



## **Impact of REISH Program on Improving Reading Abilities among Grade 1 Pupils at Balungay Elementary School (2022-2023)**

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### **ABSTRACT:**

This study investigates the effectiveness of the Reading Enhancement through Innovative Strategies for Holistic (REISH) Program in improving the reading status of Grade 1 pupils at Balungay Elementary School for the academic year 2022-2023. The research addresses the ever-increasing global concern of declining reading proficiency, especially worsened by the educational setbacks caused by the COVID-19 pandemic. Drawing from UNESCO's pre-pandemic projections and De Vera's insights into the reading capabilities of Filipino children, this study utilizes a pre- and post-reading assessment approach using the PHIL-IRI tool. The REISH Program, aimed at fostering a love for reading in school and at home, is implemented to enhance literacy skills among non-reading Grade 1 pupils. The study employs a descriptive-comparative research design, utilizing t-tests for statistical analysis. The results indicate a significant improvement in reading abilities, emphasizing the program's effectiveness.

### **I. Introduction:**

According to UNESCO(2021), the number of kids who couldn't read at a basic level was declining before the pandemic and was projected to drop from 483 million to 460 million by 2020. Instead, as a result of the pandemic, the number of children in need increased to 584 million in 2020, up by more than 20%, undoing the educational progress made over the previous 20 years.

Meanwhile, De Vera(2022) cited the research of the United Nations Children's Fund (UNICEF) three out of every 20 kids in the Philippines can read simple texts, and the World Bank stated that learning poverty is defined as a fraction of 10-year-olds who cannot read or understand a simple tale.

In connection to the statement above, the researchers conducted a pre-reading assessment using the PHIL-IRI tool which resulted in fifteen out of fifteen pupils being non-readers.

With the current situation, the researchers aim to improve the reading status of Grade One Pupils in Balungay Elementary School through REISH(Reading in School and at Home) Program.

#### ***Statement of the Problem***

The study aims to investigate the impact of the REISH Program on Grade 1 pupils' reading abilities at Balungay Elementary School during the academic year 2022-2023. Specific research questions and a hypothesis guides the investigation.

1. What is the reading status of Grade One Pupils before implementing the REISH Program?
2. What is the reading status of Grade One Pupils after implementing the REISH Program?
3. Is there a significant difference between the reading status of Grade One Pupils before and after implementing REISH Program?
4. What are the implications of the findings for improving the reading ability of Grade 1 Pupils at Balungay Elementary School?!

#### ***Hypothesis:***

There is no significant difference between the reading status of Grade One Pupils before and after implementing REISH Program.

### III. Methodology and Research Design:

The researchers utilized the descriptive-comparative method where the research itself considers two entities: pre-reading and post-reading assessment of pupils after the implementation of the REISH Program. It was conducted in Balungay Elementary School which was composed of seven female teachers headed by Mrs. Immie M. Macasinag and 121 learners with 58 males and 63 females. The respondents were fifteen Grade 1 pupils, identified as non-readers through purposive sampling, participated in the research. Linangin ang 'Yong Kakayahan at Ablidad (LYKA) sa Pagbasa, a self-made reading materials, was developed for the REISH Program, and the PHIL-IRI tool was used for pre- and post-reading assessments. In accumulating of data, the researchers obtained permission from the school head and parental consent from the parents of the participants. Pre-reading assessments were conducted at the beginning of the school year, followed by the implementation of the REISH Program. Post-reading assessments occurred after the second quarter. T-tests were employed to find significant differences between the pre- and post-reading assessment means.

### Results and Discussion

**Table 1:** Results of Pre-Reading Assessment and Post-Reading Assessment

	Pre-Reading Assessment Result	Post-Reading Assessment Result
Non-Reader	15	1
Frustration	0	7
Instructional	0	4
Independent	0	3

The table shows the results of the pre-reading assessment and post-reading assessment on grade one pupils before and after implementing the REISH program.

It revealed that all grade one pupils are non-readers before the implementation of the program, and it was down to one non-reader after the implementation.

**Table 2** T-test Result on Finding the Significant between the reading abilities of Grade one pupils before and after Implementing REISH program

Group	Pre-Reading	Post Reading
Mean	9.9660	74.9213
SD	11.7204	28.4707
SEM	3.0262	7.3511
N	15	15

The results shown that there is a significant difference between the reading status of Grade One Pupils before and after implementing REISH Program.

Based on the findings, the researchers conclude that the REISH Program is extremely effective in improving the reading ability of Grade 1 pupils at Balungay Elementary School. The program successfully reduced the number of non-readers and enhanced the overall reading proficiency of participating students. The researchers were aiming that in the following years, there will be no non-readers in Balungay Elementary School.

Based on the findings and conclusions presented, the following recommendations are suggested:

- Parents:** Continue supporting children in practicing reading at home, providing additional learning materials, and fostering positive reinforcement.
- Teachers:** Utilize the REISH Program's reading materials to further develop learners' reading abilities.
- School Administrator:** Support and encourage programs aimed at enhancing various abilities among learners at the school level.
- Future Researcher:** Consider conducting similar research in other subject areas, locales, and grade levels to contribute to the broader understanding of effective interventions.

This study underscores the importance of targeted reading programs, such as REISH, in addressing the escalating challenge of declining reading proficiency among early-grade learners.

### Reference:

De Vera, B. O. (2021). *WB: 9 out of 10 PH kids age 10 can't read | Inquirer News*. INQUIRER.net. <https://newsinfo.inquirer.net/1517494/wb-9-out-of-10-ph-kids-age-10-cant-read>

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