

Impact Assessment of the “Mulat sa Aklat” Reading Program for the Elementary Pupils of Malvar

BY

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Abstract

The success of any community extension program lies in its capacity to transform the lives of its beneficiaries. Extension programs centering on literacy can help young learners in developing a genuine love for reading which is essential for attaining the desired competencies and outcomes across learning areas. Hence, this study assessed the impact of the implemented literacy program, *Mulat sa Aklat*, for elementary graders by examining and tracing the reading levels of its beneficiaries who were Grade 1 pupils. Results revealed that the reading level of the beneficiaries had significantly improved as they were continuously promoted to Grade 5 affirming the positive impact of the implemented literacy program on their reading competencies and academic attainment. This study calls for a sustainable reading development plan which includes continuous orientation, implementation, monitoring, and evaluation.

Keywords: reading assessment, reading development plan, extension program, parental involvement

1. Introduction

Reading is the process of seeing written symbols, and characters and understanding their meaning. It is one of the four most important language skills along with listening, speaking, and writing. By listening to stories, the student will come into contact with various words, which build their vocabulary and improve their listening comprehension.

In today's society, however, a lot of students do not know how to read comprehensively. The 2018 Program for International Student Assessment (PISA) Report revealed that the Philippines scored lowest among the 79 participating countries in reading comprehension. Over 80% of Filipino students around the age of 15 do not reach the minimum level of proficiency in reading.

Long before the result of the PISA, the problem of reading difficulty can be readily perceived in the number of non-readers in elementary and high school. To address this concern, the Department of Education strengthened its reading program through the implementation of the Early Language, Literacy, and Numeracy Program to achieve the goal of making every child a

reader. Moreover, some DepEd Regional Offices like DepEd CAR and DepEd NCR implemented the “no read, no pass” policy to prevent promoting non-readers to the next grade level.

In the district of Malvar, Batangas, a study was conducted to analyze the results of the local reading assessment in English and Filipino S.Y. 2016-2017. As revealed, there were several nonreaders at all levels. Informed about this problem, the College of Teacher Education signed a Memorandum of Understanding with the DepEd District Office in adopting the elementary school in Malvar District that has the highest number of non-readers. After this, research on need assessment was conducted which provide the needed baseline data in the implementation of the “Mulat sa Aklat” Program to the adopted school.

The College of Teacher Education conducted the “Mulat sa Aklat” Program in November 2017 in time with the celebration of National Reading Month. Anchored on the thrust of DepEd to promote love for reading, the objectives of this extension project are to inform the parents about their roles in the education of their children, equip them with effective tutoring skills in teaching their

children to read, develop children’s literacy through book reading and storytelling. Involved in the conduct of this extension project are the faculty extensionists and the pre-service teachers majoring in the Bachelor of Elementary Education.

In implementing the “Mulat sa Aklat” program, 25 purposively selected parents were encouraged to devote some time to read stories to their children at the kindergarten level through the provided reading materials. They were also persuaded to attend training and workshops that will help empower them to teach reading to their children.

Adhering to the quality policy of the University, the College conducted this study to look into the impact of the implemented reading program since 2017 to serve as a basis for continuous improvement of the extension program to the adopted elementary school and for redesigning the program to make it more responsive and sensitive to the needs of the clientele.

2. Objectives and Methods

2.1 Objectives

Being the Chairperson of the Bachelor of Elementary Education Program, the researcher conducted this study to assess the impact of the implemented “Mulat sa Aklat” Program from November 2017 to date.

Specifically, it seeks answers to the following objectives:

1. Determine the impact of the reading program on the reading competency of the pupils as perceived by the involved parents and elementary teachers in terms of:
 - 1.1 Objectives,
 - 1.2 Effectiveness of the Activities, and
 - 1.3 Overall Effectiveness
2. Trace the reading level of the pupil beneficiaries based on the reading assessment of the reading program for the past five years.
3. Propose a reading development plan for the sustainability of the conducted reading program.

2.2. Methods

For this study, the mixed method of research was utilized to assess the impact of the “Mulat sa Aklat” Reading Program. The thirty-two respondents were purposively selected consisting of 25 parents from the kindergarten class and 7 teachers from the adopted school in the Municipality of Malvar since November 2017.

Through the constructed questionnaire, the researcher assessed the impact of the reading program. In the constructed questionnaire, the respondents were requested to rate each item on a five (5) point rating scale with their designated verbal interpretation such as very high extent (5), high extent (4), moderate extent (3), slight extent (2) and least extent (1).

The researcher utilized appropriate statistical measures for the analysis and interpretation of the collected data.

3. Results and Discussion

This portion presents the data gathered in the tabular form together with the corresponding analysis and interpretation

3.1. Impact of the Reading Program on the Reading Competency of Pupils

The succeeding table presents the parents’ and teachers’ perceptions on the impact of the conducted “Mulat sa Aklat” Reading Program relative to (1) objectives, (2) effectiveness of the conducted activities, (3) effectiveness of the “Mulat sa Aklat” Program as a whole in enhancing the reading competencies of the pupil-beneficiaries of the program.

1.1 Objectives

The table presents the parents’ and teachers’ perceptions on the impact of the conducted “Mulat sa Aklat” Reading Program relative to the extent of attainment of objectives. It reveals the computed mean and standard deviation for each item statement with its corresponding verbal interpretation.

Table 1. Impact of the Reading Program in Terms of Objectives

Indicators	Parents			Teachers		
	M	SD	VI	M	SD	VI
Extent of Attainment of Objectives (<i>Lawak ng Pagkamit ng Layunin</i>)						
Objectives and expectations were communicated. (<i>Ang mga layunin ay malinaw nanaipaliwanag.</i>)	4.88	0.33	VHE	4.86	0.38	VHE
Objectives were achieved. (<i>Ang mga layunin ay lubos nanakamit.</i>)	4.92	0.28	VHE	4.57	0.53	VHE
Activities included in the session were appropriate and relevant to the achievement of the learning objectives. (<i>Ang mga gawain ay sapat at may kaugnayan sa pagkamit ng mga layunin ng programa.</i>)	4.64	0.49	VHE	5.00	0.00	VHE
Overall Assessment	4.81	0.37	VHE	4.81	0.30	VHE

Legend: M = Mean SD = Standard Deviation VI = Verbal Interpretation

Mean Ranges Verbal Interpretation

4.50 – 54.00	Very High Extent
3.50 – 4. 49	High Extent
2.50 – 3.49	Moderate Extent
1.50 – 2.49	Slight Extent
1.00 – 1.49	Least Extent

The table above shows the parents’ and teachers’ perceptions as to the impact of the implemented reading program according to its objectives. It can be seen from the table that both of the respondents have regarded the objectives of the reading program to a very high extent with an overall mean of 4.81. Revealing a consistent response, it can be concluded that the respondents highly believe in the set objectives of the *Mulat sa Aklat* Program.

3.2. Effectiveness of the Activities

The table presents the parents’ and teachers’ perceptions of the impact of the conducted “*Mulat sa Aklat*” Reading Program relative to the extent of effectiveness of the activities. It reveals the computed mean and standard deviation for each item statement with its corresponding verbal interpretation.

Table 2. Impact of the Reading Program in Terms of Effectiveness of Activities

Indicators	Parents			Teachers		
	M	SD	VI	M	SD	VI
Extent of Effectiveness of Activities (<i>Lawak ng Gawain Kapaki-pakinabang</i>)						
Activities were aligned with the needs of the community. (<i>Ang mga gawain ay naaayon sapangangailangan ng komunidad.</i>)	4.92	0.28	VHE	5.00	0.00	VHE
Activities respond to participants’ needs (<i>Ang mga gawain ay tumutugon sakanilang mga pangangailangan.</i>)	4.88	0.33	VHE	5.00	0.00	VHE
Activities are meaningful and comprehensive. (<i>Ang mga gawain ay makabuluhan at komprehensibo.</i>)	4.84	0.37	VHE	5.00	0.00	VHE
Overall Assessment	4.88	0.33	VHE	5.00	0.00	VHE

Legend: M = Mean SD = Standard Deviation VI = Verbal Interpretation

Mean Ranges Verbal Interpretation

4.50 – 54.00	Very High Extent
3.50 – 4. 49	High Extent
2.50 – 3.49	Moderate Extent
1.50 – 2.49	Slight Extent
1.00 – 1.49	Least Extent

The table above shows the parents’ and teachers’ perceptions on the effectiveness of the implemented activities of the reading program. Both respondents reveal positive perceptions as to the impact of the implemented activities of the *Mulat sa Aklat* Program. With an overall mean of 4.88 and 5.00 respectively, the respondents regard the activities to a very high extent. This implies that the parents and teachers strongly believe that the activities were highly effective and had a positive impact on the reading competencies of the pupils.

3.3. Overall Effectiveness

To substantiate the gathered data from the administered questionnaire, the researcher conducted focus group discussions with the parents and teachers of the pupil-beneficiaries of this investigation. Stated below are the feedbacks and comments of respondents as to the impact of the implemented reading program.

“*Ang Mulat sa Aklat ay nakatulong sa aming mga magulang kung paano maging gabay sa pagtuturo sa aming mga anak ng pagbabasa.*” The project “*Mulat sa Aklat*” helps us parents because it serves as our guide in teaching our child how to read. This statement implies that one of the objectives of the project *Mulat sa Aklat*, which is to equip parents with knowledge in guiding their child how to read, was achieved. As Santos (2015) concluded in his work, in order for parents to teach their own children to read, effective training program is crucial.

“*Ang proyektong ito ay nakatulong upang mabawasan ang bilang ng mga non-readers sa paaralang ito.*” The implemented project lessens the number of non-readers in the school. This clearly connotes that the implemented activities of the reading program in the adopted school have a positive impact on the pupils’ in overcoming their difficulties in reading.

“*Maraming bata ang natutong magbasa sa pamamagitan ng mga reading materials na kanilang ibinigay, nagkaroon ang mga magulang ng oras para sa kanilang anak na maturuan sa pagbabasa.*” Many of the children have developed reading skills with the aid of the reading materials provided by the extensionists. Parents are allowed to teach their children how to read. This statement supports the findings of Alcantara (2012) in her study,

which reveals the high aspiration of parents for their children’s literacy development but is hindered by several concerns, such as lack of literacy materials and lack of time to teach. Accordingly, giving the children access to reading materials create a way to develop their love and ability to read.

3.4 Reading Level Based on the Reading Assessment of the Pupil - Beneficiaries

In the graphs below, the reading assessment of the pupil-beneficiaries of the “Mulat sa Aklat” Program for the past five years is presented. The graphs reveal the Reading Assessment in English and in Filipino of the pupil-beneficiaries from 2018-2022. Reading Assessment data for the year 2020 is not available since it is the year when the pandemic started. From the initial number of pupils which is 25, 19 remained due to a change in residence of the pupils.

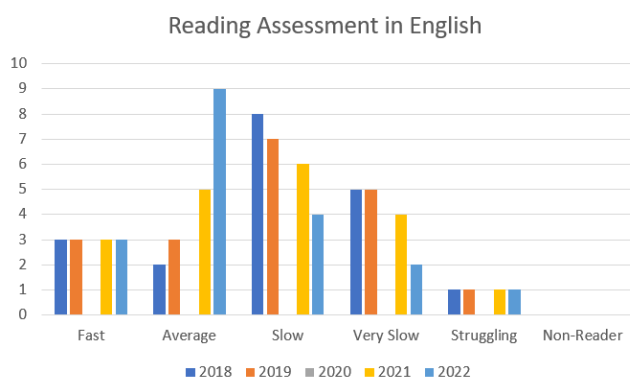


Figure 1. Graphical Presentation of the Reading Assessment in English

As seen in the graph, the number of average readers significantly increased and the slow and very slow readers decreased. Though the number of fast and struggling readers among the pupil-beneficiaries remains the same, there were no recorded non-readers since 2018. Moreover, pupil-beneficiaries were continuously promoted from Grade 1 to Grade 5 which reveals a positive impact of the Mulat sa Aklat Program on their reading competencies. This finding strongly supports the perception of the parents and teachers to a “very high extent” of the implemented reading program in the adopted school.

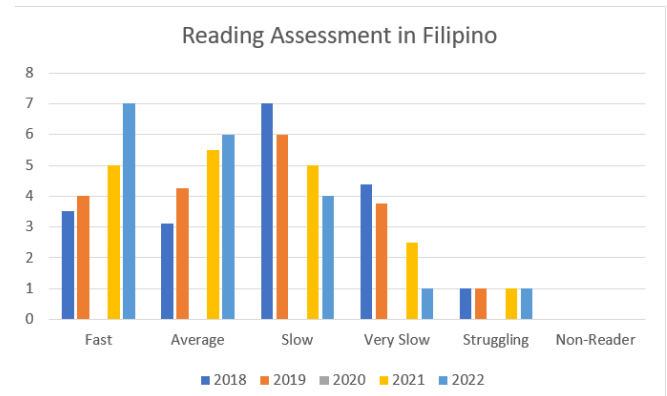


Figure 2. Graphical Presentation of the Reading Assessment in Filipino

The graph presents the reading assessment in Filipino of the pupil-beneficiaries. It is worth to note that there is a decrease in the number of slow, struggling, and non-readers while an enormous increase in the number of fast and average readers after the implementation of the Mulat sa Aklat Program is very evident.

Direct involvement in children's learning and the availability of learning resources at home all appear to influence academic success and cognitive growth. Research says that when parents are a part of their child's education, the student is more likely to stay in school and is likely to achieve (Anderson, 2000). In addition, Silvern (1985) contended that reading stories to young children not only increases reading achievement scores but also listening and speaking abilities. These children are more likely to use complex sentences, have increased literal and inferential comprehension skills, gain more story concept development, increased letter and symbol recognition, and develop positive attitudes towards reading (Marasigan, 2019).

Parental involvement in pupils’ reading achievement indeed plays a crucial part in the learners’ life. Families need to understand how crucial it is for children to learn how to read because this will build their willingness to learn and make reading their habits.

3.5. Proposed Reading Development Plan for Sustainability

Sustaining a school-based reading program requires clear objectives, instructional strategies, assessment techniques, intervention activities, and monitoring and evaluation. To balance the need to make every child a reader to succeed in all subject areas and no learner be left behind that this reading development plan for sustainability was conceptualized.

Table 3 presents the proposed reading development plan for sustainability of the conducted ‘Mulat sa Aklat’ Reading Program of the College of Teacher Education.

Table 3. Proposed Reading Development Plan for Sustainability

Program/ Projects	Objectives	PLAN OF ACTIVITIES				
		Year 1	Year 2	Year 3	Year 4	Year 5
1. Orientation	To orient	Orientation of	Reorientation of	Orientation of	Orientation of	Orientation of

	teachers about the <i>Mulat sa Aklat</i> Program and discuss strategies on how to increase parental involvement in school	Kinder Teachers of SY 2022-2023	Kinder and Grade 1 Teachers of SY 2023-2024	Grade 2 Teachers Reorientation of Kinder and Grade 1 Teachers of SY 2023-2024	Grade 3 Teachers Reorientation of Kinder, Grade 1, and Grade 2 Teachers of SY 2023-2024	Teachers, Parents, and stakeholders in the community on activities to support the reading program of the school.
	To orient parents about the importance of parental involvement and emergent literacy	Orientation of Kinder Parents SY 2022-2023	Reorientation of Grade 1 Parents and Orientation of Kinder Parents SY 2023-2024	Reorientation of Grade 2 and 1 parents and orientation of Kinder Parents of SY 2024-2025	Reorientation of Grade 3, 2, and 1 parents and orientation of kinder Parents of SY 2025-2026	Orientation of Teachers, Parents, and stakeholders in the community on activities to support the reading program of the school.
2. Implementation	To increase Parents' Involvement	Training on Reading Aloud Daily and Modeling a Love of Reading	Training on reading aloud and modeling of love of readings for Kinder Parents of SY 2023-2024 Training on the use of tutoring materials in Filipino	Training on reading aloud and modeling of love of readings for Kinder Parents of SY 2024-2025 Training on the use of tutoring materials in Filipino	Training on reading aloud and modeling of love of readings for Kinder Parents of SY 2025-2026 Training on the use of tutoring materials in Filipino and English	Cooperate with teachers, and other stakeholders in the community on activities to support the reading program of the school.
	To improve Learner's Reading Skills	Conducting various reading activities for children to promote the love of reading Developing manipulative materials for developing phonemic awareness.	Conducting various reading activities for children to promote the love of reading Conducting Reading Remediation for struggling readers Developing manipulative materials for teaching reading in Filipino	Conducting various reading activities for children to promote the love of reading Conducting Reading Remediation for struggling readers Developing manipulative materials for teaching reading in Filipino	Conducting various reading activities for children to promote the love of reading Conducting Reading Remediation for struggling readers Developing manipulative materials for teaching reading in Filipino and English	Conducting various reading activities for children to promote the love of reading Conducting Reading Remediation for struggling readers Developing manipulative materials for teaching reading in Filipino and English
	To capacitate teachers in	Orientation on	Conducting an in-house review of	Data gathering, data analyzing,	Division-wide information	Publication of Classroom-

	conducting action research in reading	parts of classroom-based action research Training on Action Research Proposal Writing	submitted classroom-based action research proposal Submission of Action Research Work Plan and Timelines	and writing the final manuscript. Conducting final In-house review.	dissemination Scouting national and international conferences and fora for research presentation Scouting national and international journals for publication	based Action Research
	To establish a Reading Hub	Conducting annual Book drive project	Conducting annual Book drive project Establishing and maintaining a reading nook in every classroom	Conducting annual book drive project Establishing and maintaining a school library	Conducting annual book drive project Establishing and maintaining a reading nook in every home.	Conducting annual book drive Establishing and maintaining a reading hub in the community
3. Monitoring and Evaluation	To assess parents' involvement	Conducting quarterly meetings with parents Determining the level of parental involvement	Conducting quarterly meetings with parents Determining the level of parental involvement	Conducting quarterly meetings with parents Determining the level of parental involvement	Conducting quarterly meetings with parents Determining the level of parental involvement	Conducting quarterly meetings with parents, teachers, and all stakeholders To conduct Impact Assessment of Mulat sa Aklat Program
	To assess children's reading skills	Determining the pupils' reading level by administering Pre-Test and Post-test	Determining the pupils' reading level by administering Pre-Test and Post-test	Determining the pupils' reading level by administering Pre-Test and Post-test	Determining the pupils' reading level by administering Pre-Test and Post-test	To conduct Impact Assessment of Mulat sa Aklat Program
	To monitor and evaluate action research conducted by teachers	Monitoring the number of the action research proposals submitted	Monitoring of submitted Action Research Work Plan and Timelines	Evaluating the final manuscript through in-house review.	Monitoring the number of disseminated information within the division. Monitoring the number of presentations and publications in national and international conferences and	Monitoring the number of action research publications.

					journals respectively.	
	To monitor the establishment of reading hubs	Determining the number of book collections appropriate for each level.	Determining the number of book collections appropriate for each level. Monitoring and evaluating the availability of reading materials and resources in the reading nook in each classroom.	Determining the number of book collections appropriate for each level. Monitoring and evaluating the availability of reading materials and resources in the school library.	Determining the number of book collections appropriate for each level. Monitoring and evaluating the availability of reading materials and resources in pupils' homes.	Determining the number of book collections appropriate for each level. Monitoring and evaluating the availability of reading materials and resources in the community reading hub

4. Conclusions and Recommendations

The findings gathered in the study led to the formulation of the following conclusion: The objectives, effectiveness of activities, and overall effectiveness of the *Mulat sa Aklat* Program was successful and effective. The reading level of Grade 1 pupils has significantly improved and the pupil-beneficiaries were continuously promoted from Grade 1 to Grade 5 which reveals a positive impact of the *Mulat sa Aklat* Program on their reading competencies. The proposed reading development plan for sustainability includes orientation, implementation, monitoring, and evaluation of the *Mulat sa Aklat* Program.

In light of the findings and conclusions of this study, the following recommendations are hereby offered: Since the findings revealed that there is an improvement in the reading performance of Grade 1 pupils based on the reading assessment, it is recommended that the college adopt other basic education schools in the area for wider reach. Moreover, it was found out that *Mulat sa Aklat* Program was overall successful and effective, thus, it is recommended to conduct another study using a larger sample such as the entire school using observations, and achievement scores for comparison of the data and results.

The reading development plan for sustainability proposed by the researcher may be actualized, implemented, and monitored to ensure the program's continuity.

Lastly, similar studies may be conducted in the future involving other stakeholders like school heads and reading coordinators to

further determine the impact of the reading program.

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