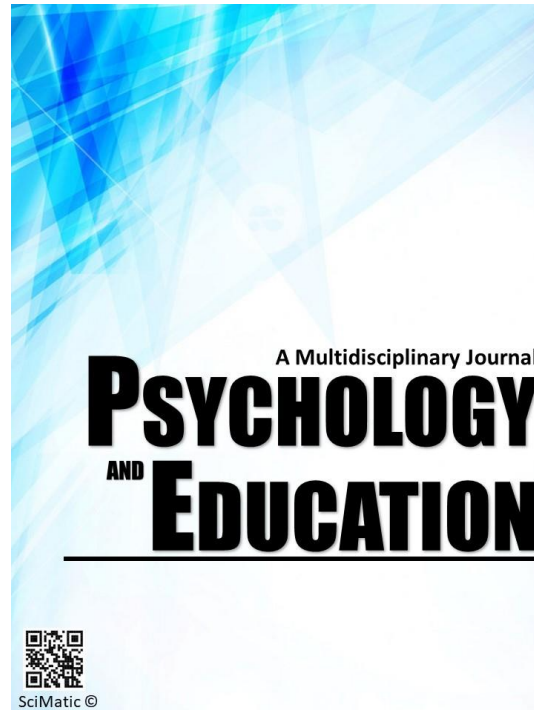


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Project Gabay-Salakay for Struggling Third Graders in Reading

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Abstract

The goal of this study is to create a "Project Gabay-Salakay" intervention to improve the reading readiness of the fifteen students. This, in our opinion, will assist students in acquiring the necessary reading abilities while having fun with parents and other family members, enthusiasm and inspiration during the series of sessions in the students' community, and colorful and educational films. The learners were able to manage the fundamental reading abilities they were meant to have gained in the first few grades thanks to this intervention. Based on their age and grade level, learners who get this intervention will be prepared to read. Significantly, a child's exposure to reading materials in any language that they are familiar with contributes to the development of their reading skills. It was discovered that "Project Gabay Salakay" addressed the issue of inadequate reading skills among the selected Grade 3 students of Midsayap Pilot Elementary School as an intervention. Further evidence that the materials were beneficial comes from the fact that it had a significant impact on how the study's respondents' reading levels developed. Additionally, the materials were engaging and beautiful, which made the learning process participatory.

Keywords: *grade 3 pupils, reading level, public-school*

Introduction

Parent support for reading is one of the many elements that may play a role in the development and sustainment of children's reading motivation; to date, however, research has focused much more on the role that parents play in their preschool and primary-grade children's reading than in their older children's reading (Klauda, 2009).

In Midsayap Pilot Central Elementary School, the non-readers in Grade 3 are fifteen pupils who were identified as not ready to read and considered to be non-readers because the prerequisite skills were not mastered based on the Early Grade Reading Assessment (EGRA) pre-test results. This is a very alarming number of non-readers, and it is also the dilemma of other schools in Midsayap Municipality. During the pre-test, a Pupil-Context Interview Form that asked about the personal information of a child, as well as the availability and his or her exposure to any reading materials, was given.

Out of the information gathered, it was found that the majority of them do not have reading materials at home, and do not have the access to the internet. There is a positive relationship between the reading environment and with average hours students spent on reading. These depict parents who provide home with a good and encouraging reading environment with sufficient reading materials and positive attitudes towards reading will influence their children's reading habits (Morni & Sahari, 2013). Some parents also have said during the home visitation and interview said that

they are using obsolete style in teaching their children wherein letters are being memorized through names of animals and plants only. Unfortunately, there are some parents also who do not teach beginning reading at all.

Children benefit when teachers and parents reinforce the same concepts and ideas. For this to happen, teachers and parents must have some knowledge of what happens in the classroom and what happens at home that supports reading acquisition (Darling, 2005).

The purpose of this study is to develop an intervention to enhance the reading readiness of the fifteen pupils through the "Project Gabay-Salakay" intervention. We believe that this will help the pupils develop the needed skills in reading while having fun with parents and family members, excitement, and motivation through colorful and informative videos and auditory effects during the series of sessions in the community of the pupils.

This intervention will also help learners cope with the basic skills in reading which were supposedly learned during early grades. With this intervention, learners will be ready to read based on their age and grade level. Significantly, exposure of the child to reading materials in whatever language he/she knows, constitutes to development of reading ability (Akubuilu, 2015).

Research Questions

This study aims to know the reading readiness among Grade 3 pupils of Midsayap Pilot Central Elementary



School for the school year 2021-2022. Specifically, it seeks to answer the following research questions:

1. What is the reading level of the Grade 3 pupils before the Project Gabay- Salakay intervention?
2. What is the reading level of the Grade 3 pupils after the Project Gabay- Salakay intervention?
3. Is there a significant difference on the reading levels of the Grade 3 pupils before and after the implementation of Project Gabay-Salakay intervention?
4. What is the effect size of the “Project Gabay-Salakay” intervention to the reading level of the Grade 3 pupils?
5. What are the insightful experiences of Grade 3 pupils during the implementation of the Project Gabay- Salakay intervention?

Methodology

Research Design

This study will use Explanatory Sequential Research design. The data and the results will show the effectiveness of the “Project Gabay-Salakay” as intervention to save struggling third grades in reading and the parental involvement at home and also the teachers’ own interventions to help the struggling learners in reading to improve their reading performance level.

Respondents and other Sources of Data and Information

The respondents of this study will be the identified third graders who are struggling and have the difficulty in reading. They will be identified through the Early Grade Reading Assessment (EGRA) results. Parents are also one of the sources of data for this study since they will be involved in the implementation of the intervention.

Description of Action and Implementation Plan

The “Project Gabay- Salakay” will be crafted by the researcher. This will involve the researchers, the peers, and the school principal. The instruments will be validated by at least three experts in the fields whose expertise conforms with the indicators under

validation. The intervention will be implemented by the school as soon as it was validated and approved for utilization. To finalize, revisions will be made incorporating all the suggestions and recommendations gathered from the learners and experts. Finally, the “Project Gabay- Salakay” will be presented and defended for its validity, utilization and implementation.

Study Participants and Selection

The respondents of this study will be the fifteen pupils of Midsayap Pilot Central Elementary School who have difficulty in reading. This is the total number of pupils identified as “not ready” in reading based on the Early Grade Reading Assessment (EGRA) pretest results. This study used purposive criterion sampling from the sample size of the respondents. We will randomly select twelve pupils and parents to be the participants for the Focus Group Discussion.

Instrument and Data Collection

This action research used explanatory sequential research design to explain the effect of the intervention to the fifteen (15) “not ready” pupils. Furthermore, this research will help develop the reading readiness of the fifteen Grade 3 pupils of Midsayap Pilot Central Elementary School through the “Project Gabay-Salakay” intervention by comparing the results of the pre-test and post-test.

During the conduct of this study, the researcher will do the following: first; collect the mean scores of the Early Grade Reading Assessment (EGRA) pre-test of the respondents; second, do the intervention; third, collect the mean scores of the post-test and finally collect and tabulate the result of the data analysis. Focus Group Discussion will be conducted to know the insightful experiences of the parents and the respondents during the conduct of the intervention. The data gathered will be interpreted through thematic analysis.

Plans for Dissemination and Utilization

The results of the study will be disseminated in the school during the Learning Action Cell (LAC). The results will, likewise, be shared to the Elementary Cluster Schools for proposal of the utilization of the “Project Gabay- Salakay”. The study will also be shared to various research conferences.

Ethical Consideration

The researchers ensured that the ethical considerations



were properly applied in the study. This paper underwent screening and evaluation by the District Research Appraisal Team. The participants of the study were given the informed consent for the researchers to know if they are willing to take part in the study as participant of the in-depth interview. The consent specifically stated that their participation in the study is strictly voluntary. The participants could use the vernacular during the in-depth interview or Focus Group Discussion.

Moreover, before the data gathering of the study started, the researcher informed the respondents and participants about the aims of the research, and they were assured of the confidentiality of the data they will disclose to the researchers. They shall be treated with utmost respect in the conduct of the study. The data gathered were used solely for this study. The proposed study will strictly adhere to the ethical and moral standards. Further, health protocols will be highly observed to keep all the participants of the study safe from contracting the COVID-19 virus.

Results and Discussion

Presented here are the analysis and interpretation of the statistical data from the Grade 3 pupils. The data are shown in tabular and descriptive forms.

Descriptive Analysis on the Reading Level of the Participants

Table 1.1. Reading level of Grade 3 pupils before and after the Project Gabay-Salakay intervention.

Score Range	Frequency		Interpretation
	Pretest	Posttest	
1 – 175	15	1	Non-Reader
176 – 350		14	Reader
Total	15	15	

Table 1.1 shows the data on the reading level of the participants before and after the Project Gabay-Salakay intervention. As reflected on the table, all of the participants are non-reader before the Project Gabay-Salakay intervention as manifested by their scores in the pretest. But when the post test conducted after the intervention of the Project Gabay-Salakay to the participants, it shows that only one remained as non-reader with a score of 159 and the rest of the participants are now readers.

Table 1.2. Mean scores on reading level of the Grade 3 pupils.

Variable	N	Minimum Score	Maximum Score	Mean	Std. Deviation
Before	15	24	87	55.93	17.59
After	15	159	243	222.07	23.95

Table 1.2 shows mean scores on reading level of the participants before and after the Project Gabay-Salakay intervention. The highest score of the participants before the Project Gabay-Salakay intervention is 87, while after the intervention, the highest score is 243. The mean score of the participants before the intervention is 55.93 with a standard deviation of 17.59. Furthermore, after the intervention, the mean score of the participants on reading level increased significantly. It can be inferred that the intervention is very effective.

Analysis on the Significant Difference in Reading Level of the Participants

Table 2. Test on the significant difference between the mean scores of the participants before and after the intervention.

Variable	Mean	Std. Deviation	t	df	Sig.
Before and After (Reading Level)	-166.133	27.487	-23.408**	14	0.000

*Significant at 0.01 level of significance

Table 2 depicts the significant difference between the mean scores of the participants before and after the Project Gabay-Salakay intervention. The data show that the reading level of the participants have a mean score difference of -166.133. The obtained *t*-value is -23.408 and the probability of 0.000 which is lesser than 0.01 level of significance is indicative of a very highly significant difference between mean scores of the participants on reading level before and after the Project Gabay-Salakay intervention.

Descriptive Analysis on the Effect Size of the Project Gabay-Salakay intervention to the Reading Level of the Participants

Table 3. Effect size of the Project Gabay-Salakay intervention to the Reading Level of the Participants.

Variable	Eta	Eta ²	Remarks
Reading Level	0.972	0.944	Large Effect

Legend for Size Effect: *Small* – 0.2,
Medium – 0.5, *Large* – 0.8

The Eta² value for the reading level is 0.944 which signifies Large Effect. This means that the Project Gabay-Salakay intervention to the participants has contributed large effect on their reading level. Thus, the Project Gabay-Salakay intervention made a significant improvement on the reading level of the participants. Result conforms to the study of Akubuilu (2015) that exposure of child to reading materials in whatever language he/she knows, constitute to development of reading ability.

Insightful experiences of Grade 3 pupils during the implementation of the *Project Gabay- Salakay* intervention

Based on the responses of the Grade 3 pupils in the Focused Group Discussion conducted, it can be inferred that the intervention used was very much liked by the pupils and was useful. They found out that the reading materials are easy to use and understand. It was shown in their positive feedback and perfect attendance of doing the intervention for a month.

[daghan kami makat unan teacher kay daghan kayo reading materials.tapos nagsugod ug sayon paadto sa medyo lisod. ganhan ko sa reading materials kay colorful kayo.nindot basahon.]

Many of them also wanted to request for another month of extension so that their reading abilities will be improved.

[unta teacher magpadayon pa atong pagbasa kay nindot siya nga himuon. Unta daghan pang time ta magbasa para makakat- on pa jud ko mayo.]

Moreover, the Grade 3 pupils suggested to have more reading materials to be used to improve their reading ability.

Learning and Insights

The purpose of this study is to develop an intervention to enhance the reading readiness of the fifteen pupils through the “Project Gabay-Salakay” intervention. We believe that this will help the pupils develop the needed skills in reading while having fun with parents and family members, excitement and motivation through colorful and informative videos and auditory

effects during the series of sessions in the community of the pupils.

This intervention helped the learners cope with the basic skills in reading which were supposedly learned during early grades. With this intervention, learners will be ready to read based on their age and grade level. Significantly, exposure of child to reading materials in whatever language he/she knows, constitute to development of reading ability.

It was found out that the “Project Gabay Salakay” as an intervention addressed the problem on the problem of poor reading skills among the selected Grade 3 Pupils of Midsayap Pilot Elementary School. Furthermore, the researchers find out that the materials used were effective since it has large effect on the development of the reading level of the respondents of the study. Also, the materials were interactive and attractive making the learning session to be interactive.

Conclusion

Based on the findings of the study, the following conclusions were drawn: (1) The use of Project “*Gabay-Salakay*” significantly increased the reading level of Grade 3 pupils of Pilot Elementary School. (2) After the intervention, only one remained as the non reader. (3) The level of significance is indicative of a very highly significant difference between the mean scores of the participants on the reading level before and after the Project Gabay-Salakay intervention. (4) The intervention has a large effect on the increase of the reading level of the identified Grade 3 pupils.

Moreover, based it is recommended that: (1) the Project “*Gabay-Salakay*” as an intervention should be included in one the SLAC sessions in the school. (2) The intervention could be employed at other Grade levels in the school or in the Central of Midsayap. (3) The Project “*Gabay-Salakay*” an intervention can also be as a reading intervention to address the reading difficulties of Elementary pupils of Midsayap Pilot Elementary School or in Central District.

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