

# SCHOOLS DIVISION OFFICE OF NAVOTAS CITY

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## The Use of Project SAGIP in Establishing Readiness of Kindergarten Pupils of Wawa Elementary School

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### ABSTRACT

The purpose of this action research is to establish the readiness of kindergarten pupils of Wawa Elementary School. The study was conducted by kindergarten teachers in collaboration with 3 parent representatives from 1 kindergarten class. According to the action research methodology, a combination of methods was used to collect data, such as questionnaires, documentary analysis and interviews. Data showed that parent-teacher collaboration were the basic areas of concern. Pre-assessment ECD Checklist was important for locating the problematic areas and supported decision-making for action while remediation enhanced participation and learning for all learners. The results showed improvement in their attendance and performance in class. The PROJECT SAGIP presented the necessity of giving the children a central and active role in the evaluation process and revealed a problematic dimension, that of the parent-teacher relationship.

**Key Concepts:** Readiness, collaboration, documentary analysis

### INTRODUCTION

This study explored the topic of kindergarten readiness for children who may not have attended a class regularly. The socioeconomic status of a student's family is powerfully related to their academic performance and the outcomes they face after their educational experiences. There are several factors that classify a student as being labeled as low socioeconomic, those factors are race, ethnicity, use of childcare and their families' educational experience. Nevertheless, at the end of kindergarten all students are expected to meet the same grade level standards for entering first grade regardless of their circumstances (Waldfogel, 2012). Therefore, the goal this study is to explore methods of remediation so the students who fall into these categories can be academically successful with the other members of their class.

Reflecting on our own instructional practice and classroom dynamics, we have observed that there is a deficiency among kindergarten students and their ability to learn in a kindergarten classroom. The gap occurs between students who attended regularly and those students who did not attend often. One major problem in our current class is that most of the students enter the school system with no prior background knowledge in literacy skills. For example: students struggle to recognize their first names; they do not recognize upper- or lower-case letters of the alphabet; or letter sounds. These students are significantly behind in comparison to their peers who attend a school consistently. The students who attended class very often can write and recognize their names and they can recognize a few letters; some can recognize all letters in the alphabet.

### STATEMENT OF THE PROBLEM

This research aimed to establish readiness among kindergarten pupils at Wawa Elementary School from 1<sup>st</sup> week of October to 2<sup>nd</sup> week of January of the school year 2022-2023.

Specifically, this study sought to answer the following:

1. What practices are effective for remediating kindergarten pupils who do not attend class regularly?
2. How can the use of Project SAGIP help in establishing readiness among kindergarten pupils?

### METHODOLOGY

The participants were kinder parents and pupils. There were, a total of 3 Kindergarten pupils. The range was 4.0 – 7 years old.

A descriptive-correlational research method was used in this study.

Performance of the pupils was measured through weekly assessment. The project was consistently done every Tuesday to Friday, after class. Child performance and written work is evident in this study.

Home visitation and follow up of learner progress was also a part of the program of Project Sagip. The adviser strictly monitors the struggling pupils using remedial attendance checklist.

### RESULTS AND DISCUSSIONS

Pangalan ng Bata	Nakakasulat ng pangalan na may gayahan	Nakakasulat ng pangalan na walang gayahan	Nkakakilala ng mga letrang napag-aralan na. (e.g.- m, s, l, o a, b at e)							
			M	S	I	O	A	B	E	
1. Angela Rose R. Rosales	✓		✓	✓		✓	✓			
2. Zaine Loen Caseñas		✓	✓				✓			
3. Aisha Maria Domingo	✓		✓		✓					

The monitoring tool shows that 17% of 18 students in Kindergarten-Strawberry were at least able to write their own names and identified some of the letters. This form of data that was used was checklists to help us check and monitor the letters they can identify each day. If a pupil knows the letter, we would mark a check on the column. Throughout the week if pupils repeatedly received checks by on the same letter, we know that he had mastered that letter. The checklist also helps us learn which letter is needed to be reinforced each day and for the following days.

### CONCLUSIONS

The need for information about the status of children's development and learning at the start of formal schooling is clear. We must use early childhood assessments or make your self-monitoring tool to drive efforts to provide enriched, engaging, and intensive learning opportunities to every child, and prevent or minimize achievement disparities right from the start

### RECOMMENDATIONS

- To limit the number of pupils under Project Sagip. It is recommended that we must educate the parents to understand the project. We must also emphasize to them that education is one of the ladders for success. Secondly Educators must motivate their pupils to continue their studies in all the possible way they can.

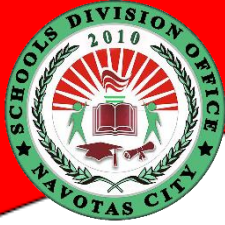
### REFLECTION

We realized that using our project can help lessen absenteeism and improve performance of kindergarten pupils in our school through consistent communication and different means of reaching out. It imposes positive impacts on their studies as well since they perform better.

As educators, we have a responsibility and opportunity to help students overcome the challenges they face at their young age through the help and support of their parents and their guardians. It must be a continuous project that must be applied not just in our school, but to other schools as well.

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Republic of the Philippines  
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**SDO Navotas City, U N O !**