Box	3.60	HU
Grand Weighted Mean	3.42	

Interpretation	Moderately Utilized
Legend: 4.51-5.00	Extremely Utilized (EU)
3.51-4.50	Highly Utilized (HU)
2.51-3.50	Moderately Utilized (MU)
1.51-2.50	Slightly Utilized (SU)
1.00-1.50	Not Utilized (NU)

Table 12

**Reading Interventions Used by the Teachers and
the Extent of Their Use in Terms of
Printed Materials**

Intervention		Weighted Mean	Interpre- tation
1. Use of big books		4.29	HU
2. Use of small books		3.12	MU
3. Use of pamphlets		3.12	MU
4. Use of brochures		4.24	HU
5. Use of picture books		3.73	HU
Grand Weighted Mean		3.70	
Interpretation		Highly Utilized	
Legend:	4.51-5.00	Extremely Utilized	(EU)
	3.51-4.50	Highly Utilized	(HU)
	2.51-3.50	Moderately Utilized	(MU)
	1.51-2.50	Slightly Utilized	(SU)
	1.00-1.50	Not Utilized	(NU)

ventions used by the teachers and the extent of their use in terms of printed materials. Five interventions were included in this area.

The table shows that the teachers assessed three intervention along this area as "highly utilized" corresponding to: "use of big books," "use of brochures" and "use of picture books," with weighted means of 4.29, 4.24 and 3.73, respectively. The remaining interventions were considered by this group of respondents as "moderately utilized" with the same weighted means of 3.12.

Taken as a whole, the teachers averred that the reading interventions they used and the extent of their use in terms of printed materials as "highly utilized" being manifested by the grand weighted mean of 3.70.

Basic Words. Table 13 contains the reading interventions used by the teachers and the extent of their use in terms of basic words. Five interventions were included in this area.

Table 13 shows that the teachers evaluated four reading interventions they used and the extent of their use in terms of basic words as "extremely utilized" with weighted means ranging from 4.53 to 4.65. In these interventions the ones that obtained the highest and the least weighted means, respectively, corresponded to the following: "CVC (Consonant Vowel Consonant) words" and "Sight words." The remaining intervention was assessed as "highly utilized," which corresponded to "sight words" with a weighted mean of 4.35.

Taken as a whole, the teachers considered the reading interventions they used and the extent of their use in terms of basic words as "extremely utilized" being indicated by the grand weighted mean of 4.53.

In summary, of the reading interventions used by the teachers and the extent of their use, the area along ICT and alphabets as moderately utilized while printed materials was

Table 13

**Reading Interventions Used by the Teachers and
the Extent of Their Use in Terms of
Basic Words**

Intervention	Weighted Mean	Interpretation
1. CVC (Consonant Vowel Consonant) words.	4.65	EU
2. CVCV (Consonant Vowel Consonant Vowel) words.	4.53	EU
3. Sight words	4.35	HU
4. Diphthong Words	4.59	EU
5. Consonant Blend	4.55	EU
Grand Weighted Mean	4.53	
Interpretation	Extremely Utilized	
Legend:	4.51-5.00	Extremely Utilized (EU)
	3.51-4.50	Highly Utilized (HU)
	2.51-3.50	Moderately Utilized (MU)
	1.51-2.50	Slightly Utilized (SU)
	1.00-1.50	Not Utilized (NU)

assessed as highly utilized and basic words as extremely utilized. These indicated that the teachers have interventions to raise the reading level of the students, which they used contingently.

Reading Performance of Student-Respondents
Based on the Reading Test in Pre-Test
and Post-Test

Table 14 reveals the reading performance of the student-respondents based on the reading test in the pre- test and post-test results.

From the table, it can be noted that the student-respondents obtained a reading level of "instructional" in MTLBE during the pre-test and turned "independent" during the post-test. This indicated that there was an improvement in the reading level of the students in MTB-MLE.

Likewise, as presented in the table, the student-respondents obtained a reading level of "instructional" in Filipino during the pre-test and turned "independent" during the post-test. This indicated that there was an improvement in the reading level of the students in Filipino.

The foregoing data signified that there was improvement in the reading level of the student-respondents based on the reading test in the pre-test and post-test indicating that the reading interventions used by the teachers were effective.

**Relationship Between the Reading Performance
of Student-Respondents and the Extent of
Use of the Reading Interventions**

Table 14

**Reading Performance of the Student-Respondents
Based on the Reading Test in Pre-Test
and Post-Test**

Learning Area	Pre-Test	Post-Test
MTB-MLE	Instructional	Independent
Filipino	Instructional	Independent

Table 15 shows the result of the relationship between the reading performance of the student-respondents and the reading interventions used by the teachers and the extent of their use in terms of ICT, alphabets, printed materials and basic words.

ICT. In associating linear relationship between the reading performance of the student-respondents and the reading interventions used by the teachers and the extent of their use in terms of ICT using the Chi-square's Test, the computed value was posted at 6.118. The critical X^2 -value was set at 5.990 with $df = 2$. In testing the degree of the noted linear association between the two variable utilizing the

Table 15

Relationship Between the Reading Performance of Student-Respondents and the Extent of Use of the Reading Interventions

Areas	X ² Value		df	Cramer's V-Value	P- Value @ .05	Evaluation/ Decision
	Compu- ted	Criti- cal				
ICT	6.118	5.990	2	0.435	0.047	S / Reject Ho
Alphabets	3.000	7.820	3	0.125	0.392	NS / Accept Ho
Printed Materials	11.412	5.990	2	0.465	0.003	S / Reject Ho
Basic Words	3.647	21.030	12	0.153	0.989	NS / Accept Ho

S - Significant

NS - Not Significant

Cramer's V-Test, the computed value was posted at 0.435 denoting a moderate linear association. The p-value was posted 0.047 at .05 α . Furthermore, the computed value was compared with the critical value and the p-value was compared with the α . In the evaluation, the following decision rule was applied: the variation was not significant if and when the computed value turned lesser than the critical value and the p-value turned greater than the α ; on the other hand, the variation was significant if and when the computed value turned greater than the critical value and the p-value turned lesser than the α .

In the comparison of the aforementioned values, it was proven that the computed value turned greater than the critical value and the p-value turned lesser than the α thus the linear association between the two variables was significant which signified that the reading interventions used by the teachers and the extent of their use in terms of ICT did significantly influence reading performance of the student-respondents based on the reading test in the pre-test and post-test results. Therefore, the null hypothesis stating that, "there is no significant relationship between the reading performance of the student-respondents and the reading interventions used by the teachers and the extent of their use in terms of ICT," was rejected.

This suggested that the reading performance of the student-respondents tend to be higher when the reading interventions in terms of ICT were extremely utilized by the teachers.

Alphabets. In associating linear relationship between the reading performance of the student-respondents and the reading interventions used by the teachers and the extent of their use in terms of alphabets using the Chi-square's Test, the computed value was posted at 3.000. The critical χ^2 -value was set at 7.820 with $df = 3$. In testing the degree of the noted linear association between the two variable utilizing the Cramer's V-Test, the computed value was posted at 0.125 denoting a very weak linear association. The p-value was posted 0.392 at .05 α . Furthermore, the computed value was compared with the critical value and the p-value was compared with the α . In the evaluation, the following decision rule was applied: the variation was not significant if and when the computed value turned lesser than the critical value and the p-value turned greater than the α ; on the other hand, the variation was significant if and when the computed value turned greater than the critical value and the p-value turned lesser than the α .

In the comparison of the aforementioned values, it was proven that the computed value lesser greater than the

critical value and the p-value turned greater than the α thus the linear association between the two variables was significant which signified that the reading interventions used by the teachers and the extent of their use in terms of alphabets did not significantly influence reading performance of the student-respondents based on the reading test in the pre-test and post-test results. Therefore, the null hypothesis stating that, "there is no significant relationship between the reading performance of the student-respondents and the reading interventions used by the teachers and the extent of their use in terms of alphabets," was accepted.

Printed Materials. In associating linear relationship between the reading performance of the student-respondents and the reading interventions used by the teachers and the extent of their use in terms of printed materials using the Chi-square's Test, the computed value was posted at 11.412. The critical X^2 -value was set at 5.990 with $df = 2$. In testing the degree of the noted linear association between the two variable utilizing the Cramer's V-Test, the computed value was posted at 0.465 denoting a moderate linear association. The p-value was posted 0.003 at .05 α . Furthermore, the computed value was compared with the critical value and the p-value was compared with the α . In the evaluation, the

following decision rule was applied: the variation was not significant if and when the computed value turned lesser than the critical value and the p-value turned greater than the α ; on the other hand, the variation was significant if and when the computed value turned greater than the critical value and the p-value turned lesser than the α .

In the comparison of the aforementioned values, it was proven that the computed value turned greater than the critical value and the p-value turned lesser than the α thus the linear association between the two variables was significant which signified that the reading interventions used by the teachers and the extent of their use in terms of printed materials did significantly influence reading performance of the student-respondents based on the reading test in the pre-test and post-test results. Therefore, the null hypothesis stating that, "there is no significant relationship between the reading performance of the student-respondents and the reading interventions used by the teachers and the extent of their use in terms of printed materials," was rejected.

This suggested that the reading performance of the student-respondents tend to be higher when the reading

interventions in terms of printed materials were extremely utilized by the teachers.

Basic Words. In associating linear relationship between the reading performance of the student-respondents and the reading interventions used by the teachers and the extent of their use in terms of basic words using the Chi-square's Test, the computed value was posted at 3.647. The critical χ^2 -value was set at 21.030 with $df = 12$. In testing the degree of the noted linear association between the two variable utilizing the Cramer's V-Test, the computed value was posted at 0.153 denoting a very weak linear association. The p-value was posted 0.989 at .05 α . Furthermore, the computed value was compared with the critical value and the p-value was compared with the α . In the evaluation, the following decision rule was applied: the variation was not significant if and when the computed value turned lesser than the critical value and the p-value turned greater than the α ; on the other hand, the variation was significant if and when the computed value turned greater than the critical value and the p-value turned lesser than the α .

In the comparison of the aforementioned values, it was proven that the computed value lesser greater than the critical value and the p-value turned greater than the α thus the linear association between the two variables was

significant which signified that the reading interventions used by the teachers and the extent of their use in terms of basic words did not significantly influence reading performance of the student-respondents based on the reading test in the pre-test and post-test results. Therefore, the null hypothesis stating that, "there is no significant relationship between the reading performance of the student-respondents and the reading interventions used by the teachers and the extent of their use in terms of basic words," was accepted.

In summary, of the reading intervention used by the teachers and their extent of use along ICT and printed materials significantly influence the reading performance of the students while alphabets and basic words did not prove to significantly influence it.

Implications Derived from the Findings of the Study

The findings of the study proved that there was a significant influence of the utilization of the reading interventions extremely used by the teachers to the reading level of the students, which was manifested by the reading test. Therefore, teachers should continue and extremely used the identified reading intervention particularly with the use of ICT and printed materials.

The other reading interventions, which were found not influencing the reading level of the student should be enhanced or improved so that they would serve the purpose.

Teachers should explore other reading interventions derived from the existing one to be more effective in raising the reading level of the students as well as its comprehension.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of findings with the conclusions drawn and the recommendations anchored on the conclusions drawn from the findings of the study.

Summary of Findings

The following were the salient findings of the study:

1. The Mean age of the student-respondents was posted at 7.51 years old with a Standard Deviation (SD) of 0.52 year and the Median age of this group of respondents was posted at 7.50 years old. Moreover, majority of the student-respondents belonged to the male sex accounting for 96 or 51.10 percent.

2. A number of the student-respondents, that is, 82 or 43.61 percent disclosed to have an income of less than Php 10,000.00.

3. A number of the fathers of the student-respondents, that is, 50 or 26.60 percent were high school graduates while a number of the mothers of the student-respondents, that is, 38 or 20.21 percent reached the college level.

4. Fifty-one or 27.13 percent of the fathers of the student-respondents were engaged in agriculture-related occupations, i.e. Farmer/Fisherman while among the mothers

of the student-respondents, 103 or 54.79 percent were not engaged in gainful occupations being the housekeepers.

5. Majority of the student-respondents were in normal nutritional status accounting for 180 or 95.74 percent.

6. A number of the student-respondents, that is, 62 or 32.98 were born second in the family.

7. A number of them, that is, 42 or 22.34 percent were composed of a family of three children with parents.

8. The teachers considered the reading interventions they used and the extent of their use in terms of ICT as "moderately utilized" being indicated by the grand weighted mean of 3.05.

9. The teachers considered the reading interventions they used and the extent of their use in terms of alphabets as "moderately utilized" being shown by the grand weighted mean of 3.42.

10. The teachers averred that the reading interventions they used and the extent of their use in terms of printed materials as "highly utilized" being manifested by the grand weighted mean of 3.70.

11. The teachers considered the reading interventions they used and the extent of their use in terms of basic words as "extremely utilized" being indicated by the grand weighted mean of 4.53.

12. The student-respondents obtained a reading level of "instructional" in MTB-MLE and in Filipino during the pre-test and turned "independent" during the post-test. This indicated that there was an improvement in the reading level of the students in MTB-MLE.

13. In associating relationship between the reading performance of the student-respondents and the reading interventions used by the teachers and the extent of their use, it was found significant along ICT and printed materials while it was not significant along alphabets and basic words.

Conclusions

The following were the conclusions drawn from the findings of the study:

1. The student-respondents were too young, but fitted for the grade level they were enrolled in with the male dominating the student-respondents, which was an unusual scenario considering the usual profiling the female always dominated the male respondents but in this study, it turned otherwise. This suggested that during the data gathering more of this sex-group was around and willfully participated.

2. The family of the student-respondents earned regular monthly income, which was used to defray for the

monthly financial requirements of the family including the educational needs of the schooling member.

3. The parents of the student-respondents were all functional literates, that is, they had the capacity to read, write and understand simple messages which could be an advantage to the schooling of their children in understanding with their quest for informed knowledge.

4. The parents of the student-respondents, particularly the fathers were engaged in gainful occupations, which served as their main source of their living to sustain the welfare of the family members. The mother served as the support system by taking good care of the needs of the family members.

5. Generally, the student-respondents were in the peak of their health, physically and mentally, fitted for the educational endeavor they were engaged in.

6. The student-respondents usually were second born in the family indicating that they possessed the characteristic of being independent which could be an advantage to their life being with the best disposition.

7. The family of the student-respondents were big being composed of eight members surpassing the ideal family members set for the calculation of the poverty threshold, which are five members. This meant that this family needs a

monthly income of ₱15,421. With reference to the identified gross monthly family income, the families were poor and could hardly make both ends meet which need intervention for the alleviation of their financial status.

8. Of the reading interventions used by the teachers and the extent of their use, the area along ICT and alphabets was moderately utilized while printed materials was assessed as highly utilized, and basic words as extremely utilized. These indicated that the teachers had interventions to raise the reading level of the students which they used contingently.

9. There was improvement in the reading level of the student-respondents based on the reading test in the pre-test and post-test indicating that the reading interventions used by the teachers were effective.

10. Of the reading interventions used by the teachers and their extent of use along ICT and printed materials, it significantly influenced the reading performance of the students while alphabets and basic words did not prove to significantly influence it.

Recommendations

Based on the conclusions drawn from the findings of the study, the following are the recommendations:

1. As it was proven that there was a significant influence of the utilization of the reading interventions extremely used by the teachers to the reading level of the students, which was manifested by the reading test, teachers should continue and extremely use the identified reading interventions particularly with the use of ICT and printed materials.

2. The other reading interventions which were found not influencing the reading level of the student should be enhanced or improved so that they would serve the purpose.

3. Teachers should explore other reading intervention possibilities derived from the existing one to be more effective in raising the reading level of the students as well as its comprehension.

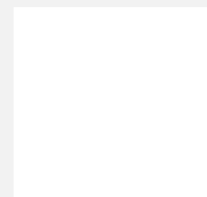
4. Using modules or printed materials should be used in schooling for better learning.

5. Students should use ICT for schooling in order to achieve quality education.

6. Another study may be conducted in other educational districts considering other areas on the reading level of the students to include the level of their reading comprehension.

7. In the light of the "new normal" brought about by the COVID-19 pandemic, new teaching-learning modalities are

implemented, hence, it is recommended that further studies be conducted.



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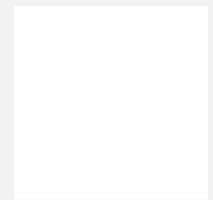
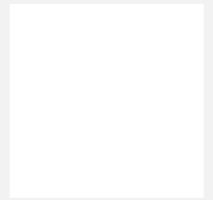
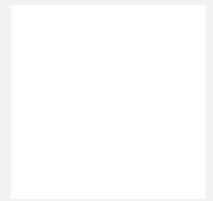
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APPENDICES



APPENDIX A

REQUEST FOR APPROVAL OF RESEARCH TITLE

Samar College
COLLEGE OF GRADUATE STUDIES
 City of Catbalogan

06 July 2019

NIMFA T. TORREMORO, PhD

Dean, College of Graduate Studies
 Samar College, City of Catbalogan

Madam:

The undersigned will enroll in thesis writing this 1st Semester, School Year 2019-2020. In this regard, she would like to present the following proposed thesis titles; preferably number 1, for your evaluation, suggestions and recommendation.

1. "Reading Interventions and Performance of Grade 2 Students in the District of Motiong"
2. "Grade 5 pupils personality: How it affects to their Mathematics performance in the schools of Motiong District"
3. "Separation of duties between parents and teachers: How to persuade parents to spend more time with their children"

(SGD.) **GERLYN B. LAZARRA**
 Researcher

Recommended Title No.

1 (SGD.) **GUILLERMO D. LAGBO, DPA**
 Evaluator

1 (SGD.) **GINA L. PALINES, PhD**
 Evaluator

1 (SGD.) **IMELDA M. UY, EdD**
 Evaluator

Approved Title No.: # 1
 (SGD.) **NIMFA T. TORREMORO, PhD**
 Dean, College of Graduate Studies



APPENDIX B

Republic of the Philippines
Commission on Higher Education
Region VIII
Samar College
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

ASSIGNMENT OF ADVISER

NAME : GERLYN B. LAZARRA

COURSE : Master of Arts in Education

SPECIALIZATION : Elementary Education

TITLE OF THESIS PROPOSAL : "Reading Interventions and
Performance of Grade 2
Students in the District of
Motiong"

NAME OF ADVISER : Pedrito G. Padilla, PhD

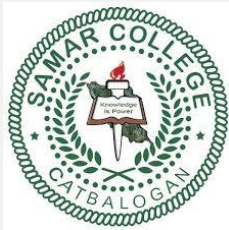
(SGD.) **GERLYN B. LAZARRA**
Researcher

CONFORME:

(SGD.) **PEDRITO G. PADILLA, PhD**
Adviser

APPENDIX C

QUESTIONNAIRE (For Student-Respondent)



Republic of the Philippines
Commission on Higher Education
Region VIII
Samar College
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

13 January 2020

Dear Respondent,

The undersigned is currently conducting a study entitled, **"READING INTERVENTIONS AND PERFORMANCE OF GRADE 2 STUDENTS IN THE DISTRICT OF MOTIONG,"** as one of the requirements for the degree, Master of Arts in Education (MAEd) major in **Elementary Education** with the College of Graduate Studies of Samar College, City of Catbalogan.

As potent source of information, the undersigned requests your cooperation in answering the attached questionnaire.

Rest assured that any information given in this questionnaire will be held in strict confidentiality and shall be used solely for the purpose of this study.

Thank you very much for the usual cooperation.

Very truly yours,

(SGD.) GERLYN B. LAZARRA
Researcher

APPENDIX C

Questionnaire for the Student-Respondents

PART I. STUDENT-RESPONDENTS' PROFILE VARIATES

DIRECTIONS: Please read each item carefully and answer as truthfully as possible by filling in the line spaces provided before each item.

Name (Optional) _____

Age _____ Sex : Male _____ Female _____

Gross Monthly Family Income

_____ Less than Php. 10,000.00
 _____ Php 10,000.00 - Php 29,999.00
 _____ Php 30,000.00 - Php 49,999.00
 _____ Php 50,000.00 - Php 69,999.00
 _____ Php 70,000.00 - Php 99,999.00
 _____ Php 100,000.00 and Over

Parents' Highest Educational Attainment

Father		Mother
_____	No Education	_____
_____	Elementary Level	_____
_____	Elementary Graduate	_____
_____	High School Level	_____
_____	High School Graduate	_____
_____	College Level	_____
_____	College Graduate	_____
_____	Vocational-Technical	_____

Parents' Occupation

Father		Mother
_____	Government Employee	_____
_____	Private Employee	_____
_____	Public School Teacher	_____
_____	Private School Teacher	_____
_____	Self-Employed (i.e. Vendor)	_____
_____	PNP/BJMP/BFP Personnel	_____
_____	AFP	_____
_____	OFW/Seafarer	_____
_____	Labor (i.e. Carpenter)	_____
_____	Agriculture-Related (i.e. Farmer/Fisherman)	_____
_____	Househusband/Housewife	_____
_____	No Employment	_____

Nutritional Status

_____ Normal _____ Wasted _____ Severely Wasted

Birth Order

_____ 1st _____ 2nd _____ 3rd _____ 4th _____ 5th _____ 6th
 _____ 7th _____ 8th _____ 9th _____ 10th _____ Others, Pls Specify.

Family Structure

_____ 1 Child with parents
 _____ 2 Children with parents
 _____ 3 Children with parents
 _____ 4 Children with parents
 _____ 5 Children with parents
 _____ 6 Children with parents
 _____ 7 Children with parents
 _____ 8 Children with parents
 _____ 9 Children with parents
 _____ 10 Children with parents
 _____ Others, Please specify. _____

Reading Performance:

Subject	Pre-test	Post-test
MTB-MLE		
FILIPINO		

Thank you so much and God bless!

Researcher

APPENDIX D**QUESTIONNAIRE
(For Teacher-Respondent)**

Republic of the Philippines
Commission on Higher Education
Region VIII
Samar College
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

13 January 2020

Dear Respondent,

The undersigned is currently conducting a study entitled, **"READING INTERVENTIONS AND PERFORMANCE OF GRADE 2 STUDENTS IN THE DISTRICT OF MOTIONG,"** as one of the requirements for the degree, Master of Arts in Education (MAEd) major in **Elementary Education** with the College of Graduate Studies of Samar College, City of Catbalogan.

As potent source of information, the undersigned requests your cooperation in answering the attached questionnaire.

Rest assured that any information given in this questionnaire will be held in strict confidentiality and shall be used solely for the purpose of this study.

Thank you very much for the usual cooperation.

Very truly yours,

(SGD.) GERLYN B. LAZARRA
Researcher

APPENDIX D

Questionnaire for the Teacher-Respondent

Name (Optional): _____

School: _____

PART I. EXTENT OF UTILIZATION OF THE READING INTERVENTION

DIRECTIONS: Please read each item carefully and answer as truthfully as possible by checking the appropriate box of your responses.

5- **Extremely Utilized** (EU)

4- **Highly Utilized** (HU)

3- **Moderately Utilized** (MU)

2- **Slightly Utilized** (SU)

1- **Not Utilized** (NU)

Reading Intervention	Extent of its use				
	5 (EU)	4 (HU)	3 (MU)	2 (SU)	1 (NU)
A. ICT (Information and Communication Technology)					
1. Use of Laptop					
2. Use of Cell phone					
3. Use of OHP (Over-head Projector)					
4. Use of printer					
5. Use of speaker					
B. Alphabets					
1. Flashcards					
2. Upper and Lower Case Alphabet Puzzle					

3. Tactile Sandpaper Letter					
4. Alphabet Block					
5. Alphabet Sound Box					
C. Printed Materials					
1. Use of big books					
2. Use of small books					
3. Use of pamphlets					
4. Use of brochures					
5. Use of picture books					
D. Basic Words					
1. CVC (Consonant Vowel Consonant) words.					
2. CVCV (Consonant Vowel Consonant Vowel) words.					
3. Sight words					
4. Diphthong Words					
5. Consonant Blend					

Thank you so much and God bless!

GERLYN B. LAZARRA
Researcher

APPENDIX E
**CONTEXTUALIZED STORIES IN MOTHER TONGUE-BASED MULTI-
 LINGUAL EDUCATION (MTB-MLE)**

An Suok nga Magsangkay

Us aka Sabado namasyada hira Alana ngan Ramir ha plasa. Kahusay hini nga bukad siring ni Alana. Akon pipinggoton ngan ihahatag kan Nanay siring ni Ramir.

"Ayaw, diri puydi pagkuha hin bukad ha plasa." siring ni Alana. Mayda lumupad nga tamsi ha atubangan ni Ramir. Tigda ini niya ginlabay hin bato, ginsaway hiya ni Alana. "Diri maupay paglabay hin mga hayop Ramir" dapat timangnuon ngan mahalon ta ini hira, siring ni Alana. Tumuod hi Ramir kan Alana ngan nagpasalamat hiya han sagdon ha iya.

Mga Pakiana:

1. Hin-o an suok nga magsangkay?
2. Ano nga adlaw hira namasyada?
3. Ano an una nga nakit-an ni Ramir?
4. Ano an ikaduha nga nakit-an ni Ramir?
5. Ano an gusto buhaton ni Ramir han iya mga nakita?
6. Ano an ginsiring ni Alana kan Ramir?
7. Maupay ba nga sangkay hi Alana? Kay ano?

An Hayop nga Karabaw

An karabaw usa nga dako ngan itom nga hayop. Kabulig hiya han mga parag-uma ha bukid. May'da hiya duha nga sungay. Bisan kun kitaon maisog diri hiya nagkakasakit. Kabulig hiya ni Tatay ha amon uma pag-arado. Kun diri han iya bulig waray kita humay nga maaani. Dako an bulig han karabaw ha aton.

Mga Pakiana:

1. Ano nga hayop an kabulig han mga parag-uma?
2. Ano an kolor han karabaw?
3. Pira an sungay han karabaw?
4. Patiunan-o nakakabulig an karabaw ha parag-uma?
5. Basaha an parti han istorya nga imo naruruyagan.

An Tutulo nga Kapasian

Hi Nanay Pakal may ada tutulo nga anak, hira Kabang, Bulaw, ngan hi Lobos. Usa ka adlaw nagsarit kan Nanay Pakal nga magkakalakat hira nga tulo. Siring ni Nanay, "Usa la an iyo angay dumdumon. Maghirot gud kamo ha mga ahang o, lolo."

Samtang naglalakat, nagburublag hira nga tulo. Hi Kabang may'da gintapo nga usa nga lagas nga may ada dara nga uhot. Nahunahunaan niya nga pinaagi hini nga uhot, makakahimo hiya usa nga payag. Gin-aro niya an mga uhot ngan ginbuligan pa paghimo han payag. Di hiya maaram nga mayda ngay-an nakakita ha iya usa nga ahang.

Han nakadto na hiya nalingkod ha sakob han balay tigda la nga nag-abri han bintana an ahang. Sumiring ha iya, "Baboy, baboy pasakuba ako." "Diri, diri pwede", baton ni Kabang.

"Kun diri ka maruyag, gugub-on ko an imo payag". Pero nakadalagan na hiya antes hiya kaunon han ahang.

Hi Bulaw naman, nahilabog hiya hin usa nga lugar. Nakit-an niya an usa nga tawo nga paragkuha hin kawayan. Dumuok hiya ngan nag-aro han tawo para himuon liwat hin payag, basi antes umabot an kagab-ihon nahuman niya an balay.

Ha takna han kagab-ihon umabot an ahang, ginsidngan hi Bulaw, "Baboy, baboy pasakba ako". "Diri, diri pwede", baton ni Bulaw. "Kun diri ka maruyag, gugub-on ko an imo payag". Maupay nala nga nakakalagiw hiya. Waray hiya makaon han ahang.

Nahingadto naman hi Lobos hin usa nga maupay nga lugar nga ddin nakaaro hin mga bato para gamiton pag-ayad han iya balay. Pira ka adlaw an nakalabay natapos an iya balay ngan nakaabat hin kalipay kay natapos an iya puruy-anan. Dida hini ginbisita niya an iya Nanay kay dako man an iya urukyan ngan karuyag niya nga ha iya na umukoy. Dara han kusog han panhamot han ahang, nahiagian niya an balay ni Lobos, pero nakit-an han mag-iroy an iya pag-abot.

Naghunahuna hin paagi an ahang kay waray man niya mahimo an iya plano sugad han ginhimo niya kan Kabang ngan Bulaw.

Ginsidngan ni ahang an baboy nga dagko na an pakwan ni Mr. Miguel Santiago nga andam na panpud-on an bunga. Pero panguwat la ngay-an niya agod kaunon an baboy.

Luyo hini, naunahan hiya han baboy panguha han pakwan sayo pa sugad han ira ginsarabutan nga oras. Darako an kauri than ahang asya nag-isip na liwat hin paagi kun tiunan-o gud mauuwat an kapasian.

Ginsidngan hi Lobos nga may'da puno hin manga nga damo an hinog nga bunga. Karuyag niya nga umupod an baboy panguha han manga. Pero gin-unahan na liwat hiya ni Lobos. Duron a gud an kasina ni ahang han ginhimo ha iya han baboy asya sinmaka hiya han siminiya(chimney) han baboy.

Ha sakob han balay, nakasalang na an karaha nga puno hin tubig nga nagkikinaladkad. Nahipausa an ahang ngan waray pakaandam sanglit nahulog hiya ngada han nakasalang nga dako nga karaha. Namatay an ahang ngan waray mag-iha inabot an duha pa nga kapasian, hira Kabang ngan Bulaw.

Nagin malipayon na hira han pagkirita nira nga tulo.

Pagsantop han binasa.

1. Mahiunong hin ano an istorya?
2. Hin-o an mga hayop nga kaapi han istorya?
3. Ano an karuyag himuon ni Ahang ha kapasian?
4. Kay ano nga waray matuman an mga plano ni Ahang? Ano man an ginhimo han 3 nga baboy?
5. Kun ikaw hi Ahang, hihimuon mo ba an iya ginbuhat? Kay ano?

CONTEXTUALIZED STORIES IN FILIPINO

Maalagang Ina

Handang-handa na sina Nanay Carmen at Tatay Ramon. Dadalo sila sa pagtitipon nina Lolo at Lola. Anibersaryo ng kasal nila. Dapat ay naroon ang buong pamilya. Tinawag ni Aling Carmen ang mga anak. "Fe, Rey, nasaan na ba kayo? Bihis na kami ng Tatay ninyo."

"Nanay, may sinat po si Rey. Isasama pa po ba ninyo kami?" tanong ni Fe.

Dali-daling pumunta si Aling Carmen sa silid ng anak at hinipo ang ulo ni Rey. Nalaman niyang may sinat ito. Lumabas siya at nang ito'y bumalik, nakabihis na ito ng damit pambahay. May dalang palangganang may tubig, botelya ng gamut, at yelo.

1. Saan pupunta ang mag-anak ni Aling Carmen?
2. Sino ang nagkaroon ng sakit?
3. Mahalaga ba ang kanilang pupuntahan? Bakit?
4. Ano ang ipinasiyang gawin ni Aling Carmen nang malamang may sakit si Rey?
5. Ano ang masasabi m okay Aling Carmen?
6. Magagalit kaya sina Lolo at Lola sa hindi pagdating ng mag-anak?
7. Ano kaya ang sumunod na nangyari sa kuwento?

Ang Huwarang Pamilya

Si Mang Piolo at si Aling Cristy ay may huwarang pamilya. Ang kanilang mga anak na sina Arcy, Elvie, Nancy, at Frank ay masisikap na mag-aaral. Ang panganay na si Arcy na nasa Baitang VI ay nangunguna sa klase. Ang kambal na sina Elvie at Nancy ay masisigasig sa pagpasok, aktibo sa talakayan, at napapasali sa lahat ng paligsahang pang-akademiko. Ang nag-iisang lalaki na si Frank ay gumagaya sa masisikap niyang mga kapatid. Naitataguyod naman ang kanilang pag-aaral sa pagiging masigasig ng kanilang mga magulang.

Ang mag-asawa ay responsableng gumagabay, nagdidisiplina, at doble kayod sa paghahanapbuhay para itaguyod ang edukasyon ng mga anak.

Ginagawa nilang araw ang gabi para mapaglaanan ang pangangailangan ng pamilya. Kahanga-hanga ang pamilya nina Mang Piolo at Aling Cristy.

1. Sino-sino ang anak nina Mang Piolo at Aling Cristy?
2. Ano ang tawag sa pamilya nina Mang Piolo at Aling Cristy?
3. Bakit maituturing na huwaran ang kanilang pamilya?
4. Dapat bang tularan ang pamilya nila?
5. Ano kaya ang magiging buhay ng mga anak nila pagdating ng panahon?

Sorpresa kay Nanay

Sabado ng umaga, naisipan ni Tatay na ipasundo si Nanay kay Tiya Maring. Ginawa niya iyon upang makapaglinis kami ng bahay at makapagluto. Walang kamalay-malay si Nanay na mangayayari ang isang sorpresa sa kaniyang kaarawan.

Habang wala si Nanay, gumawa si Kuya ng imbitasyon. Ako naman ang inutusan niyang mamigay nito. Samantala, sina Ate at Tata yang nagluto. Tanghali na ay wala pa rin sila sapagkat nais naming makauwi siya ng hapon upang pagdating niya ay handa na ang lahat. Sumapit ang hapon at isa-isa nang nagdatingan ang mga panauhin. Dumating na rin si Nanay at Tiya Maring. Laking gulat ni Nanay nang Makita niya ang mga pagkain at panauhin. Napaiyak si Nanay sa tuwa at sa sorpresa naming inihanda sabay sabing, "Maraming salamat sa inyong lahat."

1. Sino ang may kaarawan?
2. Bakit naisipan ng Tatay na ipasundo ang Nanay?
3. Paano nila inihanda ang sorpresang kaarawan ng ina?
4. Ano ang naramdaman ng Nanay nang malaman ang sorpresa?
5. Kung ikaw ang anak sa kuwento, tutulong ka rin bas a paghahanda? Bakit? Bakit hindi?
6. Ano-anong paghahanda ang ginawa ng mag-aama para sa kaarawan ng ina?

APPENDIX F

LETTER FOR PRE-ORAL DEFENSE



Republic of the Philippines
Commission on Higher Education
Region VIII
Samar College
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

12 October 2019

NIMFA T. TORREMORO, PhD
College of Graduate Studies
Samar College, City of Catbalogan

Madam:

I have the honor to request that I be scheduled on 14 October, 2019 to have my pre-oral defense with the thesis entitled **"READING INTERVENTIONS AND PERFORMANCE OF GRADE 2 STUDENTS IN THE DISTRICT OF MOTIONG"**.

In this light, I am submitting herewith seven copies of my thesis proposal for distribution to my adviser, the chairman, and the members of the panel of oral examination.

I hope for your early and favorable action on this request.

Very truly yours,

(SGD.) GERLYN B. LAZARRA
Researcher

Recommending Approval:

(SGD.) PEDRITO G. PADILLA, PhD
Adviser

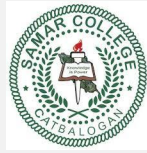
APPROVED:

(SGD.) NIMFA T. TORREMORO, PhD
Dean, College of Graduate Studies

APPENDIX G

Letter of Approval to the Schools Division Superintendent

Samar College



COLLEGE OF GRADUATE STUDIES

City of Catbalogan

13 November 2019

Dr. CARMELA R. TAMAYO, EdD, CESO VI

Schools Division Superintendent

Division of Samar

Catbalogan City, Samar

Madam!

Compliments of the day!

The undersigned would like to seek permission from your good office to conduct a study on her Master's Thesis entitled **"READING INTERVENTIONS AND PERFORMANCE OF GRADE 2 STUDENTS IN THE DISTRICT OF MOTIONG"**.

The target respondents of the said study in which questionnaires will be fielded are the elementary schools of Motiong District. The selected Grade 2 students and their advisers are the respondents of this study. With this, the researcher will pledge one copy of this study to your good office.

Thank you in anticipation for a favorable consideration. More power and God bless!

Respectfully yours,

(SGD.) GERLYN B. LAZARRA

Researcher

Recommending Approval:

(SGD.) PEDRITO G. PADILLA, PhD

Adviser

(SGD.) NIMFA T. TORREMORO, PhD

Dean, College of Graduate Studies

APPROVED:

(SGD.) CARMELA R. TAMAYO, EdD, CESO VI

Schools Division Superintendent

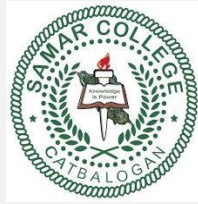
APPENDIX H

Letter of Approval to the District Supervisor

Commission on Higher Education

Samar College**COLLEGE OF GRADUATE STUDIES**

City of Catbalogan



22 November 2019

MRS. MARINA MURIEL Y. LABID, PhD

Motiong District In-Charge

Motiong, Samar

Madam:

Compliments of the day!

The undersigned would like to seek permission from your good office to conduct a study on her Master's Thesis entitled **"READING INTERVENTIONS AND PERFORMANCE OF GRADE 2 STUDENTS IN THE DISTRICT OF MOTIONG"**.

In this regard, the undersigned would like to ask for a copy of the list of teacher-respondents of the elementary and primary schools of Motiong District with their respective full names. With this, the researcher will pledge one copy of this study to your good office.

Thank you in anticipation for a favourable consideration. More power and God bless!

Respectfully yours,

(SGD.) GERLYN B. LAZARRA

Researcher

Recommending Approval:

(SGD.) PEDRITO G. PADILLA, PhD

Adviser

(SGD.) NIMFA T. TORREMORO, PhD

Dean, College of Graduate Studies

APPROVED:

(SGD.) MARINA MURIEL Y. LABID, PhD

Motiong District In-Charge

APPENDIX I
Letter-Request for Permission to the School
Administrator to Field Questionnaires



Commission on Higher Education
Samar College
COLLEGE OF GRADUATE STUDIES
 City of Catbalogan

22 November 2019

Sir/Madam:

Compliments of the day!

The undersigned would like to seek permission from your good office to conduct a study on her Master's Thesis entitled **"READING INTERVENTIONS AND PERFORMANCE OF GRADE 2 STUDENTS IN THE DISTRICT OF MOTIONG"**.

In view thereof, she would like to ask permission from your good office that she be allowed to field her questionnaires to the selected Grade 2 students and their adviser.

Thank you in anticipation for a favorable consideration. More power and God bless!

Respectfully yours,

(SGD.) GERLYN B. LAZARRA
 Researcher

Recommending Approval:

(SGD.) PEDRITO G. PADILLA, PhD
 Adviser

(SGD.) NIMFA T. TORREMORO, PhD
 Dean, College of Graduate Studies

APPROVED:



CURRICULUM VITAE

CURRICULUM VITAE

NAME : Gerlyn B. Lazarra

DATE OF BIRTH : April 22,1992

ADDRESS : Brgy. Inalad, Motiong, Samar

CIVIL STATUS : Single

FATHER : Lucrecio B. Lazarra

MOTHER : Eufemia B. Lazarra

EDUCATIONAL ATTAINMENT:

ELEMENTARY : Inalad Elementary School
Motiong, Samar
(1997-2003)

SECONDARY : Wright Vocational School
Paranas, Samar
(2003-2007)

COLLEGE : Bachelor of Elementary Education (BEEd)
Samar State University - Paranas Campus
Paranas, Samar
(2008-2012)

GRADUATE : Master of Arts in Education
Major in Elementary Education
Samar College
Catbalogan, City
(2015- present)

ELIGIBILITY:

Licensure Examination for Teachers (LET)
September 29,2012
Tacloban City

WORK EXPERIENCE:

Elementary Grade Teacher I

June 2013-January 2015
 Caulayanan Elementary School
 Motiong District

Elementary Grade Teacher I
 January 2015- May 2018
 Inalad Elementary School
 Motiong District

Elementary Grade Teacher III
 May 2018- present
 Inalad Elementary School
 Motiong District

RECOGNITIONS / AWARDS RECEIVED

Coach, (Second Placer) Badminton Girls, District Athletic Meet September 4, 2016, Bayog Elementary School, Motiong, Samar.

Coach, (Champion) Team Oral Quiz Competition, Festival of Talents 2018, Motiong Central Elementary School, Motiong, Samar.

TRAININGS/SEMINARS AND WORKSHOPS ATTENDED

Electoral Boards for the National and Local Elections, Commission on Elections, Ritz Tower de Leyte, Tacloban City, 4-5 March 2019.

Orientation-Workshop on School Contingency Plan, DepEd Samar Division, Redaja Hall, Catbalogan City, Samar, 5 February 2019.

School-Based Roll-out on the Philippine Professional Standards for Teachers (PPST) and Results-Based Performance Management System (RPMS) Manual for Teachers and School Heads, DepEd Samar Division, Inalad Elementary School, Inalad, Motiong, Samar, 28-30 November 2018.

Three-Day Orientation-Workshop on Financial Management Operation Manual, DepEd Division of Samar, Milka Hotel, Tacloban, City, 29-31 October 2018.

3 Day Live Out Training-Workshop on the Utilization of Project Roadmap's Lesson Exemplar in Beginning Reading, DepEd Division of Samar, Wright I Central Elementary School, Paranas, Samar, 21-23 June 2018.

Mid-Year Accomplishment Review and Evaluation and In-Service Training of Teachers, DepEd Division of Samar, Motiong Central Elementary School, Motiong, Samar, 25-27 October 2017.

Orientation on Disaster Risk Reduction and Management (DRRM), Climate Change Adaptation (CCA) and Education in Emergencies (EIE), DepEd Samar Division, Redaja Hall, Catbalogan City, 27 July 2017.

3-Day District Orientation-Workshop on Child Protection and Anti-Bullying Policy, DepEd Samar Division, Casa Cristina Hotel, Catbalogan City, 27,29-30 October 2016.

5-Day Live-in Division Training of Multigrade Teachers on Literacy and Numeracy Skills Development in Multigrade Classroom, DepEd Division of Samar, Jardin de Elena Resort and Restaurant, Catbalogan City, 17-21 November 2015.

Inclusive Community Based Disaster Risk Reduction Management (CBDRRM), Department of the Interior and Local Government, SB Session Hall, Motiong, Samar, 8-11 September 2015.

2015 Grade 4 Mass Training of Teachers for the Implementation of K to 12 Basic Education Program, DepEd Samar Division, Summers Garden Green Hotel, Catbalogan City, 17-23 May 2015.

Division Orientation on School-Based Feeding Program, DepEd Samar Division, Milka Hotel, Tacloban City, 8-9 October 2014.

3-day Training/Workshop on the Development and Production of Teaching and Learning Resources from LRMDs Portal, DepEd Samar Division, Redaja Hall, Catbalogan City, 21-23 August 2014.

1st Provincial Unit Leaders Jamboree, DepEd Samar Division, Buri Airport, Catbalogan City, 1-4 October 2014.