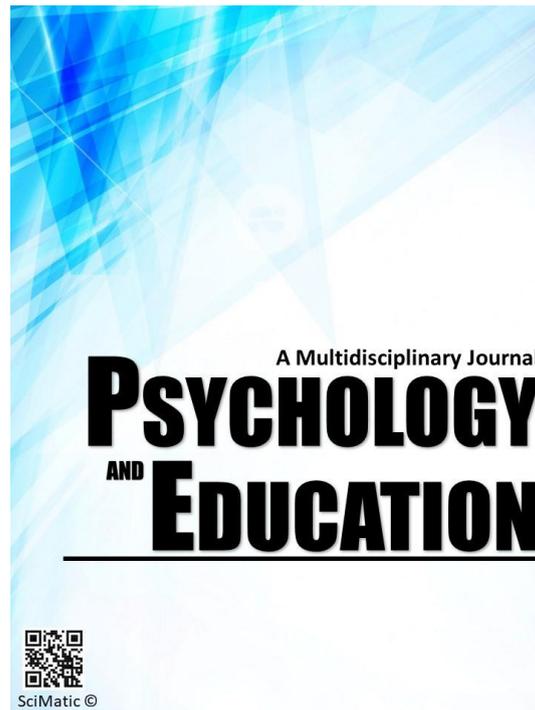


**OK:KENNIE (OPLAN KAALAM: KEEPING
EDUCATION IN THE NEW NORMAL INNOVATIVE
AND EXCELLENT) PROJECT: AN INNOVATIVE
READING AND NUMERACY INTERVENTION
PROGRAM**



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OK:KENNIE (Oplan Kaalam: Keeping Education in the New Normal Innovative and Excellent) PROJECT: an Innovative Reading and Numeracy Intervention Program

Kennie P. Aposaga*

For affiliations and correspondence, see the last page.

Abstract

This descriptive research study determined the effectiveness of the OK:KENNIE project as an intervention program for numeracy and reading problems of the elementary learners particularly from Grade 1 to Grade 3. There were 2033 learners taken and was given the pre-assessment and post-assessment for both numeracy and reading. Results revealed that during the pre-assessment, for Grade 1 learners there were 358 out of 705 were non-numerates and 417 out of 705 were non-readers. For Grade 2 learners, out of 649 learners, there were 200 non-numerates and 254 were non-readers and for Grade 3 learners, there 150 out of 679 were non-numerates and 140 out of 679 were non-readers. Generally, out of the 2033 learners, 708 learners were non-numerates and 811 were non-readers. During the post-assessment, for Grade 1 learners there were 136 out of 705 were non-numerates and 138 out of 705 were non-readers. For Grade 2 learners, out of 649 learners, there were 95 non-numerates and 105 were non-readers and for Grade 3 learners, there 47 out of 679 were non-numerates and 58 out of 679 were non-readers. Generally, out of the 2033 learners, 158 learners were non-numerates and 301 were non-readers. It was found out that from Grade 1 learners, the non-numerates decreased from 358 to 136, for Grade 2, a difference of 105 was noted for non-numerates and for Grade 3, the non-numerates decreased by 103. However, for non-readers, for Grade 1 learners, only 158 out of 417 were non-readers, Grade 2 decreases its number of non-readers from Pre-Assessment to Post-Assessment. Hence, there was significant difference in the numeracy skills and reading skills of learners before and after utilization of the intervention project with parental involvement at homes.

Keywords: *numeracy, non-readers, public school, OK Kennie project*

Introduction

Education and learning are thought to be the most crucial foundations of a growing economy, yet the academic system needs radical transformations and major technological reforms. Face-to-face learning engagement of students and teachers within the school has been suspended due to the COVID-19 pandemic. This pandemic has paved the way for the implementation of Modular Distance Learning as an urgent response to ensure continuity of education.

The Philippines is in the process of adapting to the new normal form of education at present, and continuous innovations of educators and the active involvement of other stakeholders are the driving force for its success. Most countries around the world have temporarily closed educational institutions to contain the spread of the virus and reduce infections (Tria, 2020).

Distance Learning refers to a learning delivery modality, where learning takes place between the teacher and the learners who are geographically remote from each other during instruction. This modality has three types: Modular Distance Learning (MDL), Online Distance Learning (ODL), and TV/Radio-Based Instruction (Quinones, 2020).

Modular learning is the most popular type of Distance Learning. In the Philippines, this learning modality is currently used by all public schools because according to a survey conducted by the Department of Education (DepEd), learning through printed and digital modules emerged as the most preferred distance learning method of parents with children who are enrolled this academic year. This is also in consideration of the learners in rural areas where the internet is not accessible for online learning.

The teacher takes the responsibility of monitoring the progress of the learners. The learners may ask assistance from the teacher via e-mail, telephone, text message/instant messaging among others. Where possible, the teacher shall do home visits to learners needing remediation or assistance (Llego, n.d.). Printed Modules will be delivered to students, parents, or guardians by the teachers or through Local Government Officials. Since education is no longer held within the school, parents serve as partners of teachers in education. Parents play a vital role as home facilitators. Their primary role in modular learning is to establish a connection and guide the child. (FlipScience, 2020).

According to the Department of Education (DepEd), parents and guardians perform various roles in Modular Learning such as Module-ator, Bundy-clock, and Home Innovator. As a Module-ator, they are the



ones to get and submit the printed Self-Learning Modules (SLMs) from and to schools or barangay halls at the beginning and end of the week, depending on the agreement between the parents and the school. As a Bundy clock, they must check their child's schedule or workweek plan. Because of the number of subjects or activities to be done, they must see that it is being followed accordingly to avoid cramming or delays in submission, which may affect the child's performance. Lastly, as Home Innovators, they must provide their child with a productive learning environment to help them focus more on Learning. It must be a well-lighted and well-ventilated space in the house, with little or no distraction.

However, there are several things to be considered in the role of teachers and parents in the performance of the learners in the new normal, particularly in that most schools are using modular learning as the most convenient and accessible modality.

As the whole academic year ended, one of the issues encountered by elementary teachers is the low-level performance of the primary learners. Despite the promises and obvious advantages to distance learning, there are problems that need to be resolved. These problems include the quality of instruction, poor reading habits, phonemic awareness, and unavailability of reading materials in MTB. Each one of these has an effect on the overall quality of distance learning as a product. In many ways, each of these issues relates to the others.

Despite the continued prevalence of monolingualism, as a global norm in official or dominant languages (Wolf & Ekkehard, 2000; Arnold, Bartlett, Gowani, & Merelli, 2006), UNESCO (1953) has remained firm in its advocacy to promote the use of the Mother Tongue – Based Multilingual Education Policy (MTB-MLE) (Rumenapp, 2014).

This movement stemmed from a growing body of empirical research and theory on language acquisition and multilingualism attesting to the powerful effect of using the Mother Tongue in bringing out the potential of children in the learning process (UNESCO, 2007).

Studies reveal that the use of the Mother Tongue enables children to enroll and succeed in school (Kosonen, 2005), and attain a higher level of comprehension (McEachern, 2010), thus this project was initiated.

This study investigated the effectiveness of the program which basically aims to help address the pressing issue concerning the high functional illiteracy

among primary learners, lighten the task of the parents on teaching children, and develop a positive attitude towards MTB, thus teaching them to love and embrace the subject. Technically wise, this program also aims to help develop the reading habits of the learners, address low-level reading literacy, combat learners against poor comprehension and vocabulary and respond to the call of the Region to continue building champions amidst the pandemic. Specifically, it aims to speed up learners reading literacy; enrich learners' vocabulary and comprehension skills; help learners pronounce and use archaic terms; help learners develop reading habits on Hiligaynon written materials; help build champions in reading the first language, and establish a strong partnership to committed stakeholders.

Research Questions

The research study specifically looked into determining the answers to the following questions:

1. What is the pre-assessment results of ELLN of the target respondents of the district of Lemery as an entire group and when grouped into Grade Levels before the conduct of the OK: KENNIE Project?
2. What is the post-assessment results of ELLN of the target respondents of the district of Lemery as an entire group and when grouped into Grade Levels after the conduct of the OK: KENNIE Project?
3. Is there a significant difference in the pre-assessment results of ELLN of the target respondents of the district of Lemery when grouped into Grade Levels before the conduct of the OK: KENNIE Project?
4. Is there a significant difference in the post-assessment results of ELLN of the target respondents of the district of Lemery when grouped into Grade Levels after the conduct of the OK: KENNIE Project?
5. Is there a significant difference in the pre-assessment and post-assessment results of ELLN of the target respondents of the district of Lemery?

Methodology

This descriptive research aimed to investigate the effectiveness of the project which consisted of various programs and activities that will support the pressing



issue concerning high illiteracy among primary learners. Based on the survey conducted with parents and teachers it was found that the major problem in early literacy is the scarcity of instructional materials which hinders the enhancement of reading, listening speaking, and writing skills. In this project with the help of our stakeholders from NIPSC Lemery Campus thru its Mentors Club and Supreme Student Council, we will also focus on the writing skills of our primary learners not just in letters but also in numbers. We will also include “Pulis Ko, Teacher Ko Program of our mighty policemen because of the admiration of our pupils for them and that they are also one of the noblemen in town that could help educate our young children through storytelling and other engaging activities that they might share.

The project study was also in support of the Implementation of the Project on Numeracy through Online Classes. The activities were done through the E-reading Tutorial to our young learners and the Video Lessons being sent to the parents via group chat and sometimes file transfer to those who do not have their Facebook accounts. Gaining positive reactions and compliments from the parents, we decided to create this program and formally launch it so that all primary learners could benefit from this.

Results and Discussion

District Pre- Assessment Results on ELLN

The pre-assessment results on the ELLN of the district of Lemery were determined using the frequency of non-numerates and non-readers

Grade Level	Total Number of Pupils	Non - Numerates	Non- Readers
Grade 1	705	358	417
Grade 2	649	200	254
Grade 3	679	150	140
Total	2033	708	811

Based on the results presented, for Grade 1 learners there were 358 out of 705 were non-numerates and 417 out of 705 were non-readers. For Grade 2 learners, out of 649 learners, there were 200 non-numerates and 254 were non-readers and for Grade 3 learners, there 150 out of 679 were non-numerates, and 140 out of 679 were non-readers. Generally, out of the 2033 learners, 708 learners were non-numerates and 811 were non-readers.

District Post-Assessment Results on ELLN

The post-assessment results on the ELLN of the district of Lemery were determined using the frequency of non-numerates and non-readers

Grade Level	Total Number of Pupils	Non - Numerates	Non- Readers
Grade 1	705	136	138
Grade 2	649	95	105
Grade 3	679	47	58
Total	2033	158	301

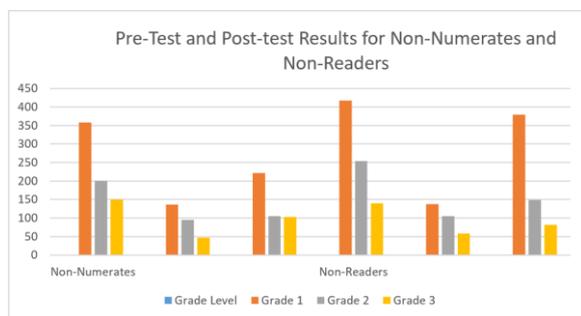
As presented in the table, for Grade 1 learners there were 136 out of 705 were non-numerates, and 138 out of 705 were non-readers. For Grade 2 learners, out of 649 learners, there were 95 non-numerates and 105 were non-readers for Grade 3 learners, there 47 out of 679 were non-numerates, and 58 out of 679 were non-readers. Generally, out of the 2033 learners, 158 learners were non-numerates and 301 were non-readers.

Comparative Results of the Non-Numerates and Non-Readers during the Pre-Assessment and Post-Assessment

Grade Level	Non-Numerates			Non-Readers		
	Pre-Assessment	Post Assessment	Dif	Pre-Assessment	Post Assessment	Dif
Grade 1	358	136	222	417	138	379
Grade 2	200	95	105	254	105	149
Grade 3	150	47	103	140	58	82
Total	708	158	430	811	301	610

It was found that for Grade 1 learners, the non-numerates decreased d from 358 to 136, for Grade 2, a difference of 105 was noted for non-numerates, and for Grade 3, the non-numerates decreased by 103. However, for non-readers, for Grade 1 learners, only 158 out of 417 were non-readers, and Grade 2 decreases its number of non-readers from Pre-Assessment to Post-Assessment.

A graphical presentation of the results was presented below.



According to Villanueva (2015), to have skills and knowledge in Mathematics, one should be learning numeracy skills, specifically in addition, subtraction, multiplication, and division. It involves using a range of mathematical skills and processes confidently to solve everyday life problems.

Differences between the Pre Assessment and Post Assessment results on Learners’ Numeracy Skills

The result presented in the table shows that there is a significant difference in the numeracy skills of learners before and after utilization of the intervention project with parental involvement at homes, $z=-2.127$, $p=.000$.

Differences Between the Pretest and Posttest Scores on the Learners’ Numeracy Skill

	Students	t	p	Findings
Pre-assessment	708			
Post-Assessment	158	-2.127	0.000	significant

Differences between the Pre Assessment and Post Assessment results on the Learners’ Reading Skills

Based on the result presented in the Table shows that there is a significant difference in the reading skills of learners before and after utilization of the intervention project with parental involvement at homes, $z=-3.234$, $p=.000$.

Differences Between the Pretest and Posttest Scores on the Learners’ Reading Skill

	Students	t	p	Findings
Pre-assessment	811			
Post-Assessment	301	-3.234	0.000	significant

Conclusion

As per the results and findings presented, it was noted that the intervention project known as O.K (KENNIE) was effective since there was a great decrease in the number of non-numerates and non-readers among learners from Grade 1 up to Grade 3. According to Riawan (2019) using worksheets during the intervention process may increase the performance of the learners. This was further supported by Arafah (2020) that students need worksheets as teaching material that can make them actively and creatively participate in learning to find concepts through solving daily life problems and used by students to conduct learning activities. Hence, the project OK: KENNIE can be an effective strategic management tool in solving uncontrollable numeracy and reading skills problems of the school in the elementary.

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Affiliations and Corresponding Information

Kennie P. Aposaga
 Jose Alminana Memorial Elementary School
 Department of Education - Philippines