

Post Pandemic Survey: Reading Readiness of the Grade 7 Students

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Abstract: *During the Covid – 19 Pandemic, the traditional approach to the teaching-learning process took a great blow after the implementation of the Community Quarantine, and the sudden shift of the teaching modality. With this sudden shift, students experienced a learning lag making the gap between Students' Level and Grade Level Standards widen. This study seeks to describe the extent of the Learning lag that our students have experienced in contrast to their Grade Level. The 61 Grade 7 students of Northwestern Agusan Colleges of the Academic Year 2022 – 2023 underwent a Reading Diagnostic Test. The results of the Reading Diagnostic Test were low indicating a huge learning gap from the two (2) Academic Years during the Pandemic. This implies that an enrichment program should be implemented to lessen the Learning gap of the Covid – 19 Pandemic.*

Keywords—Covid 19; Pandemic; Learning loss; reading level; reading readiness

Introduction

The Covid – 19 Pandemic brought an unprecedented shift in the teaching modality of the entire educational system. The Philippines recently approved the reopening of schools, from partial reopening on August 2022 to full-blast face-to-face classes on November 2022. During the conduct of classes, the students exhibited a learning lag making the teachers feel the need to conduct remedial classes.

Social distancing and restrictive movement policies have significantly disturbed traditional educational practices. Reopening schools after the relaxation of restrictions is another challenge with many new standard operating procedures put in place (Pokhrel & Chhetri, 2021). The challenges in the reopening of schools are not on the facilities but on how the teachers and students respond to the two (2) years of lost learning.

The COVID-19 pandemic has produced a new world full of challenges, dilemmas, as well as opportunities. It is up to us to adapt and transform the challenges and dilemmas into opportunities for growth and development for our nation and the global community (Simbulan, 2020). Simbulan (2020) added, despite all of these challenges, the ingenuity and resilience of the Filipinos were demonstrated during the pandemic. Societal demands to mobilize the contributions of various sectors to address the pandemic triggered HEIs to face these challenges head-on. Researchers, scientists, and practitioners in the health, social and behavioral sciences, engineering, arts, and humanities, intensified their collaboration and partnership to generate the knowledge

needed to produce timely and relevant policies and programs, projections, strategies, products, and inventions. Laboratories, clinics, offices, workplaces, and even homes were transformed into spaces of discovery and innovation, creativity and resourcefulness, giving credence to the saying "necessity is the mother of change and innovation."

The researcher hopes that this study will help the teachers, staff, administrators, and the general public in addressing the issue of learning lag among students as a post-pandemic effect.

Review of Related Literature
According to the UNESCO Institute for Statistics (UIS) report, the pandemic has disrupted the education of nearly 1.6 billion students in more than 190 countries. The report states that schools and universities were closed in more than 190 countries, affecting nearly 90% of the world's student population.

The UNICEF report states that the pandemic has disrupted education for nearly 90% of the world's student population, with schools closed in more than 190 countries. The report also states that students from disadvantaged communities are at the highest risk of not returning to school due to the lack of access to technology and the internet.

The World Bank has also published a report on the impact of the pandemic on education, stating that the pandemic has had a disproportionate impact on vulnerable and disadvantaged students, including those from low-income families, rural areas, and marginalized communities. The report also states that the pandemic has highlighted the need for more

investment in digital infrastructure and teacher training for online learning.

Additionally, a report from the British Educational Research Association (BERA) states that the pandemic has highlighted the existing inequalities in the education system and has harmed student learning and well-being. It also suggests that the pandemic has accelerated the adoption of technology in education, but also highlights that not all students have equal access to technology, which may widen the existing digital divide.

1. Methodology

Research Questions:

Student Profile

Name:

Grade Level:

Age:

Gender:

Parent’s Profile:

Father’s Name:

Occupation:

Educational Background:

Monthly Salary:

Mother’s Name:

Educational Background:

Monthly Salary:

Occupation:

Research Design:

The researcher initiated a Reading Diagnostic Test. The Reading Diagnostic Test acquires quantitative data from the students. The first part of the tool gathers Qualitative and Quantitative data from the students. This research targeted the whole population of Grade 7 Students of Northwestern Agusan Colleges in the Academic Year 2022 – 2023.

The researchers used the Standardized Questionnaire to measure reading readiness called Phil – IRI. The first part comprises a student profile and a parent profile which gathers the Parents' Financial Status and Education Background of the participants.

Participants of the Study:

The study was conducted at Northwestern Agusan Colleges during the first day of Classes in the Academic Year 2022 - 2023. The study participants were Grade 7 students regardless of gender and Parents' Background. Specifically, this study involves the entire population of Grade 7 Students.

| Grade Level | Section | Population |
|-------------|---------|------------|
| 7 | Camia | 29 |
| 7 | Dahlia | 32 |

Data Gathering Procedure

The researchers prepared a letter to ask permission from the School Director. It was signed by the School Director of Northwestern Agusan Colleges. After the approval, the

researchers conducted a Reading Diagnostic Test. The researchers tabulated the data.

Statistical Tool:

□ Frequency – this will describe the composition of the population

□ Pearson Correlation Coefficient Calculator – measures the correlation of two variables

2. Results and Discussion:

Table 1. Number of Learners and the level of Reading Readiness.

| Number of Learners | Level of Proficiency | Percentage |
|--------------------|----------------------|-------------|
| 0 | Independent | 0% |
| 3 | Instructional | 4.9% |
| 58 | Frustration | 95.1% |
| 61 | Total | 100% |

Table 1 shows that there are only three (3) Learners that are at the Instructional Level, and the majority of the 58 students are on the frustration level. This signifies that a huge gap in the student's capacity and Grade level Competency is present.

Table 2. Number of Students and the corresponding Parent’s Educational Background.

| Number of Respondent | Parent’s Highest Educational Attainment | Level of Proficiency | Percentage |
|----------------------|-----------------------------------------|----------------------|------------|
| 3 | College Graduate | Instructional | 4.9% |
| 5 | College Graduate | Frustration | 8.2% |
| 38 | High School Graduate | Frustration | 62.3% |
| 15 | High School Level | Frustration | 24.6 |

Table 2 shows that three (3) Learners are in the Instructional Level having Parents Educational Background of a College Graduate, five (5) Learners are in the Frustration Level having Parents Educational Background of a College Graduate, 38 learners that are in the frustration level having Parents Educational Background of High School Graduate, and 15 learners that are in the frustration level having Parents Educational Background of High School Level.

The table shows the possible effect of parents' education on students' perspectives on their studies. This is likely due to a variety of factors, including the fact that parents with higher levels of education are more likely to have the resources and knowledge to support their children's learning, especially during the Pandemic. Davis-Kean (2005) suggests that increasing parents' prospects of gaining more education would positively impact the home environment and youth development more than a temporary increase in income. While there are other intervening factors, increasing young

parents' educational opportunities will have long-lasting positive effects on their children's educational and life-long outcomes.

Table 3. Number of Students and their Family Income.

| Number of Respondents | Family Monthly Income | Level of Proficiency | Percentage |
|-----------------------|-----------------------|----------------------|------------|
| 9 | P 1.00 – 9,990.00 | Frustration | 14.8% |
| 29 | P 10,000 – 19,999.00 | Frustration | 47.5% |
| 1 | P 10,000 – 19,999.00 | Independent | 1.6% |
| 12 | P 20,000 – 29,999 | Frustration | 19.7% |
| 2 | P 20,000 – 29,999 | Independent | 3.3% |
| 8 | P 30,000 and above | Frustration | 13.1% |

Table 3 shows that nine (9) learners in the Frustration Level have a family Income of less than P10,000.00, 29 learners that are in the Frustration level have a family income that ranges from P10,000.00 to P19,999.00, one (1) learner that is in the Independent Level having a family income that ranges from P10,000.00 to P19,999.00, 12 learners that are in the Frustration Level having a family income that ranges from P20,000.00 to P29,999.00, two (2) learners that are in the Independent Level having a family income that ranges from P20,000.00 to P29,999.00, and eight (8) learners that are in the Frustration level having a family income of more than P30,000.00.

Family income can also have a significant impact on a student's learning. Lin, Lv (2017) suggested that family income has a significant impact on children's educational level, which is assumed to be elevated with increasing income. A financially well-off family can give more, especially educational resources. For lower-income families, parents hustle around for life and expect little from their kids, and they may put subsistence before children's learning.

Table 4. Shows the population of respondents and the type of school in their Elementary.

| Number of Respondents | Type of School (Elementary) | Level of Proficiency |
|-----------------------|-----------------------------|----------------------|
| 2 | Private School | Independent |
| 8 | Private School | Frustration |
| 1 | Public School | Independent |
| 50 | Public School | Frustration |

Table 4 shows the number of respondents and the type of school they came from before the start of the academic year. This shows that ten (10) of the respondents are from private

schools comprising two (2) Independent and eight (8) frustrated readers, and 51 of the respondents are from public schools comprising one (1) Independent and 50 frustrated readers. This table shows that the type of school a student attends can have a significant impact on their learning. For example, students who attend private schools may have access to more resources and smaller class sizes, which can lead to improved academic performance. On the other hand, students who attend public schools may have less access to resources and larger class sizes, which can negatively impact their academic performance.

3. Conclusion

The Covid 19 Pandemic paved the way for the advancement of education, but due to many factors such as Family Income, Student's Individual Capacity, Interest, Mode of delivery, and Parent's Educational Attainment, the reading readiness of the Grade 7 Students is greatly affected.

Based on the findings of the study, the following conclusion is drawn:

- The gap between students' capacity and their Grade Level Competency widens.
- The learner's reading readiness is affected by their family Income as the higher family income may give the student a new means to further enhance their reading skill (through a Private tutor)
- The Learner's reading readiness is affected by their Parent's Educational Background as the higher the educational background of the parents the higher the importance they give to education.

4. Recommendations

After a thorough analysis of the concluded research, the following recommendations are hereby suggested:

- Due to the learning loss during the Covid 19 Pandemic, the school should initiate an enrichment class for students that require remediation since the reading skills of the students are considered to be their vehicle for learning.
- Parents should also emphasize their students reading ability through tutoring or ensuring the participation of their students in the school-initiated task.
- The students should know the importance of reading in their life for them to be motivated in acquiring the skill of reading.
- Teachers should monitor the student's progress and apply necessary activities and interventions.

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