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MAY 25-26, 2023



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Impact of Project KSP (*Kada Sitiong Pagkukuwento*) in Developing Kindergarten Pupils' Literal Comprehension

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Abstract: Project KSP (*Kada Sitiong Pagkukuwento*) is anchored in Division of Quezon's Kindergarten Storytelling Program: Building Learners Authentic Zeal of Excellence in Reading (**KSP:BLAZER**). It capacitated parents in storytelling. The researcher spearheaded the program, their school was district pilot implementer. DepEd's thrust is to make Quality Education accessible to all learners in Education Act of 1982 and one of the Sustainable Development Goals the United Nations is working on the Philippines. SDO-Quezon's KSP:BLAZER anchored on Every Child A Reader Program (ECARP) is vital. Pupils learn better when they listen to stories, appreciate reading and develop literal comprehension. Schools catered Modular Learning during Covid-19 pandemic affected Kindergarten pupils' skills development. The proponent believed in 3-way partnership of Parents, Teachers, and Pupils (Education Triangle Pedagogy) through Project KSP. Its objective is to find out impact of Project KSP in Developing Kindergarten Pupils' Literal Comprehension. Descriptive method and purposive sampling were utilized for twenty-five Kindergarten pupils of Canda Elementary School, Sariaya, Quezon, School Year 2021-2022. It used Learners Reading Portfolio and interview protocols for learners and their parents played major role as storytellers and guided their children in accomplishing Portfolio. Most of the Kindergarten pupils answered literal questions orally based on the story listened to. Project KSP developed the competencies expected from participants, as evident in Reading Portfolio and interview protocols. Most of the Kindergarten pupils answered questions for literal comprehension skills orally. Project KSP intervention strategy helped meet the objectives expected of Kindergarten pupils. It was a good practice in facilitating modular instruction.

Keywords: impact; Kindergarten; parent storytelling, literal, comprehension

1. INTRODUCTION

Storytelling holds a crucial role in our lives, and one's childhood is incomplete without the experience of listening to stories. Uplifting literacy and numeracy have consistently posed challenges in our school system, prompting the education sector to explore various avenues. However, learners continue to face difficulties in this domain. The sudden onset of the Covid-19 pandemic brought significant changes to our lives, affecting education, particularly the basic literacy and numeracy skills of young learners. In response, all schools in the Philippines temporarily closed to curb the virus's spread, leading the

Department of Education (DepEd) to explore new ways to adapt to the new normal of learning.

DepEd's commitment to making quality education accessible to all learners is a direct translation of its support for the state's mandate, as outlined in the Education Act of 1982. This commitment aligns with one of the Sustainable Development Goals that the United Nations is actively pursuing in the Philippines. SDO-Quezon's KSP: BLAZER, grounded in the Every Child A Reader Program (ECARP), is deemed crucial. Pupils acquire better learning outcomes when they engage in storytelling, appreciate reading, and develop literal comprehension skills. The Covid-19 pandemic



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necessitated the adoption of Modular Learning, impacting the skills development of Kindergarten pupils. The proponent firmly believed in a 3-way partnership among Parents, Teachers, and Pupils through Project KSP.

Project KSP (Kada Sitong Pagkukuwento) is embedded in the Division of Quezon's Kindergarten Storytelling Program: Building Learners' Authentic Zeal of Excellence in Reading (KSP: BLAZER) and Project SHINE (Strengthening Holistic Interventions to Nurture Teachers Empowerment). The implementation of Project KSP aimed to recognize the support of parents and other stakeholders in fostering a love for listening to stories and other forms of texts and literature among Kindergarten learners. The program also enhanced the pedagogical concepts and skills of teachers and parents to build, enhance, and sustain a love for reading, resulting in positive learning outcomes. The objectives of Project KSP included providing parents, stakeholders, and teachers with a platform to foster a love for reading through the Kindergarten Storytelling Program, empowering teachers and parents to sustain this love for reading through storytelling, recognizing participating parents and stakeholders, and strengthening home-based learning and school and community partnerships.

KSP: BLAZER reflects the strong support of SDO Quezon for parents and stakeholders in the educational process of Kindergarten learners. Launched to support ECARP and the 3Bs (Bawat Bata Bumabasa) Initiatives of DepEd, focusing on building love, appreciation, and reading among Kindergarten learners at an early age, the program is designed to develop learners' book and print knowledge, oral communication skills, literal comprehension, and a love for reading. The program ran for a month to underscore the importance of storytelling among parents and learners, with parents playing a crucial role as storytellers throughout the program. Thirty (30) storybooks were utilized during the storytelling sessions, allowing Kindergarten learners to listen and interact with the stories. Learners' Reading Portfolios were completed and submitted at the program's conclusion.

With a clear understanding of the project, Canda Elementary School commits full support for teachers, learners, and parents to effectively promote listening and reading skills, preparing schools, School Heads, Kindergarten Teachers, learners, and parents for the world of reading. The researcher, serving as the District Kindergarten School Head-in-Charge, spearheaded the program, with modular

learning emerging as the most popular form of distance learning in the Philippines. This learning modality is currently employed by all public schools, considering the preferences of parents for printed and digital modules, particularly in areas where internet access for online learning is not feasible.

Guan and Benavides (2021) emphasized the need for school heads to continually support collaboration between parents and learners through regular dialogue and open communication to develop stakeholder relationships. According to them, the Parent-Teacher-Learner Collaboration in facilitating Modular Instruction played a crucial role in ensuring the continuity of the teaching and learning process amid the new normal.

Canda Elementary School diligently monitors the programs, projects, and activities offered to learners in accordance with Republic Act (RA 9155) or the Governance Act of 2001 and RA 10533 or the "Enhanced Basic Education Act of 2013." Aligning with this, DepEd Order No. 029, s. 2022, known as the Adoption of the Basic Education Monitoring and Evaluation Framework (BEMEF), tracks and measures the achievement of the Basic Education Development Plan (BEDP) 2030. A school community with committed teachers, coupled with cooperative stakeholders working hand in hand, pursues the goal of offering meaningful learning.

Canda Elementary School shares the Department of Education's goal of bringing learners back to school, providing better opportunities to address the challenges posed by the Covid-19 pandemic. Through the Learning Recovery and Continuity Plan, Project REGAIN, the school envisions a comprehensive view of its data-driven programs, projects, and activities by examining learners' curriculum performance outcomes and assessing the institution's progress. In Canda ES, "tuloy-tuloy ang edukasyon ng mga batang Candahin" as we address the learning gaps.

The objective of the study was to determine the impact of Project **KSP** (*Kada Sitong Pagkukuwento*) in developing Kindergarten pupils' literal comprehension of Canda Elementary School during the School Year 2021 – 2022. The following questions answered the objective:

1. What is the percentage distribution of scores in the literal comprehension oral assessment of Kindergarten



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- pupils who participated in the Project **KSP**?
2. What is the Mean and MPS Results in the literal comprehension oral assessment of Kindergarten pupils who participated in Project **KSP**?
 3. What are the challenges encountered and solutions done during the conduct of Project **KSP**?
 4. What are the pupils' and the parents' feedback in the conduct of Project **KSP**?
 5. Based from the results, what are the implications of Project **KSP** in developing Kindergarten pupils' literal comprehension of Canda Elementary School?

2. METHODOLOGY

This research employed a descriptive method, utilizing purposive sampling for twenty-five Kindergarten pupils at Canda Elementary School, Sariaya, Quezon, during the School Year 2021-2022. The instrument used was the Learners Reading Portfolio. Interview protocols for both learners and their parents were conducted, given their crucial roles as storytellers and guides for their children in completing the portfolio. These protocols underwent validation by field experts, including a Master Teacher and the School Head in Charge in Key Stage 1, ensuring reliability and validity.

After conducting a parents' orientation and a Seminar-Workshop on the storytelling program, attended by Kindergarten parents and teachers, the researcher sought assistance from the Kindergarten teacher to create a checklist of the different sitios where the pupils reside. Additionally, the researcher prepared materials such as storybooks for parents' storytelling and reading portfolios for the learners, collecting the responses from the learners.

The researcher adhered to ethical standards in conducting the research, securing permission from parents during the orientation seminar in Project **KSP** regarding their children's participation. The researcher assured them that any gathered information would be strictly handled with confidentiality, and individual identities would be kept confidential.

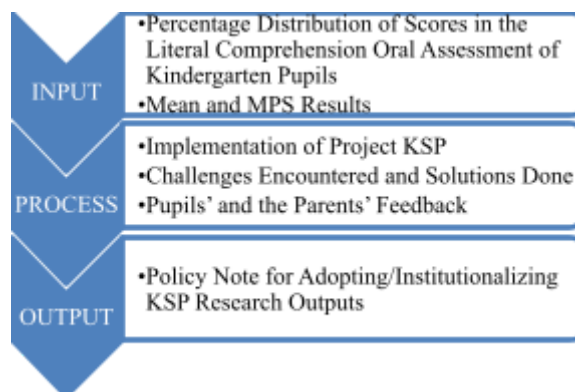
To assess the literal comprehension performance of Kindergarten pupils, the researcher calculated the percentage distribution of scores for those who participated in Project **KSP**. Mean and MPS results of the Oral Assessment given to

Kindergarten pupils who participated in Project **KSP** at Canda Elementary School were also determined.

The conceptual framework of the study was based on the IPO Model, a conceptual model of a general system with interdisciplinary applications. Specifically, it identifies project inputs, its product, and the processing steps required to transform the inputs.

Figure 1

Research paradigm showing the interplay between the independent and dependent variables of the study



Note. As shown in the figure, the systems concept is considered in the study by looking at the input, process, and output components.

The content is the implementation of Project **KSP** in Canda Elementary School among Kindergarten Pupils. The input frame were the percentage distribution of scores in the literal comprehension Oral Assessment of Kindergarten pupils and the Mean and MPS Results. The process frame was the implementation of Project **KSP**, challenges encountered and solutions done, and pupils' and the parents' feedback. The output frame was the Policy Note for adopting or institutionalizing **KSP** research outputs.

3. RESULTS AND DISCUSSION

Figure 2

*Percentage Distribution of Scores of Kindergarten pupils participated in PROJECT **KSP***



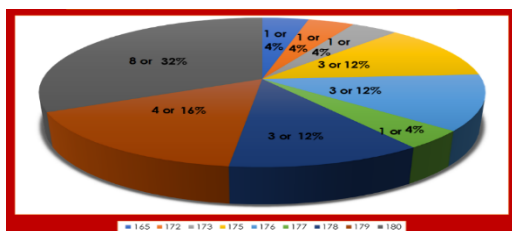
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Note. The figure shows the percentage distribution of scores of Kindergarten pupils participated in Project KSP.

The statistical data revealed that out of the 25 pupils who participated, 8 (32%) achieved a perfect score of 180 points. Additionally, 4 pupils (16%) scored 179 points, 3 pupils (12%) scored 175 points, 3 pupils (12%) scored 176 points, 3 pupils (12%) scored 178 points, 1 pupil (4%) scored 165 points, 1 pupil (4%) scored 172 points, 1 pupil (4%) scored 173 points, and 1 pupil (4%) scored 177 points. The oral assessment results for Kindergarten pupils are consistent with All's findings in 2023, indicating that frequent reading of different stories at a young age contributes significantly to the development of critical thinking and literacy skills. Pupils who engage in such reading activities demonstrate enhanced comprehension and the ability to answer questions based on the stories they have read. Conversely, pupils who have limited opportunities to read storybooks or never engage in such activities are at risk of compromised reading ability. Moreover, as noted by Reyes (2007), the home environment, resources, and guidance provided by parents/guardians are vital factors influencing how pupils/students enhance their reading abilities and comprehension.

Table 1
Mean and MPS Results on the Oral Assessment of Kindergarten Pupils Participated in Project KSP

Pupils No.	Score	MPS	Pupils No.	Score	MPS
1	178	98.89	14	175	97.22
2	175	97.22	15	175	97.22
3	179	99.44	16	180	100
4	178	98.89	17	180	100
5	176	97.78	18	180	100
6	179	99.44	19	179	99.44
7	180	100	20	180	100
8	172	95.56	21	180	100
9	176	97.78	22	165	91.67
10	178	98.89	23	180	100
11	173	96.11	24	176	97.78
12	179	99.44	25	177	98.33
13	180	100			

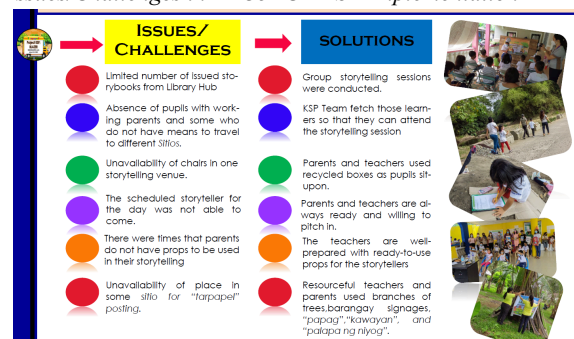
Total Score	4430
No. of Pupils	25
MEAN	177.20
MPS	98.44%

Note. This table presents the Mean and MPS results of oral assessment given to Kindergarten pupils who participated in PROJECT KSP of Canda Elementary School.

The statistical data revealed that Kindergarten pupils at Canda Elementary School who participated in Project KSP achieved a high mean score of 177.20, with a Mean Percentage Score (MPS) of 98.44%. This result underscores that proper guidance and cultivating good reading habits can significantly enhance/improve pupils' reading abilities. They demonstrate the capacity to understand, comprehend, and analyze questions based on the stories they have read. A notable number of pupils reached a high level of literal comprehension, indicating that the implementation of Project KSP greatly contributed to enhancing the literal comprehension skills of the study subjects.

In line with the findings of Guan and Benavides (2021), the study emphasizes the importance of school heads continually supporting collaboration between parents and learners through regular dialogue and open communication to foster stakeholder relationships. The Parent-Teacher-Learner Collaboration in facilitating Modular Instruction, according to them, plays a crucial role in ensuring the continuity of the teaching and learning process amid the new normal.

Figure
Issues/Challenges in PROJECT KSP Implementation





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Note. This figure presents the issues and challenges and the solutions done during the conduct of Project KSP. It affirmed that though there are barriers to parental involvement, the link between parental involvement and student achievement is strong (Epstein, 2018; Hornby & Blackwell, 2018).

Table 2

Kindergarten Pupils' and the Parents' Feedback in the Implementation of Project KSP

A. Ano ang naidulot ng Project KSP sa inyong anak?

-Sa pamamagitan ng "Project KSP" napalawak ang kaisipan at imahinasyon niya sa pakikinig ng iba't-ibang kuwento. Nagkaroon din siya ng pagkakataon upang maibahagi ang kaniyang talento sa pagguhit. At iyo ay naging magandang karanasan niya.

-Ang naidulot ng proyekto sa aking anak ay natutong makinig ng mga kuwento at makisalamuha sa mga kapwa bata niya na hindi pa niya nakikilala dahil nong mga panahon na yun ay pandemic pa kaya hindi niya kilala ang kaniyang mga kaklase kaya noong nagkaroon ng program ng KSP BLAZER ay nakita kong kung paano siya naging masaya at kung paano siya nakinig ng kuwento.

-Dahil sa pandemic hindi alam ng aking anak kung paano makisalamuha sa kapwa bata subalit sa tulong ng programang ito natuto siyang makisama.

-Malaking bagay na napasama ang aking anak sa project ksp sapagkat natuto siyang magkuwento at magbasa ng storytelling.

- Ang unang pagbabago na napansin ko sa aking anak ay natuto siyang makisalamuha sa mga batang hindi pa niya kilala. At ng sa magtapos ay natuto siyang makibahagi, makinig ng wala ako sa kaniyang tabi. At dahil dito alam kong handa na si Jervin para mag-aral at matuto ng mag-isa.

-Ang naidulot po po ng Project KSP sa aking anak ay lalong nasanay po siya sa pakikisalamuha sa kapwa at nagkaroon siya ng idea at kaalaman sa pag-attend po niya nito sa pakikinig at pagsagot sa mga tanong.

-Ang naidulot ng proyekto sa aking anak ay nahubog at napalawak ang kaniyang imahinasyon at natutong makisalamuha sa ibang bata.

-Maganda ang naidulot ng KSP Blazer sa aking anak dahil naalis ang kaniyang pagiging mahiyain at natuto din siya na makihalubilo sa ibang bata.

-Ang naidulot ng proyekto sa aking anak ay natuto na siyang makisalamuha sa mga bata at sa pakikinig ng mga



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Ang napansin ko po sa aking anak na pagbabago bago po mag-storytelling program siya po ay interesado sa mga kuwento. At pagkatapos ay napansin ko po na mas lalong naging interesado po siya at dumami po ang kaniyang kaalaman sa pag-attend po ng storytelling program.

-Mas lalo siyang naging aware at mas naiintindihan niya ang bawat kuwento na kinukwento sa kanila. -Mas marami siyang natututunan, masaya at mas nauunawaan niya.

-ahilig ang aking anak na magbasa ng story.

- Ang unang paMgbabago na napansin ko sa aking anak ay natuto siyang makisalamuha sa mga batang hindi pa niya kilala. At ng sa magtapos ay natuto siyang makibahagi, makinig ng wala ako sa kaniyang tabi. At dahil dito alam kong handa na siya para mag-aral at natuto ng mag-isa.

- Naging mas matanong at ma-kwento na at naging friendly.

-Naging lalong naging masayahin at masigla.

-Bago ang storytelling program, ang aking anak ay mahiyain at hindi marunong makihalubilo sa kapwa bata. Natuto ng makisama at makiisa ang aking anak dahil sa KSP.

C.Tanungin ang inyong anak at pakisulat po ninyo ang kanilang naging kasagutan-Ano ang nagustuhan mo sa Project KSP?

-Ayon po sa aking anak ang nagustuhan niya sa Project KSP ay ang makinig sa mga magagandang kuwento.

-Natuto po ako magbasa at magkulang.

-Nagustuhan daw po ng aking anak ang iba't-ibang kuwento at ang pagpunta sa iba't-ibang lugar.

-Ang nagustuhan ng aking anak at natandaan ay si Kas Kaskasero.

-Ang nagustuhan ko po sa Project KSP ay ang pakikinig po ng iba't ibang kuwentokahit po pandemic ay nakakalabas po kami at nakakapunta po sa iba't ibang lugar kung saan po ito ginaganap. Ang isa pa pong nagustuhan ko po dito ay habang nakikinig po ako ng kuwento ay may natutunan po kami at may aral po ang kuwentong aming pinakikinggan.

-lyong iba't-iba daw kuwento ang kaniyang nagustuhan at 'yong pagkatapos ng kwento ay tatanungin daw siya kung ano ang pamagat ng kwento, nasasagot daw niya.

-Masayang kasama ang ibang bata at madaming iba't ibang kuwento.

-Nagustuhan ko po ang mga aklat at yung Tatlong Palaka.

-Natuto akong makinig at nalalaman ang bawat pangyayari sa kwento.

- Nakapulot ng aral.

Magagandang story po.

Masaya at nakakaaliw.

Natuto po akong makabasa nang maayos at naging aktibo din po ako sa mga aktibidad tulad ng Project KSP.

Ang nagustuhan daw po niya sa Project KSP ay masaya kasi marami daw siyang nakilala at natuto rin daw po siyang makinig ng iba't-ibang kuwento.

Magaganda ang kuwento sabi ng aking anak.

Note. The respondents reveal positive responses on the implementation of Project KSP.

Policy Recommendation Overview

The policy note and policy recommendations propose options for enhancing the utilization of results, findings, and outputs from this research. Grounded in research findings, the policy note encompasses division-wide implementation issuances and policy recommendations concerning the substantial impact on improving literal comprehension skills among Key Stage 1 learners through the adoption of research-based practices.

4. CONCLUSIONS

Most of the Kindergarten pupils can answer orally questions for literal comprehension skills. Project KSP as an intervention strategy helped meet the objectives expected of Kindergarten pupils. Project KSP is a good practice in facilitating modular instruction. The findings of this research imply that using Project KSP as an intervention in Teaching Reading Readiness among Kindergarten pupils in collaboration with the teachers, parents, and pupils brought positive results. This was supported by the study of Guan and Benavides (2021) which stressed that the school heads may continually support the collaboration between the parents and learners by having a regular dialogue and open communication in order to develop the stakeholder's relationship. According to them, the Parent-Teacher-Learner Collaboration in facilitating Modular Instruction was able to ensure the continuity of the teaching and learning process amidst the new normal.



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Therefore, Project **KSP** is an effective intervention strategy among the Kindergarten pupils of Canda Elementary School which needs to be **sustained** and to be **adopted in Key Stage 1 (Kindergarten to Grade Three)**.

This concludes that:

1. Most of the Kindergarten pupils experienced difficulty in this new normal specifically in reading readiness indicators.
2. Providing Project KSP as an intervention strategy helped to reach the competencies expected of the Kindergarten pupils.
3. Project KSP is a good intervention practice in developing early language literacy.

It is recommended that:

1. School administrators should design Project KSP as part of the parent-teacher-learner collaboration in Key Stage 1.
2. Teachers should sustain Project KSP and utilized it in Reading as part of Early Language Literacy and Numeracy (ELLN) for Key Stage 1 that can be done when the learners go back to school for face-to-face classes in the classrooms.
3. Parents should appreciate the innovative strategies catered by the school to reach out for them in this time of pandemic and even when the learners go back to school for face-to-face classes by having Project KSP v.2.0 (*Kuwentuhan Sa Paaralan*).
4. Further enhancement of the project may be conducted and include other grade levels not covered in this research work.

5. ACKNOWLEDGMENTS

The researcher extends sincerest gratitude to DepEd Quezon OIC-SDS Elias Alicaya, Jr., ASDS Herbert Perez, ASDS Gregorio Mueco, ASDS Gregorio Co, Jr., CID Chief Lorena Walangsumbat, Kindergarten EPS Maria Dylin Garcia, District Supervisor Cynthia Marquez, Master Teacher Philmore Buerano, Kindergarten Teachers Alyssa Nina Aliling, Maryjean Balderamos, Claire Rodejo, all 25 Kindergarten pupils and their cooperative parents, guest storytellers and stakeholders, Canda Elementary School teaching force, to her mother, Mrs. Josefina L. Reyes, brothers and sisters for generously lending their time, expertise, encouragement, and moral support in the completion of this work.

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