READING COMPREHENSION AMONG GRADE 5 STUDENTS

IN THE DISTRICT OF CALBIGA

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SAMAR COLLEGE

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In Partial Fulfillment

of the Requirements for the Degree

MASTER OF ARTS IN EDUCATION

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JOANA MARIE B. CABRIGAS

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APPROVAL SHEET

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DEDICATION

This humble piece of work is

heartily dedicated to my loving and supportive

brother and sisters:

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JENEFFER

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who have been my great source of inspiration;

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To **GOD ALMIGHTY** for **His** eternal **LOVE.**

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ABSTRACT

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ABSTRACT

This study determined the factors affecting the reading comprehension among Grade 5 students in the District of Calbiga during the School Year 2017-2018.

Specifically, this study sought answers to the following questions, namely: 1) what is the profile of the student-respondents in terms of the following variates: age and sex, grade in English, language spoken at home, parents' highest educational attainment, parents' occupation, gross monthly family income, number of

available reading materials used at home and in school and reading habits; 2) what is the profile of the teacher-respondents with respect to: age and sex, civil status, highest educational attainment, gross monthly family income, number of years in teaching, number of relevant in-service trainings and attitude toward teaching reading; 3) what is the profile of the school administrator-respondents in terms of: age and sex, civil status, highest educational attainment, gross monthly family income, number of years as administrator, number of relevant in-service trainings and attitude toward reading program.

Likewise, it sought answers to the following questions: 4) what is the reading comprehension level of the student-respondents based on the Pre and Post-Test Phil-IRI results in English; 5) is there a significant relationship between the reading comprehension level of the student-respondents and the identified factors, namely: student-related factors, teacher-related factors and school administrator-related factors; 6) what factors affect the reading comprehension of the student-respondents as perceived by the teacher- and school administrator-respondents; 7) is there a significant difference between the perceptions of the two groups of respondents on the factors affecting the reading comprehension level of the

student-respondents; 8) is there significant relationship between the reading comprehension level of the student-respondents and the perception of the two groups of respondents identified factors, namely: teacher-related factors and school administrator-related factors; and 9) what implications may be derived based on the findings of the study.

Based on the problems stated, the following hypotheses were tested: 1) there is no significant relationship between the reading comprehension level of the student-respondents and the following factors: student-related factors, teacher-related factors and school administrator-related factors; 2) there is no significant difference between the perceptions of the two groups of respondents on the factors affecting the reading comprehension level of the student-respondents; and there is no significant relationship between the student-respondents' reading comprehension level and the identified factors affecting comprehension as perceived by the two groups of respondents.

From the findings of the study, it was revealed that During the pretest, the Phil-IRI results showed that a number of the student-respondents, that is, 101 or 44.69 percent were rated as "instructional" while during the posttest, majority of them were rated in the

"instructional" level accounting for 163 or 72.12 percent and in associating relationship between the reading comprehension level of the student-respondents and the student-related profile, the evaluation was: age, not significant; sex, not significant; grade in English, significant; language spoken at home, significant; highest educational attainment, not significant; parents' occupation, not significant; gross monthly family income, significant; number of available reading materials used at home and in school, significant; and reading habits, not significant.

In associating relationship between the reading comprehension level of the student-respondents and the teacher-related profile the evaluation was: age, not significant; sex, not significant; civil status, not significant; highest educational attainment, significant; gross monthly family income, significant; number of years in teaching, not significant; number of relevant in-service trainings, not significant; and attitude toward teaching reading, not significant; while in associating relationship between the reading comprehension level of the student-respondents and the school administrator-related profile the evaluation was: age, not significant; sex, not significant; civil status, not significant; highest educational attainment, not significant; gross monthly

family income, significant; number of years as administrator, not significant; number of relevant in-service trainings, not significant; and attitude toward teaching reading, not significant.

Meanwhile, the teacher-respondents considered the factors that "greatly affect" the reading comprehension of the student-respondents being manifested by the grand weighted mean of 4.23 while the school administrator-respondents considered the factors that "greatly affect" the reading comprehension of the student-respondents, also, being supported by the grand weighted mean of 4.18. In the comparison of the perceptions of the two groups of respondents relative to the factors affecting the reading comprehension of the student-respondents using the t-test for independent samples, the evaluation was not significant.

Furthermore, in associating relationship between the perceived factors affecting the reading comprehension level of the student-respondents and the teacher-related profile the following evaluation was arrived at: age, not significant; sex, not significant; civil status, not significant; highest educational attainment, not significant; gross monthly family income, not significant; number of years in teaching, not significant; number of relevant in-service trainings, not significant; and

attitude toward teaching reading, significant. Finally, in associating relationship between the perceived factors affecting the reading comprehension level of the student-respondents and the school administrator-related profile the following evaluation was arrived at: age, not significant; sex, not significant; civil status, not significant; highest educational attainment, not significant; gross monthly family income, significant; number of years as administrator, not significant; number of relevant in-service trainings, not significant; and attitude toward teaching reading, not significant.

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THE PROBLEM AND ITS BACKGROUND

Introduction

Reading plays a vital role in the teaching-learning process. Reading comprehension of students reflects how they are taught by their teachers. The enthusiastic effort of their mentors would always be an avenue for them to be able to read, and whenever they become slow or non-reader, the school and even their previous teachers are to be blamed due to mass promotion.

In learning institutions, there is always a need to intensify renewed efforts as well as commitment to promoting and sustaining effective reading skills even more rapidly changing conditions of today. The success of the school nowadays is judged by its students' proficiency reading. This is the reason why the Department of Education (DepEd) dreams of producing learners who are effective readers upon completion of third grade by launching the Every Child A Reader Program (ECARP) and the Bright Child Program (Mendoza, 2008:155).

Likewise, the program had been implemented because of the notion that a person who has a good English language reading ability improves competitive advantage of an individual. To enhance English reading performance,

students typically use annotation techniques, such as underlining, highlighting, note taking, and summarizing, to support their reading in traditional printed books. These annotation techniques are very helpful in understanding and memorizing the reading contents in an article (Chen, et al, 2014:102).

Moreover, both public and private educators share the common notion that children who manifest negative attitudes toward schooling and poor performance in any learning area are those who hardly understand printed texts. It is imperative that the teachers in the different learning areas provide students with varied, adequate and meaningful practice in order for the students to comprehend what they read and improved reading levels with confidence.

In the article of Selangan (2015:12), he actually included the data on the reading profile of children in the Philippines. Looking at the results of the National Achievement Test (NAT) in 2015, Grade 3 students got a Mean Percentage Score of 54.42 percent in English reading Comprehension and 58.61 percent in Filipino. This figure shows that Grade 3 Filipino children are considered as average readers in general. It also shows that Grade 3 Filipino students have problem on understanding what they are reading whether the text is written in English or in Filipino.

According to Cruz (2007:9), despite the Filipinos supposedly high literacy rate, many can barely read and write especially of those living in remote areas as well as the slum areas of the country. Filipinos are not a nation of readers, they are a nation of storytellers. Filipinos are of a culture of oral history passed on by word of mouth not through the written word.

In addition, reading is an essential tool for knowledge transfer and the habit of reading is an academic activity that increases skills in reading comprehension. To know about the world and its environment, a child helps himself through reading books, newspapers and other magazines. Once the child has been taught to read and has developed the love for books, he can explore for himself the wealth of human experiences and knowledge through reading. Children who miss the opportunity of getting in touch with books in their early stages of life, find it hard to acquire good reading habits in their later years (Deavers, 2010:351).

Likewise, reading is an activity which involves comprehension and interpretation of ideas symbolized by written or printed page. It is clear that without this ability, readers would find themselves confronted with strange and weird symbols which would make no sense for them. Very low level ability of reading allows a reader to

differentiate the letters of a particular language from non-linguistic marks. With the rapid changes in the field of education, the traditional methods of teaching reading have become obsolete. New techniques of teaching reading skills and reading comprehension have been introduced (Baker & Beall, 2009:234-235).

In fact, securing reading comprehension as a universal cultural mechanism is to be associated with a re-interpretation of reflection on language and writing undertaken in structurally-oriented linguistics, semiotics, and philosophy of language. The focus of the discussion was the opposition of language and reality, speech and writing, reading and writing, as well as finding ways to overcome it. In spite of the existing studies of reading as a cultural attribute in contemporary philosophy, psychology and pedagogy the issue of the analysis of this phenomenon in the semiotic aspect is important. It is topical to treat reading as a specific sign system, storing and transmitting aesthetic information from generation to generation of people living in different historical epochs. Analysis of informational and communicative function of reading as a sociocultural phenomenon is especially relevant (Saussure, 2011:256).

It can be safely said that reading is the true backbone of most learning. After all, everything starts

with the written word — whether it is Mathematics, Science or even Home Economics. As students go up the educational ladder, more reading is usually required as subjects become more dense and challenging. The difficulty level simply increases — not the other way around. Hence, if a student's reading comprehension is poor, chances are his or her performance in other subjects will be compromised. The National Achievement Test (NAT) administered to public schools can shed some light. The DepEd reports that there has been a 21.36 percent increase in NAT results from 2006 to 2009. The 2009 NAT revealed a rise in Mean Percentage Score (MPS) of only 66.33 percent from 54.66 percent in 2006, which equates to an improvement of 11.67 percent. The percentage gains were in all subject areas and pointed to a steady improvement in the primary education of the country's public school system (Hyldgaard, 2010:4).

It certainly speaks of a forward movement but a 66.33 MPS which is from 54.66 in 2006 is still a rather low score, which, in fact, is only at the near mastery level. What's more alarming is, mastery is only at 14.4 percent among grade 6 students and 1.1 percent with fourth year high school students, which means below mastery scores are a staggering 85.6 percent among the former and 98.1 percent among the latter.

According to Nolasco (www.inquirernet.com, August 15,

2017) on experts in language education, the bad news is that the number of individuals lacking in counting and comprehension skills actually grew. This was due to a higher population base of 67 million for 2008 compared to only 57.6 million for 2003. He compared the number of non-numerate Filipinos, those who lack comprehension abilities increased 19.6 million in 2003 to 20.1 million in 2008.

Those aforementioned problems were also experienced in the District of Calbiga in the Division of Samar, in fact, the obtained Phil-IRI results in Grade 5 students last 2016 revealed that out of 526 enrolees 114 were in the frustration reading level meaning they have difficulty on reading text, and 19 of the total populace are non-readers (Phil-IRI Consolidated Report, Calbiga District, 2016). It was for this reason why the researcher wanted to pursue with this endeavor of determining which factors affect the Grade 5 students' comprehension skills involving the teachers and the school heads.

Statement of the Problem

This study determined the factors affecting the reading comprehension among Grade 5 students in the District of Calbiga during the School Year 2017-2018.

Specifically, this study sought answers to the following questions:

1. What is the profile of the student-respondents in terms of the following variates:

1.1 age and sex;

1.2 grade in English;

1.3 language spoken at home;

1.4 parents' highest educational attainment;

1.5 parents' occupation;

1.6 gross monthly family income;

1.7 number of available reading materials used at home and in school; and

1.8 reading habits?

2. What is the profile of the teacher-respondents with respect to:

2.1 age and sex;

2.2 civil status;

2.3 highest educational attainment;

2.4 gross monthly family income;

2.5 number of years in teaching;

2.6 number of relevant in-service trainings; and

2.7 attitude toward teaching reading?

3. What is the profile of the school administrator-respondents in terms of:

3.1 age and sex;

3.2 civil status;

3.3 highest educational attainment;

3.4 gross monthly family income;

3.5 number of years as administrator;

3.6 number of relevant in-service trainings, and

3.7 attitude toward reading program?

4. What is the reading comprehension level of the student-respondents based on the Pre and Post-Test Phil-IRI results in English?

5. Is there a significant relationship between the reading comprehension level of the student-respondents and the identified factors, namely:

5.1 student-related factors;

5.2 teacher-related factors; and

5.3 school administrator-related factors?

6. What factors affect the reading comprehension of the student-respondents as perceived by the teacher- and school administrator-respondents?

7. Is there a significant difference between the perceptions of the two groups of respondents on the factors affecting the reading comprehension level of the student-respondents?

8. Is there a significant relationship between the reading comprehension level of the student-respondents and the perception of the two groups of respondents identified factors, namely:

8.1 teacher-related factors; and

8.2 school administrator-related factors?

9. What implications may be derived based on the findings of the study?

Hypotheses

Based on the problems stated, the following hypotheses were tested:

1. There is no significant relationship between the reading comprehension level of the student-respondents and the following factors:

1.1 student-related factors;

1.2 teacher-related factors; and

1.3 school administrator-related factors.

2. There is no significant difference between the perceptions of the two groups of respondents on the factors affecting the reading comprehension level of the student-respondents.

3. There is no significant relationship between the student-respondents' reading comprehension level and the identified factors affecting comprehension as perceived by the two groups of respondents.

Theoretical Framework

This study was anchored on the following theories: Schema Theory by Rumelhart (1977:101), Social Theory by

Buzan (1992:267), and Metacognitive Theory of Reading by Pardede (2010:304).

This study was anchored on the Schema Theory of Reading which explains that reading also fits within the cognitively based view of reading. Rumelhart (1977:101) described schemata as building blocks of cognition which are used in the process of interpreting sensory data, in retrieving information from memory, in organizing goals and sub-goals, in allocating resources, and in guiding the flow of processing system.

Another theory was the study skills for Social Theory of Buzan (1992:267). The study skills for Social Theory clearly imply some sort of priority for certain aspects of the learning process. The emphasis on memorizing reveals this quite clearly. Many educational schools want to say that memorizing things is probably a fairly minor part of learning. This is a deep principle behind specific reading tasks and not on the surface requirements of individual performance. Understanding Social Theory in its first phase requires the skill of trying to trace the signs of the real-world problems that interested to people habits and levels. Those problems probably will be influenced by their own contemporary interests.

Another important theory was the Metacognitive Theory of Reading of Pardede (2010:304). This theory explained the

metacognitive awareness of what one believes and how one knows and met strategic control in application of the strategies that process new information. This awareness is developmental and lies on a continuum. Proficient readers use one or more metacognitive strategies to comprehend text. The use of such strategies has developed over time as the reader learns which ones are best suited to aid in comprehension.

The above-mentioned theories were the backbones of the study which helped to carry out the ultimate goal of the study and described how do reading and study habits must go hand in hand.

Conceptual Framework

Figure 1 shows the conceptual framework of the study. The bottom frame of the paradigm shows the respondents of the study, referring to the students, teachers and administrators. It also enclosed the research environment referring to the District of Calbiga, Calbiga, Samar and covering the School Year 2017-2018.

This bottom frame is connected to a bigger frame which enfolds the main variables of the study. The three boxes on the left represent the profile of the respondents, for students were in terms of age and sex, grade in English, language spoken at home, parents' highest educational

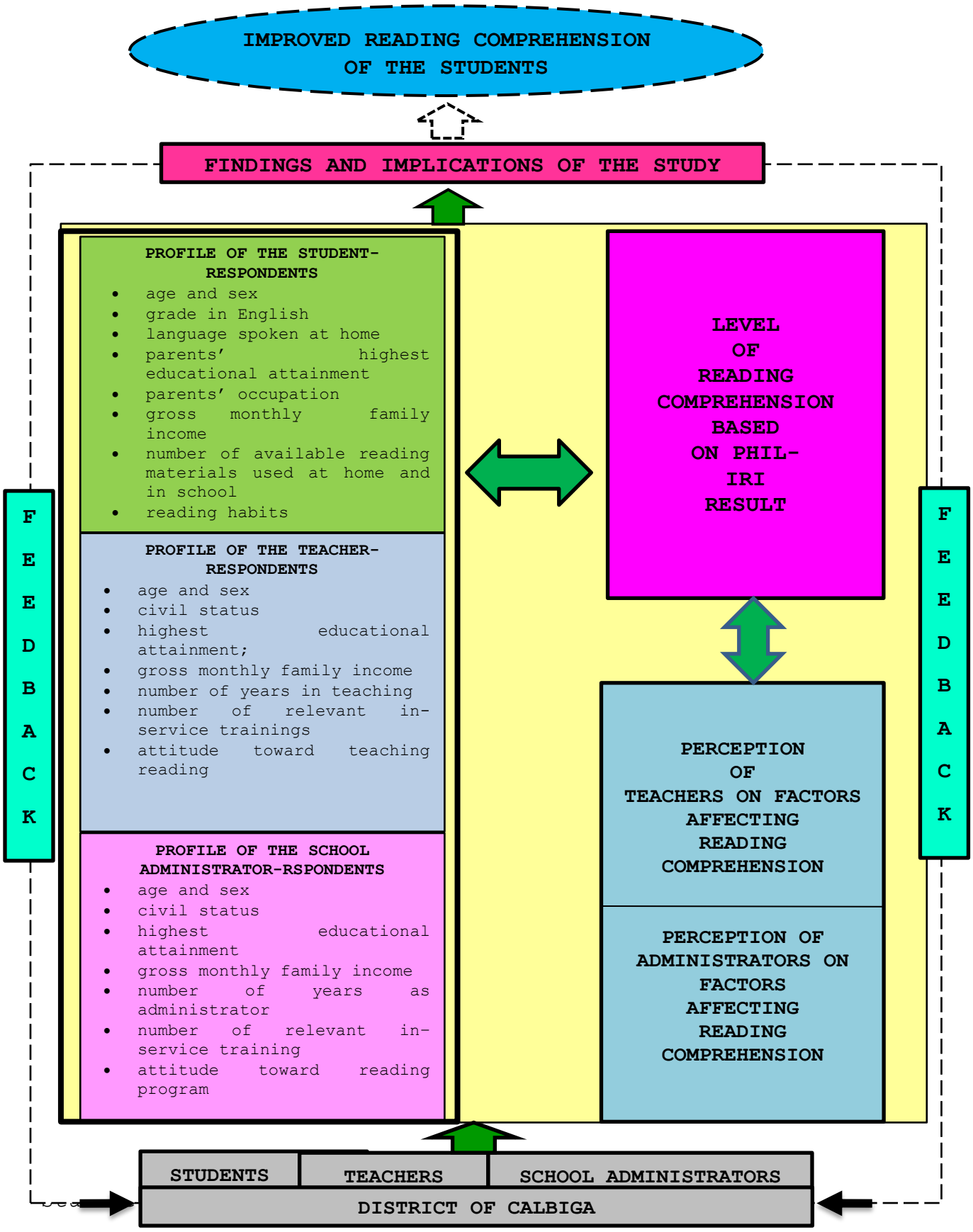

Figure 1. The Conceptual Framework the Study

attainment, parents' occupation, gross monthly family income, number of available reading materials used at home and in school and reading habits. For teacher-respondents, age and sex, civil status, highest educational attainment, gross monthly family income, number of years in teaching, number of relevant in-service trainings and attitude toward teaching reading, and for the administrator-respondents in terms of age and sex, civil status, highest educational attainment, gross monthly family income, number of years as administrator, number of relevant in-service trainings, and attitude toward teaching reading. The left boxes were correlated to the level of reading comprehension of the student-respondents based on Phil-IRI results using a two-way arrow. Likewise, this is also correlated to the perceptions of teachers and administrator on factors affecting the reading comprehension of student-respondents.

The big frame is also attached to smaller frame showing findings and implications of the study which serve as feedback to the research respondents and environment to finally attain the ultimate goal of the study which is improved reading comprehension of the student-respondents.

Significance of the Study

The findings of the study would be beneficial to the students, teachers, parents, school administrators, DepEd

officials and future researchers.

To the Students. This would be very helpful for the students in the District of Calbiga for it would enhance their reading comprehension in an indirect manner. It is a long term process but when materialized and realized it would play a great contribution.

To the Teachers. The teachers would be beneficial for this study for their work would be lessen since their students would become skilled readers and have a reading habit that would probably align the activities and other related works in the classroom.

To the Parents. They are the most interested persons on whatever services their children could benefit. Cooperation could also be sought for the welfare of their children. Findings of this study make parents understand the prevailing problems and might realize their duties and responsibilities in some tutorial work at home.

To the School Administrators. This would be helpful to the school administrators of Calbiga District for they would be able to place it as their intervention program and give corresponding input that is most evident to their enrolled students, aside from that, they would be able to improve library facilities in order to meet the needs of their students and teachers by sending them to appropriate trainings.

To the DepEd Officials. Findings of this study would give them inputs on what reading programs and projects may be imposed in order to enhance and improve the reading comprehension of students. Likewise, provide technical assistance to schools and recommend policies to improve the reading comprehension of the students.

To the Future Researchers. This study would be a big help to the future researchers since they would be conducting studies similar to the research at hand, as such this could be a source of significant literature and study which could help in achieving the ultimate goal of their research objectives.

Scope and Delimitation

This study determined the reading comprehension among Grade 5 students in the District of Calbiga during the School Year 2017-2018. This involved the Grade 5 students among the 36 schools, Grade 5 teachers and school administrators of the said district.

The research activity of this study was limited to determining the factors affecting the reading comprehension of the student-respondents from the teacher-respondents and school administrator-respondents' perceptions. This also involved the personal profile of the student-respondents, to wit: age and sex, grade in English, language spoken at

home, parents' highest educational attainment, parents' occupation, gross monthly family income, number of available reading materials used at home and in school and reading habits. The teacher-respondents' profile includes age and sex, civil status, highest educational attainment, gross monthly family income, number of years in teaching, number of relevant in-service trainings and attitude toward teaching reading. Likewise, for the administrator-respondents, it included age and sex, civil status, highest educational attainment, gross monthly family income, number of years as administrator, number of relevant in-service trainings, and attitude toward teaching reading.

This study was conducted in the District of Calbiga during the School Year 2017-2018.

Definition of Terms

The researcher conceptually and operationally defined the following terminologies which were used in this study.

Administrator. This term refers to the appointed person to assist the needs of the organization, and the one who is capable of making financial and legal decisions (QCAT, 2015:4). As used in this study, it refers to a person who is the primary mover of enhancing reading comprehension of students within his or her scope of supervision.

Factor. This is defined as one of the elements contributing to a particular result or situation (http://www.dictionary.com/browse/factor, June 21, 2017). In this study, it refers to the things that affect the reading comprehension of the student-respondents.

Gross Monthly Family Income. This term refers to the aggregate income for the month of all working members of the family (PSA, 2016:32).

National Achievement Test (NAT). This refers to a set of examinations taken in the Philippines by students in Years 6, 10, and 12. Students are given national standardized test, designed to determine their academic levels, strength and weaknesses. Their knowledge learnt throughout the year are divided into five (5) categories, English, Filipino, Math, Science and Araling Panlipunan (Social Studies in English) and are tested for what they know (www.Wo6uco/National_Achievement_Test.html, August 12, 2017).

Phil-IRI. This terms stands for Philippine Informal Reading Inventory, it assesses the reading speed and comprehension of students in oral and silent reading in both English and Filipino (Phil-IRI Manual, p. 8). In this study it refers to the reading speed and comprehension of the pupils in oral reading in English.

Reading. This refers to decoding of words in a text and

that automatically comprehends the meaning of the words, it is a simple to complex process (Rudell and Unrau, 1994:54). Same context is used in this study.

Reading Comprehension. Conceptually defined, it refers to the ability to read text, process it, and understand its meaning, although this definition may seem simple, it is not necessarily simple to teach, learn or practice (Rayner, 2001:31).

Reading Habit. This refers to an act of a person who reads and does it often or regularly (www.google.com/search, November 2, 2017). In this study, this refers to the manner on how often the student-respondents do their reading activities.

Reading Program. This refers to the specified activities of the school to enhance students' reading levels.

Student. This refers to a child who goes to school and taught by a teacher in a classroom (Collin's Dictionary, 2017:78). In this study, it refers to the Grade 5 students attending their classes in the different elementary schools of Calbiga, Samar under the K to 12 Basic Education Curriculum.

Teacher. This term refers to a person who helps others to acquire knowledge, competencies or values (Mcdiamid and Brigth, 2008:54). As used in the study, it refers to a

person who educates children and assist them in order to understand and practice reading comprehension.

Chapter 2

REVIEW OF RELATED LITERATURE AND RELATED STUDIES

This chapter focused on the relevant information taken from published and unpublished references such as books, journals, internet website, magazines, theses and dissertations.

Related Literature

Several conceptual literature on reading comprehension were reviewed by the researcher.

The last decade has brought a growing consensus on the range of skills that serves as the foundation for reading and writing ability (Dickinson and Neuman, 2006:75). To become a skilled reader, children need a rich language and conceptual knowledge base, a broad and deep vocabulary, and verbal reasoning abilities to understand messages that are conveyed through print. Children also must develop code-related skills, an understanding that spoken words are composed of smaller elements of speech (phonological awareness); the idea that letters represent these sounds (the alphabetic principle), the many systematic correspondences between sounds and spellings, and a repertoire of highly familiar words that can be easily and automatically recognized (McCardle & Chhabra, 2004:42).

But to attain a high level of skill, young children need opportunities to develop these strands, not in isolation, but interactively. Meaning, not sounds or letters, motivate children's earliest experiences with print (Neuman, Copple, and Bredekamp, 2000:14). Given the tremendous attention that early literacy has received recently in policy circles (Roskos & Vukelich, 2006:42), and the increasing diversity of our child population, it is important and timely to take stock of these critical dimensions as well as the strengths and gaps in our ability to measure these skills effectively.

According to Orencia (2006:17), it is evident that Filipinos are not reading populace. Filipino per capita consumption of books, newspapers, and other publications is way beyond East Asian neighbors. It is also noted that the standard of the country is very far from the world rank.

Guinigundo (2011:233) wrote an article about why schools are failing our children. He pointed out that despite its claim to being research-based, the present K to 12 curriculum actually ignores language-in-education findings when it provides for the use of the first language (L1) as medium of instruction for only up to Grade 3 and thereafter, with no transition whatsoever, shifts to English and Filipino as second languages (L2s) for instruction. The scheme clearly underestimates the role of

oral language development in the early grades as a strong foundation to learning to read and write in both the L1 and in the L2. The provision for the L1 as a separate subject is laudable but cannot make up for the deleterious effects of the early-exit nature of the K to 12 curriculum.

Few problems that were presented in the article of Raundenbush (2017:81) with regard to the reading ability of student is the comprehension. Most of the students knew how to read, but they could not comprehend what they read. Deeper reading is actually one of the prevailing problems all over the world, not just in the primary levels but even up to the tertiary stage. Students create a permanent record of their attempts to understand the text but return to their thinking, revise their ideas and accumulate information needed to build comprehension.

Eason et al. (2012:515) in their article, they enumerated factors associated to reading which include basic reading skills, vocabulary and background knowledge, the ability to self-monitor or apply comprehension strategies, the age of the individual, and their oral language skills.

Likewise, Anderson (2017:24) mentioned that factors affecting reading include background knowledge, ability, home environment, school experiences, and interest level.

According to Swanson (http://www.readingrockets.org., December 2017), parents are more concerned about their child's progress in reading than in any other subject taught in school, and rightfully so. In order for students to achieve in Mathematics, Science, English, History, Geography, and other subjects, reading skills must be developed to the point that most of them are automatic. Students cannot struggle with word recognition when they should be reading quickly for comprehension of a text. Since reading is so important to success in school, parents can and should play a role in helping their children to become interested in reading and in encouraging their growth in reading skills.

Moreover, the mother of all study skills, which is integral part of success, is reading comprehension. It is stressed that reading comprehension is the real core for the reading process which centered on the complex skills and strategies so that people would function well in the society of today. Likewise, Ozdemir (2010:57) emphasizes that reading comprehension skill is critically needed in the educational success of all individuals. Without the adequacy of this skill, individuals can hardly survive in this globally competitive world.

Inasmuch that reading is very important to human it is also very essential to find out what are really those

drivers that affect the performance of students to understand what they read more than how fast they are able to read because from the different articles enumerated above, it is not about the reading levels, but how a child comprehends.

The above citations helped the researcher in conceptualizing the study at hand in matters establishing the variables considered in this study.

Related Studies

The researcher reviewed also theses to gain insights in this particular study, and each study reviewed is discussed below.

One of the relevant studies conducted locally was the work of Balundo et al. (2017) on "Reading Levels and English Performance of Intermediate Graders in St. Mary's College of Catbalogan". They found out that factors associated with reading were age, sex, and parents' occupation of respondents which posed a direct relationship. The higher the age of the students the more they are engaged into reading. In terms of sex, female read more than male. And along with the parents' occupation, those parents who have high educational background tend to nurture a child with good reading ability.

The above-mentioned study is important for it has

resemblance to the present study. Inasmuch that the variables used were reflected in the current investigation. However, they differed because the previous study also gave emphasis on the relationship of English performance to the reading ability of the children while the present study eyed at the factors associated with reading.

Babuder's (2015) study entitled, "Efficiency of Reading Comprehension Training in Pupils Living in Poverty", can also be added here for it indicates findings that empirical evidence of the existence of deficits and poor reading comprehension in students living in poverty and stress the importance of offsetting deficits and developing reading comprehension. Moreover, they structured and implemented the reading comprehension program for students living in poverty with the Metacognitive-intersentential model of reading comprehension, the reading comprehension of the experimental group students who participated in the program improved compared to the control group students who did not participate in the program. Experimental group students also significantly improved correctness of their reading, their vocabulary and skills of verbal expression. When the program ended, they tested its efficiency by applied tests. The results on the manifest variables indicated that the program was good and

efficient for students who live in poverty and experience reading comprehension problems.

The study of Babuder was a useful basis in comparing results of the study, this can be one way to establish reading program if ever found that the reading levels of students pegged at the slow level, furthermore they can help students in improving performance in English through several efficiency test which similarly applied by the previously conducted research.

The recently conducted study of Peyghambarian et al. (2015) on the "Effects of Online Formative Assessment (OFA) on Iranian Lower Intermediate Learners (ILIL) Reading Comprehension", found out that participants in treatment group significantly outperformed those in control group. This finding indicated OFA as an effective learning tool in ILIL reading comprehension classrooms.

The above-mentioned study was related to the research at hand for it emphasized on reading in which the previous study used online resources in order to improve reading comprehension. Much focus was given to the factors so it would be minimized and be given corresponding actions.

A foreign study on "The Impact of Free-time Reading on Foreign Language Vocabulary Development" of Pietila and Merikivi (2014) found out that students who reported reading in English in their free time turned out to have

larger vocabularies, both receptive and productive, than those who did not. The influence of reading on L2 vocabulary skills was particularly strong in the case of learners who read on a daily basis. Participants in the CLIL programmes had larger vocabularies than their mainstream peers, which could be seen as a result of the effective learning environment but also of the fact that they read substantially more than students in regular classes.

The previous study was similar to the current one for both explored on reading, however the previously conducted study focused more on foreign languages vocabulary development while the present investigation was on reading comprehension and how it can help improve the English performance of students.

Another study was of Cachero and Salem (2013) which was entitled, "The Reading Comprehension Level of Intermediate Students across Content Areas: Toward a Proposed Reading Enhancement Program", they found out that curricular classification, academic performance, mental ability, reading comprehension and vocabulary quotients, certain educational practices and academic inducement activities at home and school and parental support account for significant relationship with reading comprehension performance of the subjects. However, sex and economic

status do not significantly determine the reading comprehension performance of the students. Hence, a proposed reading program is conscientiously designed based on the findings to address the necessity in advancing the basic reading comprehension skills of the students across the content areas.

The afore-cited study was relevant to the current investigation since both of the two studies focused on reading comprehension and profile variates used were likely similar.

In the study conducted by Strategic Marketing and Research, Incorporated (2013), on the "Factors Affecting Reading Ability in School Age Children", disclosed that those students at age eight, critically is the drop-off age for reading engagement. It also indicated that sex is one of the significant factors in reading to which girls are more likely have positive attitudes about reading than boys and that they had regular engagement in reading for fun. Lastly, the study's salient finding was delivered when they found out that high frequency reading was based from positive attitude towards reading.

The study conducted by Strategic Marketing and Research, Incorporated was more or less alike to the current research. Significant factors such as age and sex were also the variables that were included in the study.

These could also be the bases of comparison when the result of the research at hand projects different findings.

Abantao's (2011) research on "Reading Program in English for the Slow Readers in Grade II in the District of Hinabangan, Samar Division", revealed that Grade II students who showed unfavorable oral reading level need reinforcement to run with the same pace with those whose level were favorable, negativity of the Grade II students was an advantage raised the oral reading performance level of Grade II students. There were least-learned skills in oral reading committed by the Grade II students that need attention, both by the administration and the teachers, hence, a reading program should be developed to enhance their oral reading performances.

Abantao's study was relevant to the present study since both were concerned on students who are slow readers which later made us inputs for reading instruction. The main differences between the two studies were: the respondents of the previous study were Grade II students only from Hinabangan District, the current would be grade 5 students and was conducted in the District of Calbiga. The previous study was very useful in comparing results in oral reading performances of the respondents involve.

The study of Geske and Ozola (2008) on "Factors Influencing Reading Literacy at the Primary School Level"

was related to the research at hand. The salient findings of the study stipulated that socioeconomic position of the family considerably influences students' reading literacy achievements. Usually children from families with one or two children have better achievements in reading literacy, they have comparatively more books and their parents have good education. It was also significantly found that collaboration of parents and children at the pre-school age is very substantial compare with those children at age of 10, it is not important anymore, except regular joint visits to a library or a book store.

The aforementioned study though did not really focus on the available materials in the school, it was very similar because it involved personal variables like the family size, parents' educational background and the involvement of parents which significantly anchored as factors affecting reading. However, it differs because age bracket was not compared, instead, it was correlated to the factors.

The foregoing studies reviewed by the researcher helped in conceptualizing this investigation as it strengthened the need to determine the reading comprehension of Grade 5 students in the district of Calbiga. The related studies were used as validation

instruments of the results which were derived based from scrutinizing of the gather data.

Chapter 3

METHODOLOGY

This chapter presents the procedures undertaken in this study which include the research design, locale of the study, instrumentation, validation of instrument, sampling procedure, data gathering procedure, and statistical treatment of data.

Research Design

This study employed the descriptive-correlation design with comparative analysis. The descriptive design was utilized in order to describe the main variables of the study such as the profile of the three groups of respondents: the students, teachers, and the administrators, the reading comprehension level of the student-respondents, and the factors which affect the reading comprehension of the student-respondents were taken from the perceptions of the teacher-respondents and administrator-respondents.

The correlational analysis was also sought to determine the relationship between paired variables. For this study, these were the paired variables: profile of the student-, teacher- and school administrator-respondents and the student-respondents' reading comprehension level based

on the Phil-IRI results, likewise, teacher-respondents and school administrator-respondents perceptions on the factors that affect reading comprehension level were correlated with the student-respondents' reading comprehension level based on the Phil-IRI results.

The comparative analysis was used in order to determine the differences on the perceptions of the two groups of respondents with regard to the factors that affect reading comprehension level of student-respondents.

The data gathered from the three groups of respondents were statistically treated by the use of descriptive and inferential statistics. For descriptive part, Frequency Count, Percentage, Arithmetic Mean, Standard Deviation and Weighted Mean were applied; for the inferential part, t-Test for Independent Sample Means, Pearson's Product-Moment of Correlation and Fisher's t-Test were used.

Locale of the Study

The study was conducted in the District of Calbiga, Calbiga Western, Samar as shown in Figure 2.

The district is composed of 37 elementary schools, namely: Calbiga Central Elementary School, Antol Elementary School, Bacyaran Elementary School, Barobaybay Elementary Elementary School, Beri Elementary School, Binanggaran Elementary School, Borong Elementary School, Bulao

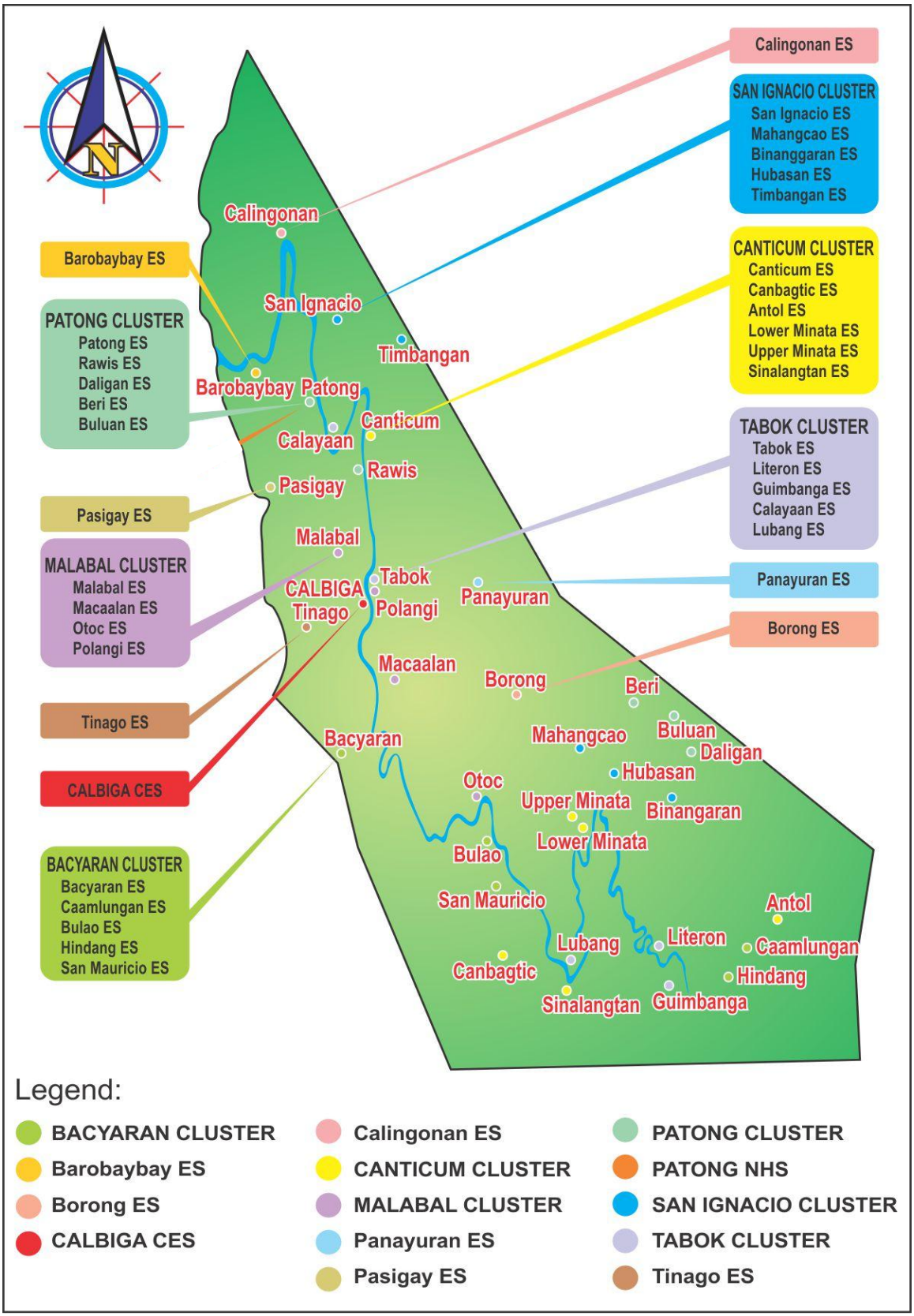

Figure 2. The Map Showing the Locale of the Study

Elementary School, Buluan Elementary School, Caamlungan Elementary School, Calayaan Elementary School , Calingonan Elementary School, Cabagtic Elementary School, Canticum Elementary School, Daligan Elementary School, Guimbanga Elementary School, Hindang Elementary School, Hubasan Elementary Schools, Literon Elementary School , Lower Minata Elementary School, Lubang Elementary School, Macaalan Elementary School, Mahangcao Elementary School, Malabal Elementary School, Otoc Elementary School, Panayuran Elementary School, Pasigay Elementary School, Patong Elementary School, Polangi Elementary School, Rawis Elementary School, San Ignacio Elementary School, San Mauricio Elementary School, Tabok Elementary School, Timbangan Elementary School, Tinago Elementary School, and Upper Minata Elementary School (EBIES, 2016).

Calbiga is the municipality where these particular schools are located and is known for its “Binagol,” a native food, at the same time, called the “Land of Beauty” for most crowned beauty queens in Samar are from this place. Furthermore, it is known because of its caves the Langun Gobingob, the majestic Lulugayan Falls and a hanging bridge which cut-across Calbiga National High School (LGU, Calbiga Planning Office, 2016).

Instrumentation

In order to gather the needed data in this particular study, the researcher employed a researcher-made questionnaire that was based on the specific questions in the statement of the problem. Documentary analysis with the use of Phil-IRI results was used.

Questionnaire. There were three sets of questionnaire since there were three groups of respondents. For the student-respondents, it was composed of two parts. Part I was their profile such as age and sex, grade in English, language spoken at home, parents' highest educational attainment, parents' occupation, gross monthly family income, number of available reading materials used at home and in school and part II was the reading habits. For teacher-respondents the questionnaire was composed of three parts. Part I was their personal profile to wit: age and sex, civil status, highest educational attainment, gross monthly family income, number of years in teaching, number of relevant in-service trainings. Part II of the teacher-respondents questionnaire was attitudinal checklist regarding their attitude toward teaching of reading which were quantified using the five point-Likert scale (McLeod, 2008:22), where five is (5)-Strongly Agree (SA); four (4)-Agree (A); three (3)- Uncertain/Undecided (U/U); two (2)-Disagree (D), and one (1) – Strongly Disagree (SD). Part

III of the questionnaire was on the checklist for the perceived factors affecting reading comprehension which was rated in five-point Thurstone scale: five (5)-Extremely Affect (EA); four (4)- Greatly Affect (GA); three (3)- Moderately Affect (MA); two (2)- Slightly Affect (SA), and one (1) – Does Not Affect At All (DNAA).

The third questionnaire was for the school-administrator-respondents, composed of three parts. Part I was on their personal profile like: age and sex, civil status, highest educational attainment, gross monthly family income, number of years as school administrator, number of relevant in-service trainings. Part II of the administrator-respondents questionnaire was attitudinal checklist regarding their attitude towards reading program which was quantified using the five point-Likert scale (McLeod, 2008:22), five (5)-Strongly Agree (SA); four (4)- Agree (A); three (3)- Uncertain/Undecided (U); two (2)- Disagree (D), and one (1) – Strongly Disagree (SD). Part III of the questionnaire was on the checklist for the perceived factors affecting reading comprehension which was rated using five-point Thurstone scale: five (5)-Extremely Affect (EA); four (4)- Greatly Affect (GA); three (3)- Moderately Affect (MA); two (2)- Slightly Affect (SA), and one (1) – Does Not Affect At All (DNAA).

The documentary analysis was based on the Philippine

Informal Reading Inventory (Phil IRI) results.

Validation of Instrument

Since the instrument of this study was a researcher-made, it went through validation. The validation used was a one-time test. It was done by piloting the questionnaire in the District of Hinabangan, with five school administrators, ten teachers, and 15 Grade 5 students as try out samples. The results were inputted in a Special Program for Social Research software to test the reliability of the instrument. The result was posted at 0.941 which is interpreted as excellent.

In determining the reliability of the instrument, the Table of Reliability (Table 1) suggested by George and Mallery (2003-25) was used.

Sampling Procedure

The study employed stratified random sampling for student-respondents. To do that, the researcher asked the number of student-respondents. After getting the total number, the researcher computed for the sample size using Slovin's formula (Calmorin, 1994:183) as shown below:

$$n = \frac{N}{1 + Ne^2}$$

where: n refers to the sample size;

Table 1

Table of Reliability

Reliability Coefficient	Interpretation
$\alpha \geq 0.90$	Excellent
$0.80 \leq \alpha\ 0.89$	Very Good
$0.70 \leq \alpha\ 0.79$	Good (There are probably a few items which could be improved.)
$0.60 \leq \alpha\ 0.69$	Acceptable (There are probably some items which could be improved.)
$0.50 \leq \alpha\ 0.59$	Poor (Suggests need for revision of the research instrument.)
$\alpha \leq 0.49$	Questionable/Unacceptable (This research instrument should not contribute heavily to the research, and it needs revision.)

N refers to the total number of enrolment;

and

e refers to the margin of error that is set at .05.

For teacher- and school administrator-respondents, the researcher employed total enumeration.

Table 2 shows the respondents of the study. Out of 518 students, there were 226 students identified as respondents, 40 teacher-respondents, and 13 school administrator-respondents.

Data Gathering Procedure

In gathering the pertinent data for this study, the researcher sought permission from the Dean of the College

Table 2

Respondents of the Study

School	No. of Administrators	No. of Grade 5 Teachers	No. of Students	
			N	n
Calbiga C.E.S	1	5	122	54
Barobaybay E.S.	1	1	14	7
Borong E.S.	1	1	11	5
Calingonan E.S.	1	1	21	10
Panayuran E.S.	1	1	18	8
Pasigay E.S.	1	1	8	3
Tinago E.S.	1	1	9	4
Bacyaran E.S.		1	12	5
Bulao E.S.		1	7	3
Caamlungan E.S.	1	1	3	1
Hindang		1	5	2
San Maurio		1	8	3
Antol E.S.		1	10	4
Canbagtic E.S.		1	15	6
Canticum E.S.		1	35	16
Lower Minata E.S.	1	1	8	3
Upper Minata E.S.		1	3	1
Sinalangtan E.S.		1	2	1
Macaalan E.S.		1	13	6
Malabal E.S.	1	1	22	10
Otoc E.S.		1	10	4
Polangi E.S.		1	7	3
Beri E.S.		1	7	3
Buluan E.S.		1	23	10
Daligan E.S.	1	1	8	3
Patong E.S.		1	23	10
Rawis E.S.		1	2	1
Binanggaran E.S.		1	3	1
Mahangcao E.S.	1	1	8	3
Timbangan E.S.		1	12	5
San Ignacio E.S.		1	20	9
Calayaan E.S.		1	9	4
Guimbanga E.S.		1	5	2
Literon E.S.	1	1	4	2
Lubang E.S.		1	3	1
Tabok E.S		1	28	13
Total	**13**	**40**	**518**	**226**

of Graduate Studies of Samar College, where the researcher was enrolled, to allow the researcher to field the questionnaire to the respondents in the District of Calbiga. Then a letter was also written for the Schools Division Superintendent to secure the permission to conduct the study in the District of Calbiga, which was under the Division of Samar. The researcher likewise sought permission from the Public Schools District Supervisor of the District of Calbiga and School Administrators of the 36 schools involved in this study.

To ensure high percentage of retrieval of the instrument and to ascertain the adequacy of samples, the researcher personally conducted the fielding and retrieving the questionnaire to and from the respondents.

Statistical Treatment of Data

In order to answer the specific questions of the study, particularly in the presentation of the profile of respondents, reading comprehension level of students and their perceived factors that affect the reading comprehension, the following descriptive statistical tools were employed, namely: Frequency Count, Percentage, Arithmetic Mean, Standard Deviation, and Weighted Mean. On the other hand, in testing the hypotheses, the following inferential statistics were utilized such as: t-Test for

independent sample means, Pearson's Product-Moment Coefficient of Correlation; and Fisher's t-Test.

Frequency Count. This measure was used to tabulate the number of occurrence of the information in the questionnaire by the respondents. Usually, this was employed in the presentation of the profile of respondents.

Percentage. This statistical tool was used to present the magnitude of the occurrence of each variable with respect to the total number of samples using the following formula (Bennett and Briggs, 2005:234):

$$P = \frac{f}{n} \times 100$$

where: P refers to the percentage of occurrence;

f refers to the frequency of occurrence;

and,

n refers to the total sample.

Arithmetic Mean. This statistical measure was utilized to calculate the average monthly family income, age and the average number of years in experienced, using the following formula (Freund, 2001:213):

$$\mu = \frac{\Sigma X}{n}$$

where: μ refers to the average;

ΣX refers to the sum of the frequency of categories; and,

n refers to the number of samples.

Standard Deviation. This tool was used to calculate the deviation of each category of the age, monthly average family income, and number of years in service. The formula that was used is as follows (Freund, 2001:521):

$$SD = \sqrt{\frac{\Sigma f(X_m - \mu)^2}{n - 1}}$$

where: SD refers to the calculated standard deviation;

$\Sigma f(X_m - \mu)^2$ refers to the sum of squared difference between the midpoint and the mean multiplied by the frequency; and,

n refers to the total samples.

The smaller the value of the standard deviation, the more homogenous the data are.

Weighted Mean. This tool was used to measure the group perception of the student-respondents, teacher-respondents and administrator-respondents with regard to the factors that affects the reading comprehension level. The formula was similar to the formula of the arithmetic mean.

t-Test for Independent Sample Means. This was used to determine the significant difference on the perceptions of the two groups of respondents.

$$t = \frac{M_X - M_Y}{\sqrt{\left[\frac{\left(\Sigma X^2 - \frac{(\Sigma X)^2}{N_X}\right) + \left(\Sigma Y^2 - \frac{(\Sigma Y)^2}{N_Y}\right)}{N_X + N_Y - 2}\right] \cdot \left[\frac{1}{N_X} + \frac{1}{N_Y}\right]}}$$

Σ= sum the following scores

M_X= mean for Group A

M_Y= mean for Group B

X = score in Group 1

Y = score in Group 2

N_X= number of scores in Group 1

N_Y= number of scores in Group 2

Pearson's Product-Moment Coefficient of Correlation. This statistic was used to determine the degree of association of two variables using the following formula (Freund, 2001:431):

$$r_{xy} = \frac{N(\Sigma XY) - [(\Sigma X)(\Sigma Y)]}{\sqrt{[(N\Sigma X^2 - (\Sigma X)^2][(N\Sigma Y^2 - (\Sigma Y)^2]}}$$

where: N refers to the paired observations;

X refers to the first variable associated;

and,

Y refers to the second variable associated.

In ascertaining the degree of the correlation, the Coefficient of correlation suggested by SRTC (2013) was used (Table 3).

Fisher's t-test. This statistic was used to test the hypotheses whether they should be accepted or rejected. The following formula was employed (Freund, 2001:429):

Table 3

Table of Coefficient of Correlation

Correlation Coefficient	Interpretation
0	No linear association
$0<p<\pm0.2$	Very weak linear association
$\pm0.2\leq p<\pm0.4$	Weak linear association
$\pm0.4\leq p<\pm0.6$	Moderate linear association
$\pm0.6\leq p<\pm0.8$	Strong linear association
$\pm0.8\leq p<\pm1.0$	Very strong linear association
±1.0	Perfect linear association

$$t_r = r_{xy}\sqrt{\frac{N-2}{1-r_{xy}^2}}$$

where: t_r refers to the calculated Fisher's t;

r_{xy} refers to the coefficient of correlation

and,

N refers to the paired observations.

In the acceptance or rejection of the hypotheses, the following decision rule served as guide: accept the null hypothesis if and when the computed value turned lesser than the tabular value or the p-value turned greater than the α; reject the null hypothesis if and when the computed value turned greater than the tabular value or the p-value turned lesser than the α.

Furthermore, the accuracy and precision, the researcher used computer in the data processing utilizing available licensed application or software such as the Statistical Package for Social Sciences (SPSS) version 11.5 and MS Excel Data Analysis.

Finally, the researcher set the alpha level at .05 as the level of significance in all cases of testing the hypothesis and in determining the critical and probability values to decide whether the hypothesis in determining the critical and probability values to decide whether the hypotheses was accepted or rejected.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the findings of the study with the corresponding analysis and interpretation of data. Included in this chapter are the following: profile of the student-respondents; profile of the teacher-respondents; profile of the school administrator-respondents; reading comprehension level of the student-respondents based on the Pre and Post Test Phil-IRI results in English; relationship between the reading comprehension level of the student-respondents and the respondents' profile; factors affecting the reading comprehension of the student-respondents as perceived by the teacher- and school administrator-respondents; comparison of the perceptions of the teacher-respondents and school administrator-respondents on the factors affecting the reading comprehension of the student-respondents; relationship between the student-respondents' reading comprehension level and the factors affecting comprehension; and implications derived based on the findings of the study.

Profile of Student-Respondents

This part presents the profile of the student-respondents in terms of age and sex, grade in English,

language spoken at home, parents' highest educational attainment, parents' occupation, gross monthly family income, number of available reading materials used at home and in school, and reading habits.

Age and Sex. Table 4 shows the age and sex of student-respondents.

The table shows that more than half of the student-respondents, that is, 115 or 50.88 percent were aged 9-10 years old while 101 or 44.70 percent were aged 11-12 years old and the rest of the student-respondents were slimly distributed to the other identified age brackets which

Table 4

Age and Sex of Student-Respondents

Age Bracket (in years)	Sex			Total (f)	%
	Male	Female	Not Stated		
17-18	1	0	0	1	0.44
15-16	1	0	0	1	0.44
13-14	2	3	0	5	2.21
11-12	41	60	0	101	44.70
9-10	45	70	0	115	50.88
Not Stated	2	0	1	3	1.33
Total	**92**	**133**	**1**	**226**	**100.00**
%	**40.71**	**58.85**	**0.44**	**100.00**	
Mean	**10.64 years old**				
S. D.	**.90 year**				

included three or 1.33 percent who did not disclose their ages.

The mean age of the student-respondents was posted at 10.64 years old with a standard deviation of .90 year. The data signified that the student-respondents were in their late 10's with an age difference of one year only, suited to the grade level they were enrolled in.

Moreover, majority of the student-respondents belonged to the female sex accounting for 133 or 58.85 percent. The male counterpart was composed of 92 or 40.71 percent. The remaining one or 0.44 percent did not give information regarding his/her sex.

The data signified female dominance among the student-respondents which was a usual observation in the enrollment of most schools in the Division of Samar whereby the female students oftentimes outnumbered the male ones.

Grade in English. Table 5 presents the grade in English of the student-respondents.

The table presents that a number of the student-respondents, that is, 65 or 28.76 percent obtained a grade in English of 84-86, while 51 or 22.57 percent got a grade of 87-89, 49 or 21.68 percent obtained a grade of 81-83, 33 or 14.60 percent got a grade of 90-92, and the rest were distributed to the other identified grades except nine or 3.98 percent who did not give disclosure as regard to their

Table 5

Grade in English of the Student-Respondents

Grade	f	%
93-95	7	3.10
90-92	33	14.60
87-89	51	22.57
84-86	65	28.76
81-83	49	21.68
78-80	12	5.31
Not Stated	9	3.98
Total	**226**	**100.00**
Mean	**85.88**	
S. D.	**3.50**	

grade in English.

The mean grade in English obtained by the student-respondents was posted at 85.88 with a SD of 3.50. The data signified that the student-respondents manifested a satisfactory performance in English as shown by their obtained grades.

Language Spoken at Home. Table 6 reveals the language spoken by the student-respondents at home.

From the table, it can be noted that majority of the student-respondents spoke Waray-Waray at home accounting for 205 or 90.71 percent, while the rest of them spoke the other identified languages spoken at home with five or 2.22 percent kept silent regarding this.

Table 6

Language Spoken at Home of the Student-Respondents

Language	f	%
Tagalog	1	0.44
Waray-Waray	205	90.71
Bisaya	1	0.44
Tagalog, Waray-Waray and Bisaya	2	0.88
Tagalog, Waray-Waray and English	6	2.66
Tagalog, Waray-Waray, English, and Bisaya	2	0.88
Tagalog, and Waray-Waray	3	1.33
Waray-Waray and Bisaya	1	0.44
Not Stated	5	2.22
Total	**226**	**100.00**

The data signified that the student-respondents were born in the Province of Samar whose ethnicity was Waray and therefore, they commonly spoke its language which was Waray-Waray.

Parents' Highest Educational Attainment. Table 7 contains the parents' highest educational attainment of the student-respondents.

As contained in Table 7, it can be gleaned that a number of the student-respondents, that is, 50 or 22.12 percent were elementary graduates while 43 or 19.03 percent reached the elementary level, 41 or 18.14 percent reached the high school level, 36 or 15.93 percent were college graduates, 31 or 13.72 percent were high school graduates,

Table 7

Parents' Highest Educational Attainment of the Student-Respondents

Educational Level	Father		Mother	
	f	%	f	%
College Graduate	36	15.93	9	3.98
College Level	18	7.96	0	0.00
High School Graduate	31	13.72	32	14.16
High School Level	41	18.14	63	27.88
Elementary Graduate	50	22.12	42	18.59
Elementary Level	43	19.03	62	27.43
No Schooling	7	3.10	9	3.98
Not Stated	0	0.00	9	3.98
Total	**226**	**100.00**	**226**	**100.00**

and the rest of the fathers were distributed to the other identified educational level.

Likewise, Table 7, also, presents that of the mothers of the student-respondents a number of them, that is, 63 or 27.88 percent reached the high school level while 62 or 27.43 percent reached the elementary level, 42 or 18.59 percent were elementary graduates, 32 or 14.16 percent were high school graduates, and the rest were equally distributed to the other identified educational level except nine or 3.98 percent who never gave disclosure regarding their highest educational attainment.

The data signified that the parents of the student-respondents were functional literates, that is, they have the capability to read, write, and understand simple

messages including the ability to calculate simple mathematical operations.

Parents' Occupation. Table 8 reflects the parents' occupation of the student-respondents.

Table 8 shows that of the fathers of the student-respondents, a number of them, that is, 91 or 40.27 percent were farmers while 28 or 12.39 percent were carpenters, and the rest of them were distributed to the other identified gainful occupations.

Table 8, also, presents that of the mothers of the

Table 8

Parents' Occupation of the Student-Respondents

Occupation	Father		Mother	
	f	%	f	%
Overseas Worker	6	2.65	8	3.54
Teacher	3	1.33	21	9.30
Armed Forces/Police	11	4.87	0	0.00
Local Government Elected Official	8	3.54	6	2.66
Sales Agent/Entrepreneur	4	1.77	14	6.19
Private Company Employee	1	0.44	2	0.88
Government Employee	11	4.87	10	4.42
Medical Practitioner	0	0.00	2	0.88
Engineer	3	1.33	0	0.00
Farmer	91	40.27	76	33.63
Fisherman	11	4.87	4	1.77
Carpenter	28	12.39	0	0.00
Driver	18	7.96	0	0.00
Technician	2	0.88	0	0.00
Housekeeper	21	9.29	68	30.09
Not Stated	8	3.54	15	6.64
Total	**226**	**100.00**	**226**	**100.00**

student-respondents, a number of them, that is, 76 or 33.63 percent were farmers while 68 or 30.09 percent were indulged in non-gainful occupation being housekeepers, and the rest of the mothers were distributed to the other identified gainful occupations.

The foregoing data denoted that the parents of the student-respondents, usually the father, were engaged in gainful activities which they used to support their respective families with its basic nutritional needs as well as the educational needs of the schooling members.

Gross Monthly Family Income. Table 9 shows the gross

Table 9

Gross Monthly Family Income of the Student-Respondents

Income Bracket	f	%
P6,000 and above	77	34.07
P5,500-P5,999	12	5.31
P5,000-P5,499	9	3.98
P4,500-P4,999	9	3.98
P4,000-P4,499	24	10.62
P3,500-P3,999	17	7.52
P3,000-P3,499	16	7.08
P2,500-P2,999	12	5.31
P2,000-P2,499	20	8.85
P1,999 and below	27	11.95
Not Stated	3	1.33
Total	**226**	**100.00**
Mean	**P4,408.68**	
S. D.	**P1,693.38**	

monthly family income of the student-respondents.

The table shows that a number of the student-respondents, that is, 77 or 34.07 percent earned a monthly family income of P6,000 and above while 27 or 11.95 percent earned P1,999 and below, 24 or 10.62 percent earned P4,000-P4,499 monthly, and the rest of them were distributed to the other identified income brackets except the three or 1.33 percent who held their anonymity regarding the foregoing.

The mean monthly family income earned by the student-respondents was posted at P4,408.68 with a SD of P1,693.38. The data signified that the student-respondents had regular monthly income earned for the family, meager though which could hardly make both ends meet. However, despite their financial condition, it was noteworthy that they prioritize the schooling of their children.

Reading Materials Used at Home and in School. Table 10 provides the information on the reading materials used by the student-respondents at home and in school.

The table shows that a number of the student-respondents, that is, 58 or 25.66 percent revealed that they used books in reading at home and in school while 43 or 19.03 percent used books and brochures at home and school in reading, and the rest were distributed to the other identified reading materials used at home and in

Table 10

Reading Materials Used at Home and in School of the Student-Respondents

Reading Materials	f	%
Books	58	25.66
Newspaper	4	1.77
Novel	2	0.88
Books, Encyclopedia, Flashcard, and Novel	2	0.88
Books, Encyclopedia, Flashcard, and Brochure	6	2.66
Books, Newspaper, Flashcard, and Brochure	6	2.66
Books, Magazine, Flashcard, and Brochure	15	6.64
Books, and Brochure	43	19.03
Books, Magazine, and Brochure	20	8.85
Books, Newspaper, Magazine, and Brochure	13	5.75
Books, Flashcard, and Brochure	10	4.42
Books, Newspaper, and Brochure	6	2.66
Books, and Newspaper	2	0.88
Books, Newspaper, Encyclopedia, Magazine, and Flashcard	20	8.85
Books, Newspaper, Encyclopedia, Magazine, Flashcard, and Novel	19	8.41
Total	**226**	**100.00**

school by the student-respondents.

The data signified that reading materials, commonly books, were available at home and school which the student-respondents could use to enhance their reading skills.

Reading Habits. Table 11 appraises the reading habits of the student-respondents. Ten attitude statements were considered in this area whereby the student-respondents

Table 11

Reading Habits of the Student-Respondents

Reading Habits	WM	I
1. Reading is one of my favorite activities.	4.04	O
2. I spend a lot of my spare time reading.	3.47	S
3. When I read I do not get tired and sleepy.	3.51	O
4. I like going to library for books.	3.14	S
5. I understand what I have read.	3.80	O
6. I can remember easily what I read.	3.46	S
7. I enjoy it when someone asks me to explain unfamiliar words or ideas to them.	3.83	O
8. I read a lot.	3.61	O
9. Reading is one of the most interesting things which I do.	3.96	O
10. I get lot of enjoyment from reading.	4.24	O
Grand Weighted Mean	**3.71**	
Interpretation	**O**	

Legend:			
	4.51-5.00	Always	(A)
	3.51-4.50	Often	(O)
	2.51-3.50	Sometimes	(S)
	1.51-2.50	Rarely	(R)
	1.00-1.50	Never	(N)
		Weighted Mean	(WM)
		Interpretation	(I)

signified their agreement or disagreement on each of the indicators.

The table shows that the student-respondents considered seven attitude statements as “often” practiced by themselves with weighted means ranging from 3.51 to 4.24. Statement Numbers 10 and 3 obtained the highest and

the least weighted means, respectively, stating: "I get lot of enjoyment from reading;" and "when I read I do not get tired and sleepy."

The remaining three statements were considered by them as "sometimes" practiced which corresponded to Numbers 2, 6, and 4 with statements stating: "I spend a lot of my spare time reading;" "I can remember easily what I read," and "I like going to library for books;" and with weighted means of 3.47, 3.46, and 3.14, respectively.

Taken as a whole the student-respondents considered their reading habits as "often" practiced by themselves being indicated by the grand weighted mean of 3.71. This signified that the student-respondents regularly practiced reading habits using available reading materials at home and in school to enhance their reading skills.

Profile of Teacher-Respondents

This part presents the profile of the teacher-respondents with respect to age and sex, civil status, highest educational attainment, gross monthly family income, number of years in teaching, number of relevant in-service trainings, and attitude toward teaching reading.

Age and Sex. Table 12 presents the age and sex of teacher-respondents.

Table 12 presents that a number of the teacher-

Table 12

Age and Sex of Teacher-Respondents

Age Bracket (in years)	Sex			Total (f)	%
	Male	Female	Not Stated		
57-61	0	1	0	1	2.56
52-56	0	0	0	0	0.00
47-51	1	1	0	2	5.13
42-46	1	5	0	6	15.38
37-41	1	2	0	3	7.70
32-36	0	1	0	1	2.56
27-31	0	3	0	3	7.70
22-26	5	13	0	18	46.15
Not Stated	0	1	4	5	12.82
Total	**8**	**27**	**4**	**39**	**100.00**
%	**20.51**	**69.23**	**10.26**	**100.00**	
Mean	**32.14 years old**				
S. D.	**10.22 years**				

respondents, that is, 18 or 46.15 percent were aged 22-26 years old while six or 15.38 percent were aged 42-46 years old, and the rest of the teacher-respondents were slimly distributed to the other identified age brackets, except five or 12.82 percent who deliberately held their anonymity regarding their completed years in life for unknown reason.

The mean age of the teacher-respondents was posted at 32.14 years old with a SD of 10.22 years. The data signified that the teacher-respondents were relatively

young, at their early 30's, very far from the retirement age, and at the prime of their age. This, further, denoted that with their age, they would encounter more experiences in their teaching profession to include promotion in position to the higher position in the hierarchy established by the Department of Education (DepEd).

Moreover, majority of the teacher-respondents belonged to the female sex accounting for 27 or 69.23 percent. The male counterpart was composed of eight or 20.15 percent only. The remaining four or 10.26 percent did not give information regarding their sex.

The foregoing data signified female dominance among the teacher-respondent which suggested that more of the female were inclined to teaching than their male counterpart.

Civil Status. Table 13 contains the civil status of the teacher-respondents.

It can be gleaned from Table 13 that a number of the student-respondents were still single accounting for 16 or 41.03 percent while 13 of them or 33.33 percent were married, and the rest of the teacher-respondents were slimly distributed to the other identified civil status except six or 15.39 percent who did not give information regarding their civil status.

The table shows that a number of the teacher-

Table 13

Civil Status of Teacher-Respondents

Civil Status	f	%
Single	16	41.03
Married	13	33.33
Widowed	1	2.56
Separated	2	5.13
Annulled	1	2.56
Not Stated	6	15.39
Total	**39**	**100.00**

respondents, though eligible, did not enter the marital state yet probably, they wanted to be more stable before entering such a state however, they still give support to their respective family as a working member to its financial needs.

Highest Educational Attainment. Table 14 reflects the highest educational attainment of the teacher-respondents.

The table shows that more than half of the teacher-respondents, that is, 21 or 53.85 percent earned units already in MA while 11 or 28.21 percent were baccalaureate degree holders and the rest were slimly distributed to the other identified educational level except for the three or 7.69 percent who did not state their highest educational level but for sure they were baccalaureate degree holders, also.

The data denoted that the teacher-respondents were

Table 14

Highest Educational Attainment of Teacher-Respondents

Educational Level	f	%
Ph.D./Ed.D.	1	2.56
MA Degree	3	7.69
Baccalaureate Degree MA Units	21	53.85
Baccalaureate Degree	11	28.21
Not Stated	3	7.69
Total	**39**	**100.00**

qualified for the teaching profession having possessed the minimum educational requirement for the position. Majority of them even surpassed their entry educational level by pursuing advance education.

Gross Monthly Family Income. Table 15 presents the gross monthly family income of teacher-respondents.

Table 15 presents that a number of the teacher-respondents, that is, 19 or 48.72 percent disclosed that they earned a gross monthly family income of P20,000-P24,999 while 12 or 30.77 percent earned P19,999 and below, four or 10.26 percent, P25,000-P29,999, and the rest were slimly distributed to the other identified income bracket, except one or 2.56 percent who held his/her anonymity.

The mean monthly family income of the teacher-respondents was posted at P22,762.66 with a SD of P5,86.26. The data signified that the teacher-respondents earned

Table 15

Gross Monthly Family Income of the Teacher-Respondents

Income Bracket	f	%
P40,000 and above	1	2.56
P35,000-P39,999	2	5.13
P30,000-P34,999	0	0.00
P25,000-P29,999	4	10.26
P20,000-P24,999	19	48.72
P19,999 and below	12	30.77
Not Stated	1	2.56
Total	**39**	**100.00**
Mean	**P22,762.66**	
S. D.	**P5,806.26**	

sufficient income to finance the basic and nutritional needs of the family including the educational needs of its schooling members.

Number of Years in Teaching. Table 16 provides the number of years in teaching of the teacher-respondents.

The table shows that a number of the teacher-respondents, that is, 18 or 46.15 percent had been teaching for 1-5 years while five or 12.82 percent had been in the service for 15-20 years, another five or 12.82 percent for 6-10 years, four or 10.26 percent had been a teacher for 21-25 years, and the rest of them were distributed to the other identified years in teaching, except for four teacher-respondents or 10.26 percent who did not disclose

Table 16

Number of Years in Teaching of the Teacher-Respondents

Years in Teaching	f	%
36-40	1	2.56
31-35	0	0.00
26-30	0	0.00
21-25	4	10.26
16-20	5	12.82
11-15	2	5.13
6-10	5	12.82
1-5	18	46.15
Not Stated	4	10.26
Total	**39**	**100.00**
Mean	**9.46 years**	
S. D.	**8.92 years**	

their number of years in teaching.

The mean number of years in teaching of teacher-respondents was posted at 9.46 years with a SD of 8.92 years. The data signified that the teacher-respondents had been in the service for quite number of years however, with this length of years, they were able to hone their teaching skills and competence.

Number of Relevant In-Service Trainings. The mean number of trainings of teacher-respondents was as follows: regional, 4 trainings with a SD of 2.18 trainings; division, seven trainings with a SD of 2.02 trainings; and district, 10 trainings with a SD of 7.29 trainings.

Table 17

Number of Relevant In-Service Trainings of the Teacher-Respondents

Training Level	Weighted Mean	S. D.
International	0	--
National	0	--
Regional	4	2.18
Division	7	2.02
District	10	7.29
Over-all Mean	**4 trainings**	
S. D.	**3.83 trainings**	

The over-all mean number of trainings of teacher-respondents was posted at four trainings with a SD of 3.83 trainings. The data signified that the teacher-respondents had attended also trainings in the different levels as they were given opportunities to attend to enhance and update their teaching competence with the new developments the DepEd issued.

Attitude Toward Teaching Reading. Table 18 shows the attitude of the teacher-respondents toward teaching reading. There were 10 attitude statements considered in this area whereby the teacher-respondents signified their agreement or disagreement in each of the statement.

The table shows that this group of respondents "strongly agree" seven attitude statements with weighted means ranging from 4.54 to 4.92. Numbers 6 and 10 obtained

Table 18

Attitude of the Teacher-Respondents Toward Teaching Reading

Attitude Statement	WM	I
1. I attend training in reading instruction from any institution.	4.87	SA
2. I prepare special materials/teaching aids in teaching reading.	4.90	SA
3. Teaching reading is one of my favorite responsibilities.	4.33	A
4. I believed that teaching reading is a responsibility of all primary teachers.	4.36	A
5. Teachers in the primary schools are probably more competent to teach reading skills than special reading teachers.	3.21	U
6. Any primary school teacher who is assigned a class should teach his or her students how to read.	4.92	SA
7. With rare exceptions, students should know what there is to know about reading before they complete their primary education.	4.67	SA
8. Teaching reading is my passion.	4.62	SA
9. Teaching reading is fun.	4.67	SA
10. The teaching of reading can be exciting for teachers as teaching any other subject of interest.	4.54	SA
Grand Weighted Mean	**4.51**	
Interpretation	**SA**	

Legend:			
	4.51-5.00	Strongly Agree	(SA)
	3.51-4.50	Agree	(A)
	2.51-3.50	Uncertain	(U)
	1.51-2.50	Disagree	(D)
	1.00-1.50	Strongly Disagree	(SD)

the highest and the least weighted means, respectively, with statements stating: "any primary school teacher who is

assigned a class should teach his or her students how to read;" and "the teaching of reading can be exciting for teachers as teaching any other subject of interest." This same group "agreed" on two indicators with weighted means of 4.36 and 4.33 with statements stating: "I believed that teaching reading is a responsibility of all primary teachers;" and "teaching reading is one of my favorite responsibilities," respectively, and the remaining statement was considered by this group with "uncertainty" corresponding to the statement stating, "teachers in the primary schools are probably more competent to teach reading skills than special reading teachers," with a weighted mean of 3.21.

Taken as a whole, the teacher-respondents "strongly agree" on their attitude toward teaching reading being shown by the grand weighted mean of 4.51. This signified that the teacher-respondents showed extremely favorable attitude toward teaching reading.

Profile of School Administrator-Respondents

This part presents the profile of the school administrator-respondents with respect to age and sex, civil status, highest educational attainment, gross monthly family income, number of years as administrator, number of relevant in-service trainings, and attitude toward reading

programs.

Age and Sex. Table 19 shows the age and sex of the school administrator-respondents.

Table 19 shows that a number of the school administrator-respondents, that is, two or 16.70 percent were aged 56 years old while the rest of them were equally distributed to the other identified ages except for one or 8.33 percent who never disclose his/her age for unknown reason.

Table 19

Age and Sex of School Administrator-Respondents

Age	Sex		Total (f)	%
	Male	Female		
58	1	0	1	8.33
57	0	1	1	8.33
56	1	1	2	16.70
51	0	1	1	8.33
48	0	1	1	8.33
46	1	0	1	8.33
45	0	1	1	8.33
43	0	1	1	8.33
39	0	1	1	8.33
38	0	1	1	8.33
Not Stated	0	1	1	8.33
Total	**3**	**9**	**12**	**100.00**
%	**25.00**	**75.00**	**100.00**	
Mean	**48.82 years old**			
S. D.	**7.28 years**			

The mean age of the school administrator-respondents was posted at 48.82 years old with a SD of 7.28 years. The data signified that the school administrator-respondents were on their late 40's but still relatively young, far from the retirement age and at the prime of their age.

Moreover, majority of the school administrator-respondents belonged to the female sex accounting for nine or 75.00 percent. The male counterpart was composed of three or 25.00 percent only.

The data denoted that female dominance existed among the school administrator-respondents which was an indication that more female embraced teaching as profession so that in the promotion for school administrator, the female had the highest probability.

Civil Status. Table 20 presents the civil status of the school administrator-respondents.

Table 20

Civil Status of School Administrator-Respondents

Civil Status	f	%
Single	3	25.00
Married	5	41.67
Widowed	3	25.00
Not Stated	1	8.33
Total	**12**	**100.00**

The table presents that five out of 12 school administrator-respondents or 41.67 percent were married while three of them or 25.00 were single, another three or 25.00 percent were widowed, and the remaining one or 8.33 percent did not state his/her civil status.

The data signified that the school administrator-respondents had their respective nuclear family which they supported by the fruits of their labor being school administrator.

Highest Educational Attainment. Table 21 shows the highest educational attainment of school administrator-respondents.

Table 21 shows that half of the school administrator-respondents, that is, six or 50.00 percent were M.A. degree holders with doctoral units while three or 25.00 percent were MA degree holders, and another three or 25.00 percent were baccalaureate degree holders with MA units.

Table 21

Highest Educational Attainment of School Administrator-Respondents

Educational Level	f	%
M.A. with Doctoral Units	6	50.00
MA Degree	3	25.00
Baccalaureate Degree MA Units	3	25.00
Total	**12**	**100.00**

The data signified that the school administrator-respondents were educationally qualified having met the educational qualifications for the position.

Gross Monthly Family Income. Table 22 contains the gross monthly family income of the school administrator-respondents.

It can be gleaned from Table 22 that a number of the school administrator-respondents, that is, five or 41.67 percent earned a monthly family income of P25,000-P29,999 while four or 33.33 percent earned P30,000-P34,999, two or 16.67 percent earned a monthly family income of P20,000-P24,999, and the remaining one or 8.33 percent earned P19,999 and below.

The mean monthly family income of the school

Table 22

Gross Monthly Family Income of the School Administrator-Respondents

Income Bracket	f	%
P30,000-P34,999	4	33.33
P25,000-P29,999	5	41.67
P20,000-P24,999	2	16.67
P19,999 and below	1	8.33
Total	**12**	**100.00**
Mean	**P27,499.50**	
S. D.	**P4,767.31**	

administrator-respondents was posted at P27,499.50 with a SD of P4,767.31. The data signified that the school administrator-respondents sufficiently earned a monthly family income which they used to defray the monthly financial requirements of the family.

Number of Years as Administrator. Table 23 reflects the number of years as administrator of the school administrator-respondents.

The table shows that a number of the school administrator-respondents, that is, two or 16.67 percent had been an administrator for seven years while another two or 16.67 percent for six years, another two or 16.67

Table 23

Number of Years as Administrator of the School Administrator-Respondents

Years as Administrator	f	%
12	1	8.33
10	1	8.33
9	1	8.33
7	2	16.67
6	2	16.67
5	1	8.33
3	2	16.67
Not Stated	2	16.67
Total	**12**	**100.00**
Mean	**6.80 years**	
S. D.	**2.90 years**	

percent had been an administrator for three years, and the rest of the school administrator-respondents were equally distributed to the other identified years as administrator, except for two or 16.67 percent who did not give any information regarding their number of years as administrator.

The mean number of years as administrator of the school administrator-respondents was posted at 6.80 years with a SD of 2.90 years. The data denoted that the school administrator-respondents had been an administrator for quite a number of years, however, they were able to discharge their duties and functions exemplarily.

Number of Relevant In-Service Trainings. Table 24 reveals the number of relevant in-service trainings attended by the school administrator-respondents in the

Table 24

Number of Relevant In-Service Trainings of the School Administrator-Respondents

Training Level	Weighted Mean	S. D.
International	0	--
National	0	--
Regional	4	2.18
Division	7	2.02
District	10	7.29
Over-all Mean	**7 trainings**	
S. D.	**3.83 trainings**	

different levels.

The table shows that the mean number of trainings of the school administrator was: regional, four trainings with a SD of 2.18 trainings; division, seven trainings with a SD of 2.02 trainings; and district, 10 trainings with a SD of 7.29 trainings.

The over-all mean number of trainings attended by the school administrator-respondents was posted at seven trainings with a SD of 3.83 trainings. The data showed that the school administrator-respondents had attended several trainings in the region to the district level as part of the terms of reference as administrator.

Attitude Toward Reading Programs. Table 25 appraises the attitude of the school administrator-respondents toward reading programs. There were 10 attitude statements considered in this area.

The table shows that this group of respondents "strongly agree" seven attitude statements with weighted means ranging from 4.67 to 5.00. Numbers 1 and 9 obtained the highest and the least weighted means, respectively, with statements stating: "attending training in reading instruction from any institution helps a lot in teaching reading;" and "teaching reading is fun." This same group "agreed" on two indicators with weighted means of 4.50 and 4.52 with statements stating: "teaching reading is one of

Table 25

Attitude Toward Reading Programs of the School Administrator-Respondents

Attitude Statement	WM	I
1. Attending training in reading instruction from any institution helps a lot in teaching reading.	5.00	SA
2. Preparing special materials/teaching aids in teaching reading improves the performance of the learners.	4.92	SA
3. Teaching reading is one of my favorite responsibilities.	4.50	A
4. I believed that teaching reading is a responsibility of all primary teachers.	4.42	A
5. Teachers in the primary schools are probably more competent to teach reading skills than special reading teachers.	2.83	U
6. Any primary school teacher who is assigned a class should teach his or her students how to read.	4.92	SA
7. With rare exceptions, students should know what there is to know about reading before they complete their primary education.	4.92	SA
8. Teaching reading is my passion.	4.75	SA
9. Teaching reading is fun.	4.67	SA
10. The teaching of reading can be exciting for teachers as teaching any other subject of interest.	4.83	SA
Grand Weighted Mean	**4.58**	
Interpretation	**SA**	

Legend:			
	4.51-5.00	Strongly Agree	(SA)
	3.51-4.50	Agree	(A)
	2.51-3.50	Uncertain	(U)
	1.51-2.50	Disagree	(D)
	1.00-1.50	Strongly Disagree	(SD)

my favorite responsibilities;" and "I believed that teaching reading is a responsibility of all primary teachers," respectively, and the remaining statement was considered by this group with "uncertainty" corresponding to the statement stating, "teachers in the primary schools are probably more competent to teach reading skills than special reading teachers," with a weighted mean of 2.83.

Taken as a whole, the school administrator-respondents "strongly agree" on their attitude toward reading programs being shown by the grand weighted mean of 4.58. This signified that the school administrator-respondents manifested extremely favorable attitude toward reading programs.

Reading Comprehension Level of Student-Respondents Based on the Phil-IRI Results in English

Table 26 reveals the reading comprehension level of

Table 26

Reading Comprehension Level of Student-Respondents Based on the Phil-IRI Results in English

Reading Level	Pre-Test		Post-Test	
	f	%	f	%
Independent	99	43.81	6	2.66
Instructional	101	44.69	163	72.12
Frustration	26	11.50	57	25.22
Non-Reader	0	0.00	0	0.00
Total	**226**	**100.00**	**226**	**100.00**

student-respondents based on the Phil-IRI results in English during the pretest and posttest.

From the table, it can be noted that during the pretest, the Phil-IRI results showed that a number of the student-respondents, that is, 101 or 44.69 percent were rated as "instructional" while 99 or 43.81 percent were "independent," and 26 or 11.50 percent were in the "frustration" level.

The data signified that the student-respondents manifested satisfactory reading level during the pretest which indicated that they need enhancement in the area of reading.

Likewise, Table 26 reveals that during the posttest, majority of them were rated in the "instructional" level accounting for 163 or 72.12 percent while 57 or 25.22 percent in the "frustration" level, and only six or 2.66 percent were in the "independent" level.

The data signified that the student-respondents manifested satisfactory reading level, also, during the posttest. From the magnitude of occurrence, it was noted that there was a decline in the reading level of the student-respondents whereby those who were in the frustration level increased during the posttest as well as those who were in the instructional level and those in the independent level decreased.

Relationship Between the Reading Comprehension Level of the Student-Respondents and the Respondents'-Related Profile

This part contains the relationship between the reading comprehension level of the student-respondents and the respondents'-related profile, namely: student-, teacher-, and school administrator-related profile.

Student-Related Profile. Table 27 contains the relationship between the reading comprehension level of the student-respondents and the student-related profile in terms of age, sex, grade in English, language spoken at home, highest educational attainment, parents' occupation, gross monthly family income, number of available reading materials used at home and in school, and reading habits.

Age. In associating relationship between the reading comprehension level of the student-respondents and their age with the use of the correlation coefficient, the calculated value was posted at .127 denoting a very weak linear association. To test further the significance of the coefficient, the Fisher's t-test was employed whereby the computed value was posted at 1.916 with a p-value of .057. The critical value was set at $\pm$1.971 at df = 224 and α = .05. In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α.

This denoted that the linear association between the

Table 27

Relationship Between the Reading Comprehension Level of the Student-Respondents and the Student-Related Profile

Variate	Linear Association		Fisher's t-Value	p-Value	Evaluation/ Decision
	Coeffi-cient	Degree			
Age	.127	Very Weak	1.916	.057	NS / Accept Ho.
Sex	.053	Very Weak	.794	.424	NS / Accept Ho.
Grade in English	.627	Strong	12.046	.000	S / Reject Ho.
Language Spoken at Home	.177	Very Weak	2.692	.008	S / Reject Ho.
Parents' Highest Educa-tional Attain-ment	-.107	Very Weak	1.611	.109	NS / Accept Ho.
Parents' Occupa-tion	-.029	Very Weak	.434	.667	NS / Accept Ho.
Gross Monthly Family Income	.283	Weak	4.416	.000	S / Reject Ho.
Number of Avai-lable Reading Mate-rials Used at Home and in School	.196	Very Weak	2.991	.003	S / Reject Ho.
Reading Habits	.085	Very Weak	1.277	.205	NS / Accept Ho.

Fisher's t-critical = $\pm$1.971
df = 224
α = .05
S = Significant
NS = Not Significant

aforesaid variables was not significant. Following the decision rule, this gave the researcher enough evidence to accept the null hypothesis stating, "there is no significant relationship between the reading comprehension level of the student-respondents and their age." This signified that the age of the student-respondents did not significantly influence their reading comprehension level.

Sex. In associating relationship between the reading comprehension level of the student-respondents and their sex with the use of the correlation coefficient, the calculated value was posted at .053 denoting a very weak linear association. To test further the significance of the coefficient, the Fisher's t-test was employed whereby the computed value was posted at .794 with a p-value of .424. The critical value was set at $\pm$1.971 at df = 224 and α = .05. In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α.

This denoted that the linear association between the aforesaid variables was not significant. Following the decision rule, this gave the researcher enough evidence to accept the null hypothesis stating, "there is no significant relationship between the reading comprehension level of the student-respondents and their sex." This signified that the sex of the student-respondents did not

significantly influence their reading comprehension level.

Grade in English. In associating relationship between the reading comprehension level of the student-respondents and their grade in English with the use of the correlation coefficient, the calculated value was posted at .627 denoting a strong linear association. To test further the significance of the coefficient, the Fisher's t-test was employed whereby the computed value was posted at 12.046 with a p-value of .000. The critical value was set at $\pm$1.971 at df = 224 and α = .05. In the comparison, it was noted that the computed value turned greater than the critical value and the p-value turned lesser than the α.

This denoted that the linear association between the aforesaid variables was significant. Following the decision rule, this gave the researcher enough evidence to reject the null hypothesis stating, "there is no significant relationship between the reading comprehension level of the student-respondents and their grade in English." This signified that the grade in English of the student-respondents significantly influenced their reading comprehension level.

The coefficient being positive denoted a direct proportional linear relationship which indicated that the higher the grade obtained by the student-respondents in English, the higher their reading comprehension level. And

the student-respondents whose grade in English was lower tend to obtain lower reading comprehension level also.

Language Spoken at Home. In associating relationship between the reading comprehension level of the student-respondents and their language spoken at home with the use of the correlation coefficient, the calculated value was posted at .177 denoting a very weak linear association. To test further the significance of the coefficient, the Fisher's t-test was employed whereby the computed value was posted at 2.692 with a p-value of .008. The critical value was set at $\pm$1.971 at df = 224 and α = .05. In the comparison, it was noted that the computed value turned greater than the critical value and the p-value turned lesser than the α.

This denoted that the linear association between the aforesaid variables was significant. Following the decision rule, this gave the researcher enough evidence to reject the null hypothesis stating, "there is no significant relationship between the reading comprehension level of the student-respondents and their language spoken at home." This signified that the language spoken at home of the student-respondents significantly influenced their reading comprehension level.

The coefficient being positive denoted a direct proportional linear relationship which indicated that the

more the student-respondents spoke Waray-Waray at home, the higher was their reading comprehension level. And the student-respondents who spoke other language at home tend to obtain lower reading comprehension level also.

Parents' Highest Educational Attainment. In associating relationship between the reading comprehension level of the student-respondents and their parents' highest educational attainment with the use of the correlation coefficient, the calculated value was posted at -.107 denoting a very weak linear association. To test further the significance of the coefficient, the Fisher's t-test was employed whereby the computed value was posted at 1.611 with a p-value of .109. The critical value was set at $\pm$1.971 at df = 224 and α = .05. In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α.

This denoted that the linear association between the aforesaid variables was not significant. Following the decision rule, this gave the researcher enough evidence to accept the null hypothesis stating, "there is no significant relationship between the reading comprehension level of the student-respondents and their parents' highest educational attainment." This signified that the highest educational attainment of the parents of the student-respondents did not significantly influence their reading

comprehension level.

Parents' Occupation. In associating relationship between the reading comprehension level of the student-respondents and their parents' occupation with the use of the correlation coefficient, the calculated value was posted at -.029 denoting a very weak linear association. To test further the significance of the coefficient, the Fisher's t-test was employed whereby the computed value was posted at .434 with a p-value of .667. The critical value was set at $\pm$1.971 at df = 224 and α = .05. In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α.

This denoted that the linear association between the aforesaid variables was not significant. Following the decision rule, this gave the researcher enough evidence to accept the null hypothesis stating, "there is no significant relationship between the reading comprehension level of the student-respondents and their parents' occupation." This signified that the occupation of the parents of the student-respondents did not significantly influence their reading comprehension level.

Gross Monthly Family Income. In associating relationship between the reading comprehension level of the student-respondents and their gross monthly family income

with the use of the correlation coefficient, the calculated value was posted at .283 denoting a weak linear association. To test further the significance of the coefficient, the Fisher's t-test was employed whereby the computed value was posted at 4.416 with a p-value of .000. The critical value was set at $\pm$1.971 at df = 224 and α = .05. In the comparison, it was noted that the computed value turned greater than the critical value and the p-value turned lesser than the α.

This denoted that the linear association between the aforesaid variables was significant. Following the decision rule, this gave the researcher enough evidence to reject the null hypothesis stating, "there is no significant relationship between the reading comprehension level of the student-respondents and their gross monthly family income." This signified that the gross monthly family income of the student-respondents significantly influenced their reading comprehension level.

The coefficient being positive denoted a direct proportional linear relationship which indicated that the student-respondents with higher monthly family income tend to obtain higher reading comprehension level. And the student-respondents whose monthly family income was lesser tend to obtain lower reading comprehension level also.

Number of Available Reading Materials Used at Home and

in School. In associating relationship between the reading comprehension level of the student-respondents and the number of available reading materials used at home and in school with the use of the correlation coefficient, the calculated value was posted at .196 denoting a very weak linear association. To test further the significance of the coefficient, the Fisher's t-test was employed whereby the computed value was posted at 2.991 with a p-value of .003. The critical value was set at $\pm$1.971 at df = 224 and α = .05. In the comparison, it was noted that the computed value turned greater than the critical value and the p-value turned lesser than the α.

This denoted that the linear association between the aforesaid variables was significant. Following the decision rule, this gave the researcher enough evidence to reject the null hypothesis stating, "there is no significant relationship between the reading comprehension level of the student-respondents and number of available reading materials used at home and in school." This signified that the number of available reading materials of the student-respondents used at home and in school significantly influenced their reading comprehension level.

The coefficient being positive denoted a direct proportional linear relationship which indicated that the more the number of available reading materials of student-

respondents which the used at home and in school, the higher was their reading comprehension level. And the student-respondents who have less number of available reading materials which they used at home and in school tend to obtain lower reading comprehension level.

Reading Habits. In associating relationship between the reading comprehension level of the student-respondents and their Reading Habits with the use of the correlation coefficient, the calculated value was posted at .085 denoting a very weak linear association. To test further the significance of the coefficient, the Fisher's t-test was employed whereby the computed value was posted at 1.277 with a p-value of .205. The critical value was set at $\pm$1.971 at df = 224 and α = .05. In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α.

This denoted that the linear association between the aforesaid variables was not significant. Following the decision rule, this gave the researcher enough evidence to accept the null hypothesis stating, "there is no significant relationship between the reading comprehension level of the student-respondents and their reading habits." This signified that the reading habits of the student-respondents did not significantly influence their reading comprehension level.

In summary, of the student-related profile, only grade in English, language spoken at home, gross monthly family income, and the number of available reading materials used at home and in school posed significant influence to their reading comprehension level while the other variates proved to have no significant influence to it.

Teacher-Related Profile. Table 28 presents the relationship between the reading comprehension level of the student-respondents and the teacher-related profile with respect to age, sex, civil status, highest educational attainment, gross monthly family income, number of years in teaching, number of relevant in-service trainings, and attitude toward teaching reading.

Age. In associating relationship between the reading comprehension level of the student-respondents and the age of their teacher with the use of the correlation coefficient, the calculated value was posted at -.070 denoting a very weak linear association. To test further the significance of the coefficient, the Fisher's t-test was employed whereby the computed value was posted at .427 with a p-value of .686. The critical value was set at $\pm$2.026 at df = 37 and α = .05. In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α.

This denoted that the linear association between the

Table 28

Relationship Between the Reading Comprehension Level of the Student-Respondents and the Teacher-Related Profile

Variate	Linear Association		Fisher's t-Value	p-Value	Evaluation/ Decision
	Coeffi-cient	Degree			
Age	-.070	Very Weak	.427	.686	NS / Accept Ho.
Sex	.087	Very Weak	.531	.618	NS / Accept Ho.
Civil Status	.163	Very Weak	1.005	.366	NS / Accept Ho.
Highest Educa-tional Attain-ment	.344	Weak	2.228	.035	S / Reject Ho.
Gross Monthly Family Income	.333	Weak	2.148	.041	S / Reject Ho.
Number of Years in Teaching	.049	Very Weak	.298	.781	NS / Accept Ho.
Number of Relevant In-Service Trai-nings	.019	Very Weak	.116	.907	NS / Accept Ho.
Attitude Toward Teaching Reading	.086	Very Weak	.525	.603	NS / Accept Ho.

Fisher's t-critical = $\pm$2.026
df = 37
α = .05
S = Significant
NS = Not Significant

aforesaid variables was not significant. Following the decision rule, this gave the researcher enough evidence to accept the null hypothesis stating, "there is no significant relationship between the reading comprehension level of the student-respondents and the age of their teachers." This signified that the age of the teacher-respondents did not significantly influence the reading comprehension level of the student-respondents.

Sex. In associating relationship between the reading comprehension level of the student-respondents and the sex of their teacher with the use of the correlation coefficient, the calculated value was posted at .087 denoting a very weak linear association. To test further the significance of the coefficient, the Fisher's t-test was employed whereby the computed value was posted at .531 with a p-value of .618. The critical value was set at ± 2.026 at df = 37 and $\alpha = .05$. In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α.

This denoted that the linear association between the aforesaid variables was not significant. Following the decision rule, this gave the researcher enough evidence to accept the null hypothesis stating, "there is no significant relationship between the reading comprehension level of the student-respondents and the sex of their

teachers." This signified that the sex of the teacher-respondents did not significantly influence the reading comprehension level of the student-respondents.

Civil Status. In associating relationship between the reading comprehension level of the student-respondents and the civil status of their teacher with the use of the correlation coefficient, the calculated value was posted at .163 denoting a very weak linear association. To test further the significance of the coefficient, the Fisher's t-test was employed whereby the computed value was posted at 1.005 with a p-value of .366. The critical value was set at $\pm$2.026 at df = 37 and α = .05. In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α.

This denoted that the linear association between the aforesaid variables was not significant. Following the decision rule, this gave the researcher enough evidence to accept the null hypothesis stating, "there is no significant relationship between the reading comprehension level of the student-respondents and the civil status of their teachers." This signified that the civil status of the teacher-respondents did not significantly influence the reading comprehension level of the student-respondents.

Highest Educational Attainment. In associating relationship between the reading comprehension level of the

student-respondents and the highest educational attainment of their teacher with the use of the correlation coefficient, the calculated value was posted at .344 denoting a weak linear association. To test further the significance of the coefficient, the Fisher's t-test was employed whereby the computed value was posted at 2.228 with a p-value of .035. The critical value was set at $\pm$2.026 at df = 37 and α = .05. In the comparison, it was noted that the computed value turned greater than the critical value and the p-value turned lesser than the α.

This denoted that the linear association between the aforesaid variables was significant. Following the decision rule, this gave the researcher enough evidence to accept the null hypothesis stating, "there is no significant relationship between the reading comprehension level of the student-respondents and the highest educational attainment of their teachers." This signified that the highest educational attainment of the teacher-respondents significantly influenced the reading comprehension level of the student-respondents.

The coefficient being positive denoted a direct proportional linear relationship indicating that the teacher-respondents with higher educational attainment produced students with higher reading comprehension level than the teachers with the minimum educational

qualification.

Gross Monthly Family Income. In associating relationship between the reading comprehension level of the student-respondents and the gross monthly family income of their teacher with the use of the correlation coefficient, the calculated value was posted at .333 denoting a weak linear association. To test further the significance of the coefficient, the Fisher's t-test was employed whereby the computed value was posted at 2.148 with a p-value of .041. The critical value was set at $\pm$2.026 at df = 37 and α = .05. In the comparison, it was noted that the computed value turned greater than the critical value and the p-value turned lesser than the α.

This denoted that the linear association between the aforesaid variables was significant. Following the decision rule, this gave the researcher enough evidence to accept the null hypothesis stating, "there is no significant relationship between the reading comprehension level of the student-respondents and the gross monthly family income of their teachers." This signified that the gross monthly family income of the teacher-respondents significantly influenced the reading comprehension level of the student-respondents.

The coefficient being positive denoted a direct proportional linear relationship indicating that the

teacher-respondents with higher monthly family income produced students with higher reading comprehension level than the teachers with the minimum monthly family income.

Number of Years in Teaching. In associating relationship between the reading comprehension level of the student-respondents and the number of years in teaching of their teacher with the use of the correlation coefficient, the calculated value was posted at .049 denoting a very weak linear association. To test further the significance of the coefficient, the Fisher's t-test was employed whereby the computed value was posted at .298 with a p-value of .781. The critical value was set at $\pm$2.026 at df = 37 and α = .05. In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α.

This denoted that the linear association between the aforesaid variables was not significant. Following the decision rule, this gave the researcher enough evidence to accept the null hypothesis stating, "there is no significant relationship between the reading comprehension level of the student-respondents and the number of years in teaching of their teachers." This signified that the number of years in teaching of the teacher-respondents did not significantly influence the reading comprehension level of the student-respondents.

Number of Relevant In-Service Trainings. In associating relationship between the reading comprehension level of the student-respondents and the number of relevant in-service trainings of their teacher with the use of the correlation coefficient, the calculated value was posted at .019 denoting a very weak linear association. To test further the significance of the coefficient, the Fisher's t-test was employed whereby the computed value was posted at .116 with a p-value of .907. The critical value was set at $\pm$2.026 at df = 37 and α = .05. In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α.

This denoted that the linear association between the aforesaid variables was not significant. Following the decision rule, this gave the researcher enough evidence to accept the null hypothesis stating, "there is no significant relationship between the reading comprehension level of the student-respondents and the number of relevant in-service trainings of their teachers." This signified that the number of relevant in-service trainings of the teacher-respondents did not significantly influence the reading comprehension level of the student-respondents.

Attitude Toward Teaching Reading. In associating relationship between the reading comprehension level of the student-respondents and the attitude toward teaching

reading of their teacher with the use of the correlation coefficient, the calculated value was posted at .086 denoting a very weak linear association. To test further the significance of the coefficient, the Fisher's t-test was employed whereby the computed value was posted at .525 with a p-value of .603. The critical value was set at $\pm$2.026 at df = 37 and α = .05. In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α.

This denoted that the linear association between the aforesaid variables was not significant. Following the decision rule, this gave the researcher enough evidence to accept the null hypothesis stating, "there is no significant relationship between the reading comprehension level of the student-respondents and the attitude toward teaching reading of their teachers." This signified that the attitude of the teacher-respondents toward teaching reading did not significantly influence the reading comprehension level of the student-respondents.

In summary, of the teacher-related profile, only highest educational attainment, and gross monthly family income posed significant influence to the reading comprehension level of the student-respondents. The other variates proved to have no influence with it.

School Administrator-Related Profile. Table 28

presents the relationship between the reading comprehension level of the student-respondents and the school administrator-related profile in terms of age, sex, civil status, highest educational attainment, gross monthly family income, number of years as administrator, number of relevant in-service trainings, and attitude toward teaching reading.

Age. In associating relationship between the reading comprehension level of the student-respondents and the age of the school administrator with the use of the correlation coefficient, the calculated value was posted at -.521 denoting a moderate linear association. To test further the significance of the coefficient, the Fisher's t-test was employed whereby the computed value was posted at 1.930 with a p-value of .100. The critical value was set at $\pm$2.228 at df = 10 and α = .05. In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α.

This denoted that the linear association between the aforesaid variables was not significant. Following the decision rule, this gave the researcher enough evidence to accept the null hypothesis stating, "there is no significant relationship between the reading comprehension level of the student-respondents and the age of the school administrator." This signified that the age of the school

Table 29

Relationship Between the Reading Comprehension Level of the Student-Respondents and the School Administrator-Related Profile

Variate	Linear Association		Fisher's t-Value	p-Value	Evaluation/ Decision
	Coeffi-cient	Degree			
Age	-.521	Moderate	1.930	.100	NS / Accept Ho.
Sex	-.190	Very Weak	.612	.554	NS / Accept Ho.
Civil Status	-.315	Weak	1.050	.346	NS / Accept Ho.
Highest Educa-tional Attain-ment	.563	Moderate	2.154	.057	NS / Accept Ho.
Gross Monthly Family Income	.721	Strong	3.290	.008	S / Reject Ho.
Number of Years as Adminis-trator	.586	Moderate	2.217	.075	NS / Accept Ho.
Number of Relevant In-Service Trai-nings	.400	Weak	1.380	.197	NS / Accept Ho.
Attitude Toward Reading Programs	.107	Very Weak	.340	.742	NS / Accept Ho.

Fisher's t-critical = $\pm$2.228
df = 10
α = .05
S = Significant
NS = Not Significant

administrator-respondents did not significantly influence the reading comprehension level of the student-respondents.

Sex. In associating relationship between the reading comprehension level of the student-respondents and the sex of the school administrator with the use of the correlation coefficient, the calculated value was posted at -.190 denoting a very weak linear association. To test further the significance of the coefficient, the Fisher's t-test was employed whereby the computed value was posted at .612 with a p-value of .554. The critical value was set at $\pm$2.228 at df = 10 and α = .05. In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α.

This denoted that the linear association between the aforesaid variables was not significant. Following the decision rule, this gave the researcher enough evidence to accept the null hypothesis stating, "there is no significant relationship between the reading comprehension level of the student-respondents and the sex of the school administrator." This signified that the sex of the school administrator-respondents did not significantly influence the reading comprehension level of the student-respondents.

Civil Status. In associating relationship between the reading comprehension level of the student-respondents and the civil status of the school administrator with the use

of the correlation coefficient, the calculated value was posted at -.315 denoting a weak linear association. To test further the significance of the coefficient, the Fisher's t-test was employed whereby the computed value was posted at 1.050 with a p-value of .346. The critical value was set at $\pm$2.228 at df = 10 and α = .05. In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α.

This denoted that the linear association between the aforesaid variables was not significant. Following the decision rule, this gave the researcher enough evidence to accept the null hypothesis stating, "there is no significant relationship between the reading comprehension level of the student-respondents and the civil status of the school administrator." This signified that the civil status of the school administrator-respondents did not significantly influence the reading comprehension level of the student-respondents.

Highest Educational Attainment. In associating relationship between the reading comprehension level of the student-respondents and the highest educational attainment of the school administrator with the use of the correlation coefficient, the calculated value was posted at .563 denoting a moderate linear association. To test further the significance of the coefficient, the Fisher's t-test was

employed whereby the computed value was posted at 2.154 with a p-value of .057. The critical value was set at ±2.228 at df = 10 and α = .05. In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α.

This denoted that the linear association between the aforesaid variables was not significant. Following the decision rule, this gave the researcher enough evidence to accept the null hypothesis stating, "there is no significant relationship between the reading comprehension level of the student-respondents and the highest educational attainment of the school administrator." This signified that the highest educational attainment of the school administrator-respondents did not significantly influence the reading comprehension level of the student-respondents.

Gross Monthly Family Income. In associating relationship between the reading comprehension level of the student-respondents and the gross monthly family income of the school administrator with the use of the correlation coefficient, the calculated value was posted at .721 denoting a strong linear association. To test further the significance of the coefficient, the Fisher's t-test was employed whereby the computed value was posted at 3.290 with a p-value of .008. The critical value was set at

±2.228 at df = 10 and α = .05. In the comparison, it was noted that the computed value turned greater than the critical value and the p-value turned lesser than the α.

This denoted that the linear association between the aforesaid variables was significant. Following the decision rule, this gave the researcher enough evidence to reject the null hypothesis stating, "there is no significant relationship between the reading comprehension level of the student-respondents and the gross monthly family income of the school administrator." This signified that the gross monthly family income of the school administrator-respondents significantly influenced the reading comprehension level of the student-respondents.

The coefficient being positive denoted a direct linear association indicating that the school administrators with higher gross monthly family income turned their children to obtain higher reading comprehension level than the school administrators with lower monthly family income.

Number of Years as Administrator. In associating relationship between the reading comprehension level of the student-respondents and the number of years as administrator of the school administrator with the use of the correlation coefficient, the calculated value was posted at .586 denoting a moderate linear association. To test further the significance of the coefficient, the

Fisher's t-test was employed whereby the computed value was posted at 2.217 with a p-value of .075. The critical value was set at ±2.228 at df = 10 and α = .05. In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α.

This denoted that the linear association between the aforesaid variables was not significant. Following the decision rule, this gave the researcher enough evidence to accept the null hypothesis stating, "there is no significant relationship between the reading comprehension level of the student-respondents and the number of years as administrator of the school administrator." This signified that the number of years as administrator of the school administrator-respondents did not significantly influence the reading comprehension level of the student-respondents.

Number of Relevant In-Service Trainings. In associating relationship between the reading comprehension level of the student-respondents and the number of relevant in-service trainings of the school administrator with the use of the correlation coefficient, the calculated value was posted at .400 denoting a weak linear association. To test further the significance of the coefficient, the Fisher's t-test was employed whereby the computed value was posted at 1.380 with a p-value of .197. The critical value

was set at ±2.228 at df = 10 and α = .05. In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α.

This denoted that the linear association between the aforesaid variables was not significant. Following the decision rule, this gave the researcher enough evidence to accept the null hypothesis stating, "there is no significant relationship between the reading comprehension level of the student-respondents and the number of relevant in-service trainings of the school administrator." This signified that the number of relevant in-service trainings of the school administrator-respondents did not significantly influence the reading comprehension level of the student-respondents.

Attitude Toward Reading Programs. In associating relationship between the reading comprehension level of the student-respondents and the attitude toward reading programs of the school administrator with the use of the correlation coefficient, the calculated value was posted at .107 denoting a very weak linear association. To test further the significance of the coefficient, the Fisher's t-test was employed whereby the computed value was posted at .340 with a p-value of .742. The critical value was set at ±2.228 at df = 10 and α = .05. In the comparison, it was

noted that the computed value turned lesser than the critical value and the p-value turned greater than the α.

This denoted that the linear association between the aforesaid variables was not significant. Following the decision rule, this gave the researcher enough evidence to accept the null hypothesis stating, "there is no significant relationship between the reading comprehension level of the student-respondents and the attitude toward reading programs of the school administrator." This signified that the attitude of the school administrator-respondents toward reading programs did not significantly influence the reading comprehension level of the student-respondents.

In summary, of the profile of the school administrator-respondents, only gross monthly family income showed significant influence to the reading comprehension level of the student-respondents. The other variates did not pose significant influence to it.

Factors Affecting the Reading Comprehension of the Student-Respondents as Perceived by the Two Groups of Respondents

Table 30 appraises the factors affecting the reading comprehension of the student-respondents as perceived by the two groups of respondents, namely: the teacher- and school administrator-respondents. There were 10 indicators

Table 30

Factors Affecting the Reading Comprehension of the Student-Respondents as Perceived by the Two Groups of Respondents

Indicators	Teacher		School Administrator	
	WM	I	WM	I
1. No Reading Habits	4.90	EA	5.00	EA
2. Habit of cramming in learning and understanding.	4.71	EA	4.92	EA
3. Weak sentence structure and tenses.	4.51	EA	4.92	EA
4. Inferring meaning from context.	4.62	EA	4.92	EA
5. Lack of interest from teacher and students	4.44	GA	4.92	EA
6. Teaching different types of reading skills	4.46	GA	4.25	GA
6.1 use of loud reading	4.03	GA	4.17	GA
6.2 use of intensive reading	4.13	GA	4.17	GA
6.3 use of extensive reading	4.08	GA	4.17	GA
6.4 use of silent reading	4.15	GA	4.17	GA
7. Use of reading strategies	4.31	GA	3.58	GA
7.1 use of skimming	3.89	GA	3.42	MA
7.2 use of scanning	3.83	GA	3.42	MA
7.3 use of perceiving	3.79	GA	3.42	MA
7.4 use of predicting	3.77	GA	3.42	MA
7.5 use of reading in chunks	3.87	GA	3.42	MA
8. Reading words and sentences with correct stress and intonations.	4.46	GA	4.75	EA
9. Teaching parts of speech in well manner	4.33	GA	4.92	EA
10. Reading skill target with integration to other skills.	4.38	GA	4.75	EA
Grand Weighted Mean	**4.23**		**4.18**	
Interpretation	**GA**		**GA**	

Legend:

4.51-5.00	Extremely Affect	(EA)
3.51-4.50	Greatly Affect	(GA)
2.51-3.50	Moderately Affect	(MA)
1.51-2.50	Slightly Affect	(SA)
1.00-1.50	Does Not Affect At All	(DN)
	Weighted Mean	(WM)
	Interpretation	(I)

considered in this area whereby the respondents gave their perception as to the extent of each indicator affecting the reading comprehension of the student-respondents.

From the table, it can be gleaned that the teacher-respondents considered three indicators that "extremely affect" the reading comprehension of the student-respondents. These indicators corresponded to Numbers 2, 4, and 3, with statements stating: "habit of cramming in learning and understanding;" "inferring meaning from context;" and "weak sentence structure and tenses," with weighted means of 4.71, 4.62, and 4.51, respectively. The remaining indicators were considered by this same group of respondents that "greatly affect" the reading comprehension of the student-respondents with weighted means ranging from 3.77 to 4.46. Indicators Numbers 6 and 8 equally obtained the highest weighted mean with statements stating: "teaching different types of reading skills;" and "reading words and sentences with correct stress and intonations."

Taken as a whole, the teacher-respondents considered the factors that "greatly affect" the reading comprehension of the student-respondents being manifested by the grand weighted mean of 4.23.

Likewise, it can be gleaned from Table 29 that the school administrator-respondents considered eight indicators that "extremely affect" the reading

comprehension of the student-respondents with weighted means ranging from 4.75 to 5.00. Indicator Number 1 obtained the highest weighted mean with statement stating, "no Reading Habits." Indicators Numbers 8 and 10 equally obtained the least weighted mean with statements stating: "reading words and sentences with correct stress and intonations;" and "reading skill target with integration to other skills." The areas under Indicator Number 7 were rated that "moderately affect" the reading comprehension of the student-respondents. These were: use of skimming, use of scanning, use of perceiving, use of predicting, and use of reading in chunks, with the same weighted mean of 3.42.

Taken as a whole, the school administrator-respondents considered the factors that "greatly affect" the reading comprehension of the student-respondents being supported by the grand weighted mean of 4.18.

In summary, the two groups of respondents arrived at the same perception on the factors that affect the reading comprehension of the student-respondents. They viewed it to greatly affect. However, they differed in the numerical perception. While the teacher-respondents gave a grand weighted mean of 4.23, the school administrator-respondents gave 4.18 resulting to a mean difference of .05.

Comparison of the Perceptions of the Two Groups of Respondents Relative to the Factors Affecting the Reading Comprehension of the Student-Respondents

Table 31 contains the comparison of the perceptions of the two groups of respondents relative to the factors affecting the reading comprehension of the student-respondents.

The table shows that in the comparison of the perceptions of the two groups of respondents relative to the factors affecting the reading comprehension of the student-respondents using the t-test for independent samples, the computed value was posted at .305 with a p-value of .763. The critical value was set at $\pm$2.037 with df = 32 and α = .05.

In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α. This denoted that the noted disparity between the two means was not significant.

Table 31

Comparison of the Perceptions of the Two Groups of Respondents Relative to the Factors Affecting the Reading Comprehension of the Student-Respondents

t-value		df	p-value	Evaluation/ Decision
Computed	Critical			
.305	$\pm$2.037	32	.763	NS / Accept Ho.

α = .05
S = Significant
NS = Not Significant

Following the decision rule, this gave the researcher enough evidence to accept the null hypothesis stating, "there is no significant difference between the perceptions of the two groups of respondents relative to the factors affecting the reading comprehension of the student-respondents." This signified that the two groups arrived at a similar perception on the aforementioned area.

This indicated that the two groups of respondents viewed the factors as greatly affecting the reading comprehension of the student-respondents whereby each group confirmed the perception of the other group. Furthermore, this data suggested that the identified factors should be addressed properly to enhance the reading comprehension of the students.

Relationship Between the Perceived Factors Affecting the Reading Comprehension Level of the Student-Respondents and the Respondents' Profile

This part reflects the relationship between the perceived factors affecting the reading comprehension level of the student-respondents and the respondents' profile – teacher- and school administrator-respondents.

Teacher-Related Profile. Table 32 contains the relationship between the perceived factors affecting the reading comprehension level of the student-respondents and the teacher-related profile with respect to age, sex, civil

status, highest educational attainment, gross monthly family income, number of years in teaching, number of relevant in-service trainings, and attitude toward teaching reading.

Age. In associating relationship between the factors affecting the reading comprehension level of the student-respondents and the age of the teachers with the use of the correlation coefficient, the calculated value was posted at -.144 denoting a very weak linear association. To test further the significance of the coefficient, the Fisher's t-test was employed whereby the computed value was posted at .885 with a p-value of .401. The critical value was set at $\pm$2.026 at df = 37 and α = .05. In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α.

This denoted that the linear association between the aforesaid variables was not significant. Following the decision rule, this gave the researcher enough evidence to accept the null hypothesis stating, "there is no significant relationship between the factors affecting the reading comprehension level of the student-respondents and the age of the teachers." This signified that the factors affecting the reading comprehension level of the student-respondents was not significantly influenced by the age of the teacher-respondents.

Table 32

Relationship Between the Perceived Factors Affecting the Reading Comprehension Level of the Student-Respondents and the Teacher-Related Profile

Variate	Linear Association		Fisher's t-Value	p-Value	Evaluation/ Decision
	Coeffi-cient	Degree			
Age	-.144	Very Weak	.885	.401	NS / Accept Ho.
Sex	.245	Weak	1.537	.155	NS / Accept Ho.
Civil Status	.042	Very Weak	.256	.817	NS / Accept Ho.
Highest Educa-tional Attain-ment	.140	Very Weak	.860	.403	NS / Accept Ho.
Gross Monthly Family Income	.073	Very Weak	.445	.665	NS / Accept Ho.
Number of Years in Teaching	.036	Very Weak	.219	.835	NS / Accept Ho.
Number of Relevant In-Service Trai-nings	.081	Very Weak	.494	.626	NS / Accept Ho.
Attitude Toward Teaching Reading	.492	Moderate	3.438	.001	S / Reject Ho.

Fisher's t-critical = ±2.026
df = 37
α = .05
S = Significant
NS = Not Significant

Sex. In associating relationship between the factors affecting the reading comprehension level of the student-respondents and the sex of the teachers with the use of the

correlation coefficient, the calculated value was posted at .245 denoting a weak linear association. To test further the significance of the coefficient, the Fisher's t-test was employed whereby the computed value was posted at 1.537 with a p-value of .155. The critical value was set at $\pm$2.026 at df = 37 and α = .05. In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α.

This denoted that the linear association between the aforesaid variables was not significant. Following the decision rule, this gave the researcher enough evidence to accept the null hypothesis stating, "there is no significant relationship between the factors affecting the reading comprehension level of the student-respondents and the sex of the teachers." This signified that the factors affecting the reading comprehension level of the student-respondents was not significantly influenced by the sex of the teacher-respondents.

Civil Status. In associating relationship between the factors affecting the reading comprehension level of the student-respondents and the civil status of the teachers with the use of the correlation coefficient, the calculated value was posted at .042 denoting a very weak linear association. To test further the significance of the coefficient, the Fisher's t-test was employed whereby the

computed value was posted at .256 with a p-value of .817. The critical value was set at ±2.026 at df = 37 and α = .05. In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α.

This denoted that the linear association between the aforesaid variables was not significant. Following the decision rule, this gave the researcher enough evidence to accept the null hypothesis stating, "there is no significant relationship between the factors affecting the reading comprehension level of the student-respondents and the civil status of the teachers." This signified that the factors affecting the reading comprehension level of the student-respondents was not significantly influenced by the civil status of the teacher-respondents.

Highest Educational Attainment. In associating relationship between the factors affecting the reading comprehension level of the student-respondents and the highest educational attainment of the teachers with the use of the correlation coefficient, the calculated value was posted at .140 denoting a very weak linear association. To test further the significance of the coefficient, the Fisher's t-test was employed whereby the computed value was posted at .860 with a p-value of .403. The critical value was set at ±2.026 at df = 37 and α = .05. In the

comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α.

This denoted that the linear association between the aforesaid variables was not significant. Following the decision rule, this gave the researcher enough evidence to accept the null hypothesis stating, "there is no significant relationship between the factors affecting the reading comprehension level of the student-respondents and the highest educational attainment of the teachers." This signified that the factors affecting the reading comprehension level of the student-respondents was not significantly influenced by the highest educational attainment of the teacher-respondents.

Gross Monthly Family Income. In associating relationship between the factors affecting the reading comprehension level of the student-respondents and the gross monthly family income of the teachers with the use of the correlation coefficient, the calculated value was posted at .073 denoting a very weak linear association. To test further the significance of the coefficient, the Fisher's t-test was employed whereby the computed value was posted at .445 with a p-value of .665. The critical value was set at $\pm$2.026 at df = 37 and α = .05. In the comparison, it was noted that the computed value turned

lesser than the critical value and the p-value turned greater than the α.

This denoted that the linear association between the aforesaid variables was not significant. Following the decision rule, this gave the researcher enough evidence to accept the null hypothesis stating, "there is no significant relationship between the factors affecting the reading comprehension level of the student-respondents and the gross monthly family income of the teachers." This signified that the factors affecting the reading comprehension level of the student-respondents was not significantly influenced by the gross monthly family income of the teacher-respondents.

Number of Years in Teaching. In associating relationship between the factors affecting the reading comprehension level of the student-respondents and the number of years in teaching of the teachers with the use of the correlation coefficient, the calculated value was posted at .036 denoting a very weak linear association. To test further the significance of the coefficient, the Fisher's t-test was employed whereby the computed value was posted at .219 with a p-value of .835. The critical value was set at $\pm$2.026 at df = 37 and α = .05. In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned

greater than the α.

This denoted that the linear association between the aforesaid variables was not significant. Following the decision rule, this gave the researcher enough evidence to accept the null hypothesis stating, "there is no significant relationship between the factors affecting the reading comprehension level of the student-respondents and the number of years in teaching of the teachers." This signified that the factors affecting the reading comprehension level of the student-respondents was not significantly influenced by the number of years in teaching of the teacher-respondents.

Number of Relevant In-Service Trainings. In associating relationship between the factors affecting the reading comprehension level of the student-respondents and the number of relevant in-service trainings of the teachers with the use of the correlation coefficient, the calculated value was posted at .081 denoting a very weak linear association. To test further the significance of the coefficient, the Fisher's t-test was employed whereby the computed value was posted at .494 with a p-value of .626. The critical value was set at $\pm$2.026 at df = 37 and α = .05. In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α.

This denoted that the linear association between the aforesaid variables was not significant. Following the decision rule, this gave the researcher enough evidence to accept the null hypothesis stating, "there is no significant relationship between the factors affecting the reading comprehension level of the student-respondents and the number of relevant in-service trainings of the teachers." This signified that the factors affecting the reading comprehension level of the student-respondents was not significantly influenced by the number of relevant in-service trainings of the teacher-respondents.

Attitude Toward Teaching Reading. In associating relationship between the factors affecting the reading comprehension level of the student-respondents and the attitude toward teaching of the teachers with the use of the correlation coefficient, the calculated value was posted at .492 denoting a moderate linear association. To test further the significance of the coefficient, the Fisher's t-test was employed whereby the computed value was posted at 3.438 with a p-value of .001. The critical value was set at ± 2.026 at df = 37 and $\alpha = .05$. In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α.

This denoted that the linear association between the

aforesaid variables was significant. Following the decision rule, this gave the researcher enough evidence to reject the null hypothesis stating, "there is no significant relationship between the factors affecting the reading comprehension level of the student-respondents and the attitude toward teaching reading of the teachers." This signified that the factors affecting the reading comprehension level of the student-respondents was significantly influenced by the attitude of the teacher-respondents toward teaching reading.

In summary, of the teacher-related profile, only the attitude toward teaching reading posed significant influence to the factors affecting the reading comprehension level of the student-respondents. The other variates proved to have no influence with it.

School Administrator-Related Profile. Table 33 contains the relationship between the perceived factors affecting the reading comprehension level of the student-respondents and the school administrator-related profile with respect to age, sex, civil status, highest educational attainment, gross monthly family income, number of years as administrator, number of relevant in-service trainings, and attitude toward teaching reading.

Age. In associating relationship between the factors affecting the reading comprehension level of the student-

Table 33

Relationship Between the Perceived Factors Affecting the Reading Comprehension Level of the Student-Respondents and the School Administrator-Related Profile

Variate	Linear Association		Fisher's t-Value	p-Value	Evaluation/ Decision
	Coeffi-cient	Degree			
Age	-.527	Moderate	1.961	.096	NS / Accept Ho.
Sex	.064	Very Weak	.203	.843	NS / Accept Ho.
Civil Status	-.273	Weak	.897	.416	NS / Accept Ho.
Highest Educa-tional Attain-ment	.134	Very Weak	.428	.679	NS / Accept Ho.
Gross Monthly Family Income	.596	Moderate	2.347	.041	S / Reject Ho.
Number of Years as Adminis-trator	.478	Moderate	1.721	.162	NS / Accept Ho.
Number of Relevant In-Service Trai-nings	.144	Very Weak	.460	.656	NS / Accept Ho.
Attitude Toward Reading Programs	.064	Very Weak	.203	.844	NS / Accept Ho.

Fisher's t-critical = $\pm$2.228
df = 10
α = .05
S = Significant
NS = Not Significant

respondents and the age of the school administrators with the use of the correlation coefficient, the calculated value was posted at -.527 denoting a moderate linear association. To test further the significance of the coefficient, the Fisher's t-test was employed whereby the computed value was posted at 1.961 with a p-value of .096. The critical value was set at ±2.026 at df = 37 and α = .05. In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α.

This denoted that the linear association between the aforesaid variables was not significant. Following the decision rule, this gave the researcher enough evidence to accept the null hypothesis stating, "there is no significant relationship between the factors affecting the reading comprehension level of the student-respondents and the age of the school administrators." This signified that the factors affecting the reading comprehension level of the student-respondents was not significantly influenced by the age of the school administrator-respondents.

Sex. In associating relationship between the factors affecting the reading comprehension level of the student-respondents and the sex of the school administrators with the use of the correlation coefficient, the calculated value was posted at .064 denoting a very weak linear

association. To test further the significance of the coefficient, the Fisher's t-test was employed whereby the computed value was posted at .203 with a p-value of .843. The critical value was set at ±2.026 at df = 37 and α = .05. In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α.

This denoted that the linear association between the aforesaid variables was not significant. Following the decision rule, this gave the researcher enough evidence to accept the null hypothesis stating, "there is no significant relationship between the factors affecting the reading comprehension level of the student-respondents and the sex of the school administrators." This signified that the factors affecting the reading comprehension level of the student-respondents was not significantly influenced by the sex of the school administrator-respondents.

Civil Status. In associating relationship between the factors affecting the reading comprehension level of the student-respondents and the civil status of the school administrators with the use of the correlation coefficient, the calculated value was posted at -.273 denoting a weak linear association. To test further the significance of the coefficient, the Fisher's t-test was employed whereby the computed value was posted at .897 with a p-value of .416.

The critical value was set at ±2.026 at df = 37 and α = .05. In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α.

This denoted that the linear association between the aforesaid variables was not significant. Following the decision rule, this gave the researcher enough evidence to accept the null hypothesis stating, "there is no significant relationship between the factors affecting the reading comprehension level of the student-respondents and the civil status of the school administrators." This signified that the factors affecting the reading comprehension level of the student-respondents was not significantly influenced by the civil status of the school administrator-respondents.

Highest Educational Attainment. In associating relationship between the factors affecting the reading comprehension level of the student-respondents and the highest educational attainment of the school administrators with the use of the correlation coefficient, the calculated value was posted at .134 denoting a very weak linear association. To test further the significance of the coefficient, the Fisher's t-test was employed whereby the computed value was posted at .428 with a p-value of .679. The critical value was set at ±2.026 at df = 37 and α =

.05. In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α.

This denoted that the linear association between the aforesaid variables was not significant. Following the decision rule, this gave the researcher enough evidence to accept the null hypothesis stating, "there is no significant relationship between the factors affecting the reading comprehension level of the student-respondents and the highest educational attainment of the school administrators." This signified that the factors affecting the reading comprehension level of the student-respondents was not significantly influenced by the highest educational attainment of the school administrator-respondents.

Gross Monthly Family Income. In associating relationship between the factors affecting the reading comprehension level of the student-respondents and the gross monthly family income of the school administrators with the use of the correlation coefficient, the calculated value was posted at .596 denoting a moderate linear association. To test further the significance of the coefficient, the Fisher's t-test was employed whereby the computed value was posted at 2.347 with a p-value of .041. The critical value was set at ±2.026 at df = 37 and α = .05. In the comparison, it was noted that the computed

value turned greater than the critical value and the p-value turned lesser than the α.

This denoted that the linear association between the aforesaid variables was significant. Following the decision rule, this gave the researcher enough evidence to reject the null hypothesis stating, "there is no significant relationship between the factors affecting the reading comprehension level of the student-respondents and the gross monthly family income of the school administrators." This signified that the factors affecting the reading comprehension level of the student-respondents significantly influenced by the gross monthly family income of the school administrator-respondents.

The coefficient being positive denoted a direct proportional linear association indicating that the school administrator-respondents with higher gross monthly family income perceived that the identified factors highly influence the reading comprehension level of the student-respondents.

Number of Years as Administrator. In associating relationship between the factors affecting the reading comprehension level of the student-respondents and the number of years as administrator of the school administrators with the use of the correlation coefficient, the calculated value was posted at .478 denoting a moderate

linear association. To test further the significance of the coefficient, the Fisher's t-test was employed whereby the computed value was posted at 1.721 with a p-value of .162. The critical value was set at ±2.026 at df = 37 and α = .05. In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α.

This denoted that the linear association between the aforesaid variables was not significant. Following the decision rule, this gave the researcher enough evidence to accept the null hypothesis stating, "there is no significant relationship between the factors affecting the reading comprehension level of the student-respondents and the number of years as administrator of the school administrators." This signified that the factors affecting the reading comprehension level of the student-respondents was not significantly influenced by the number of years as administrator of the school administrator-respondents.

Number of Relevant In-Service Trainings. In associating relationship between the factors affecting the reading comprehension level of the student-respondents and the number of relevant in-service trainings of the school administrators with the use of the correlation coefficient, the calculated value was posted at .144 denoting a very weak linear association. To test further the significance

of the coefficient, the Fisher's t-test was employed whereby the computed value was posted at .460 with a p-value of .656. The critical value was set at ±2.026 at df = 37 and α = .05. In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α.

This denoted that the linear association between the aforesaid variables was not significant. Following the decision rule, this gave the researcher enough evidence to accept the null hypothesis stating, "there is no significant relationship between the factors affecting the reading comprehension level of the student-respondents and the number of relevant in-service trainings of the school administrators." This signified that the factors affecting the reading comprehension level of the student-respondents was not significantly influenced by the number of relevant in-service trainings of the school administrator-respondents.

Attitude Toward Reading Program. In associating relationship between the factors affecting the reading comprehension level of the student-respondents and the attitude toward reading programs of the school administrators with the use of the correlation coefficient, the calculated value was posted at .064 denoting a very weak linear association. To test further the significance

of the coefficient, the Fisher's t-test was employed whereby the computed value was posted at .203 with a p-value of .844. The critical value was set at $\pm$2.026 at df = 37 and α = .05. In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α.

This denoted that the linear association between the aforesaid variables was not significant. Following the decision rule, this gave the researcher enough evidence to accept the null hypothesis stating, "there is no significant relationship between the factors affecting the reading comprehension level of the student-respondents and the attitude toward reading programs of the school administrators." This signified that the factors affecting the reading comprehension level of the student-respondents was not significantly influenced by the attitude of the school administrator-respondents toward reading programs.

In summary, of the school administrative-respondents profile, only gross monthly family income posed significant influence to the factors affecting the reading comprehension level of the student-respondents. The other variates proved to have no influence with it.

Implications Derived from the Findings of the Study

From the results of the Phil-IRI during the pretest

and posttest, it was found out a decline in the performance was noted in the posttest, therefore an intervention should be administered to the students to raise their level of performance.

As it was discovered that the factors affecting the reading comprehension level of the student-respondents was perceived by both the teacher- and school administrator-respondents as extremely affecting, these should be addressed properly to enhance the reading comprehension level of the students.

Furthermore, as the attitude of the teachers toward teaching significantly influenced the reading comprehension level of the students, it should be sustained by the support of the school administrators in giving them opportunities to attend relevant trainings as well as giving them recognition for the job well done.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings with the corresponding conclusions drawn and the recommendations based on the conclusions drawn from the findings of the study.

Summary of Findings

The following were the salient findings of the study:

1. The mean age of the student-respondents was posted at 10.64 years old with a standard deviation of .90 year whereby majority of them belonged to the female sex accounting for 133 or 58.85 percent.

2. The mean grade in English obtained by the student-respondents was posted at 85.88 with a SD of 3.50.

3. Majority of the student-respondents spoke Waray-Waray at home accounting for 205 or 90.71 percent.

4. A number of the student-respondents, that is, 50 or 22.12 percent were elementary graduates while 63 or 27.88 percent of the mothers reached the high school level.

5. Both the fathers and the mothers of the student-respondents percent were farmers, accounting for 91 or 40.27 and 76 or 33.63 percent, respectively.

6. The mean monthly family income earned by the

student-respondents was posted at P4,408.68 with a SD of P1,693.38.

7. A number of the student-respondents, that is, 58 or 25.66 percent revealed that they used books in reading at home and in school.

8. The student-respondents considered their reading habits as “often” practiced by themselves being indicated by the grand weighted mean of 3.71.

9. The mean age of the teacher-respondents was posted at 32.14 years old with a SD of 10.22 years with majority of them female accounting for 27 or 69.23 percent.

10. A number of the teacher-respondents were still single accounting for 16 or 41.03 percent.

11. More than half of the teacher-respondents, that is, 21 or 53.85 percent earned units already in MA.

12. The mean monthly family income of the teacher-respondents was posted at P22,762.66 with a SD of P5,86.26.

13. The mean number of years in teaching of teacher-respondents was posted at 9.46 years with a SD of 8.92 years.

14. The overall mean number of trainings of teacher-respondents was posted at four trainings with a SD of 3.83 trainings.

15. The teacher-respondents “strongly agree” on their attitude toward teaching reading being shown by the grand

weighted mean of 4.51.

16. The mean age of the school administrator-respondents was posted at 48.82 years old with a SD of 7.28 years whereby majority of the school administrator-respondents belonged to the female sex accounting for nine or 75.00 percent.

17. Five out of 12 school administrator-respondents or 41.67 percent were married.

18. Half of the school administrator-respondents, that is, six or 50.00 percent were M.A. degree holders with doctoral units.

19. The mean monthly family income of the school administrator-respondents was posted at P27,499.50 with a SD of P4,767.31.

20. The mean number of years as administrator of the school administrator-respondents was posted at 6.80 years with a SD of 2.90 years.

21. The overall mean number of trainings attended by the school administrator-respondents was posted at seven trainings with a SD of 3.83 trainings.

22. The school administrator-respondents "strongly agree" on their attitude toward reading programs being shown by the grand weighted mean of 4.58.

23. During the pretest, the Phil-IRI results showed that a number of the student-respondents, that is, 101 or

44.69 percent were rated as “instructional” while during the posttest, majority of them were rated in the “instructional” level accounting for 163 or 72.12 percent.

24. In associating relationship between the reading comprehension level of the student-respondents and the student-related profile, the evaluation was: age, not significant; sex, not significant; grade in English, significant; language spoken at home, significant; highest educational attainment, not significant; parents’ occupation, not significant; gross monthly family income, significant; number of available reading materials used at home and in school, significant; and reading habits, not significant.

25. In associating relationship between the reading comprehension level of the student-respondents and the teacher-related profile the evaluation was: age, not significant; sex, not significant; civil status, not significant; highest educational attainment, significant; gross monthly family income, significant; number of years in teaching, not significant; number of relevant in-service trainings, not significant; and attitude toward teaching reading, not significant.

26. In associating relationship between the reading comprehension level of the student-respondents and the school administrator-related profile the evaluation was:

age, not significant; sex, not significant; civil status, not significant; highest educational attainment, not significant; gross monthly family income, significant; number of years as administrator, not significant; number of relevant in-service trainings, not significant; and attitude toward teaching reading, not significant.

27. The teacher-respondents considered the factors that "greatly affect" the reading comprehension of the student-respondents being manifested by the grand weighted mean of 4.23 while the school administrator-respondents considered the factors that "greatly affect" the reading comprehension of the student-respondents, also, being supported by the grand weighted mean of 4.18.

28. In the comparison of the perceptions of the two groups of respondents relative to the factors affecting the reading comprehension of the student-respondents using the t-test for independent samples, the evaluation was not significant.

29. In associating relationship between the perceived factors affecting the reading comprehension level of the student-respondents and the teacher-related profile the following evaluation was arrived at: age, not significant; sex, not significant; civil status, not significant; highest educational attainment, not significant; gross monthly family income, not significant; number of years in

teaching, not significant; number of relevant in-service trainings, not significant; and attitude toward teaching reading, significant.

30. In associating relationship between the perceived factors affecting the reading comprehension level of the student-respondents and the school administrator-related profile the following evaluation was arrived at: age, not significant; sex, not significant; civil status, not significant; highest educational attainment, not significant; gross monthly family income, significant; number of years as administrator, not significant; number of relevant in-service trainings, not significant; and attitude toward teaching reading, not significant.

Conclusions

From the findings of the study, the following conclusions were drawn:

1. The student-respondents were in their late 10's with an age difference of one year only, suited to the grade level they were enrolled in whereby female dominance existed among them which was a usual observation in the enrolment of most schools in the Division of Samar whereby the female students oftentimes outnumbered the male ones.

2. The student-respondents manifested a satisfactory performance in English as shown by their obtained grades.

3. The student-respondents were born in the Province of Samar whose ethnicity was Waray and therefore they commonly spoke its language which was the Waray-Waray.

4. The parents of the student-respondents were functional literates, that is, they have the capability to read, write, and understand simple messages including the ability to calculate simple mathematical operations.

5. The parents of the student-respondents, usually the father, were engaged in gainful activities which they used to support their respective families with its basic nutritional needs as well as the educational needs of the schooling members.

6. The student-respondents had regular monthly income earned for the family, meager though which could hardly make both ends meet. However, despite their financial condition, it was noteworthy that they prioritize the schooling of their children.

7. The reading materials, like books, were available at home and school which the student-respondents could use to enhance their reading skills.

8. The student-respondents regularly practiced reading habits using available reading materials at home and in school to enhance their reading skills.

9. The teacher-respondents were relatively young, at their early 30’s, very far from the retirement age, and at

the prime of their age. This, further, denoted that with their age, they would encounter more experiences with the female dominating this group which suggested that more of the female were inclined to teaching than their male counterpart.

10. A number of the teacher-respondents, though eligible, did not enter the marital state yet probably, they wanted to be more stable before entering such a state, however, they still give support to their respective family as a working member to its financial needs.

11. The teacher-respondents were qualified for the teaching profession having possessed the minimum educational requirement for the position. Majority of them even surpassed their entry educational level by pursuing advance education.

12. The teacher-respondents earned sufficient income to finance the basic and nutritional needs of the family including the educational needs of its schooling members.

13. The teacher-respondents had been in the service for quiet number of years however, with this length of years, they were able to hone their teaching skills and competence.

14. The teacher-respondents had attended also trainings in the different levels as they were given opportunities to attend to enhance and update their

teaching competence with the new developments the DepEd issued.

15. The teacher-respondents showed extremely favorable attitude toward teaching reading.

16. The school administrator-respondents were on their late 40's, but still relatively young, far from the retirement age and at the prime of their age whereby female dominance existed among them which was an indication that more female embraced teaching as profession so that in the promotion for school administrator, the female had the highest probability.

17. The school administrator-respondents had their respective nuclear family which they supported by the fruits of their labor being school administrator.

18. The school administrator-respondents were educationally qualified having met the educational qualifications for the position.

19. The school administrator-respondents sufficiently earned a monthly family income which they used to defray the monthly financial requirements of the family.

20. The school administrator-respondents had been an administrator for quite a number of years, however, they were able to discharge their duties and functions exemplarily.

21. The school administrator-respondents had attended

several trainings in the region to the district level as part of the terms of reference as administrator.

22. The school administrator-respondents manifested extremely favorable attitude toward reading program.

23. The student-respondents manifested satisfactory reading level during the pretest and posttest which indicated that they need enhancement in the area of reading. From the magnitude of occurrence, it was noted that there was a decline in the reading level of the student-respondents whereby those who were in the frustration level increased during the post test as well as those who were in the instructional level and those in the independent level decreased.

24. Of the student-related profile, only grade in English, language spoken at home, gross monthly family income, and the number of available reading materials used at home and in school posed significant influence to their reading comprehension level while the other variates proved to have no significant influence to it.

25. Of the teacher-related profile, only highest educational attainment, and gross monthly family income posed significant influence to the reading comprehension level of the student-respondents. The other variates proved to have no influence with it.

26. Of the profile of the school administrator-

respondents, only gross monthly family income showed significant influence to the reading comprehension level of the student-respondents. The other variates did not pose significant influence to it.

27. The two groups of respondents arrived at the same perception on the factors that affect the reading comprehension of the student-respondents. They viewed it to greatly affect. However, they differed in the numerical perception.

28. The two groups of respondents viewed the factors as greatly affecting the reading comprehension of the student-respondents whereby each group confirmed the perception of the other group. Furthermore, these data suggested that the identified factors should be addressed properly to enhance the reading comprehension of the students.

29. Of the teacher-related profile, only the attitude toward teaching reading posed significant influence to the factors affecting the reading comprehension level of the student-respondents. The other variates proved to have no influence with it.

30. Of the school administrator-respondents profile, only gross monthly family income posed significant influence to the factors affecting the reading comprehension level of the student-respondents. The other

variates proved to have no influence with it.

Recommendations

Based on the conclusions drawn from the findings of the study, the following are the recommendations:

1. The results of the Phil-IRI during the pretest and posttest showed that a decline in the performance during the posttest was noted, therefore an intervention should be administered to the students to raise their level of performance.

2. As it was discovered, also, that the factors affecting the reading comprehension level of the student-respondents was perceived by both the teacher- and school administrator-respondents as extremely affecting, these should be addressed properly to enhance the reading comprehension level of the students.

3. Attitude of the teachers toward teaching as an area that significantly influenced the reading comprehension level of the students, it should be sustained by the support of the school administrators in giving them opportunities to attend relevant trainings as well as giving them recognition for the job well done.

4. Another study may be conducted in other district to validate the findings of the study.

5. A sequel study may be conducted considering other

variables in the reading comprehension level of the students and widening its scope of the study.

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B. JOURNALS/MAGAZINES/PERIODICALS

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APPENDICES

APPENDIX A

LETTER REQUEST FOR APPROVAL OF RESEARCH TITLE

SAMAR COLLEGE
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

April 19, 2017

NIMFA T. TORREMORO, Ph.D.
Dean, College of Graduate Studies
Samar College

Madame:

The undersigned will enrol in thesis writing this First Semester, 2017. In this regard she would like to present the following proposed thesis tiles, preferably number 1, for your evaluation, suggestions and recommendation.

1. Reading Comprehension Among Grade 5 Students in the District of Calbiga

2. Teaching Beginning Reading of Kindergarten Teachers in Calbiga District

3. MTB-MLE: Its Effects to Reading Comprehension in English Among Grade 5 Students in the District of Calbiga

(SGD.)JOANA MARIE B. CAGRIGAS
Researcher

Recommended Title No.

1 **(SGD.)NATALIA B. UY**
Evaluator

1 **(SGD.)PEDRITO G. PADILLA**
Evaluator

1 **(SGD.)GUILLERMO D. LAGBO**
Evaluator

Approved Title No. **1**

(SGD.)NIMFA T. TORREMORO, Ph. D.
Dean, College of Graduate Studies

APPENDIX B

Republic of the Philippines
Commission on Higher Education
Region VIII
SAMAR COLLEGE
College of Graduate Studies (CGS)
Catbalogan City

ASSIGNNMENT OF ADVISER

NAME : **JOANA MARIE B. CABRIGAS**

COURSE : MASTER OF ARTS IN EDUCATION

SPECIALIZATION : ELEMENTARY EDUCATION

TITLE OF THESIS : **READING COMPREHENSION AMONG GRADE 5 STUDENTS IN THE DISTRICT OF CALBIGA**

ADVISER : GINA L. PALINES, Ph.D.

(SGD.)JOANA MARIE B. CABRIGAS
Researcher

CONFORME:

(SGD.) GINA L. PALINES, Ph. D.
Adviser

APPROVED:

(SGD.) NIMFA T. TORREMORO, Ph. D.
Dean, College of Graduate Studies

APPENDIX C

Republic of the Philippines
Commission on Higher Education
Region VIII
SAMAR COLLEGE
College of Graduate Studies (CGS)
Catbalogan City

SURVEY QUESTIONNAIRE FOR THE STUDENTS

January 19, 2018

Dear Respondent:

Greetings!

The undersigned in undertaking a study entitled **"READING COMPRENSION AMONG GRADE 5 STUDENTS IN THE DISTRICT OF CALBIGA".** This study hopes to reveal the factors affecting the reading comprehension of Grade 5 students in the District of Calbiga.

You have been chosen as one of the respondents in this research work. Please help me get the accurate data and information by answering the attached questionnaire with outmost sincerity. Rest assured that your response and identity will be held confidential and will be used for this research only.

Thank you for your kind cooperation.

Very truly yours,

(SGD.) JOANA MARIE B. CABRIGAS
Researcher

PART I. PERSONAL INFORMATION

DIRECTION: Please supply the needed information below by filling out and putting check mark (/) on the spaces provided.

Name: _____ Age:____ Sex: Male( ) Female( )

Grade in English: _____

Language Spoken at home:

( ) Tagalog
( ) Waray-waray
( ) English
( ) Bisaya
( ) Others

Parents' Highest Educational Attainment:

Father		**Mother**
( )	College Graduate	( )
( )	College Level	( )
( )	High School Graduate	( )
( )	High School Level	( )
( )	Elementary Graduate	( )
( )	Elementary Level	( )
( )	No Schooling	( )

Parents' Occupation:

Father		**Mother**
( )	Overseas Worker	( )
( )	Teacher	( )
( )	Armed Forces/Police	( )
( )	Local Gov't Elected Official	( )
( )	Sales Agent/Entrepreneur	( )
( )	Private Company Employee	( )
( )	Government Employee	( )
( )	Engineer	( )
( )	Medical Practitioner	( )
( )	Farmer	( )
( )	Fisherman	( )
( )	Carpenter	( )
( )	Driver	( )
( )	Technician	( )
( )	Tailor/Dressmaker	( )

( ) Others _____ ( )

Gross Monthly Family Income

( ) PhP 6,000 – above	( ) PhP 3,500 – 3,999
( ) PhP 5,500 – PhP 5,999	( ) PhP 3,000 – 3,499
( ) PhP 5,000 – PhP 5,499	( ) PhP 2,500 – 2,999
( ) PhP 4,500 – PhP 4,999	( ) PhP 2,000 – 2,499
( ) PhP 4,000 – PhP 4,499	( ) PhP 1999 and below

Number of Available Reading Materials Used At home and in school (Please check as many reading materials you used at home).

( ) Book
( ) Newspaper
( ) Gazetteer
( ) Almanac
( ) Encyclopedia
( ) Magazine
( ) Flashcard
( ) Brochure
( ) Novel
( ) Others please specify: _____

Phil. IRI Results: Pre-Test: _____ Post-Test:_____

Thank you for your cooperation.

APPENDIX D

Republic of the Philippines
Commission on Higher Education
Region VIII
SAMAR COLLEGE
College of Graduate Studies (CGS)
Catbalogan City

SURVEY QUESTIONNAIRE FOR THE TEACHERS

January 19, 2018

Dear Respondent:

Greetings!

The undersigned in undertaking a study entitled **"READING COMPRENSION AMONG GRADE 5 STUDENTS IN THE DISTRICT OF CALBIGA".** This study hopes to reveal the factors affecting the reading comprehension of Grade 5 students in the District of Calbiga.

You have been chosen as one of the respondents in this research work. Please help me get the accurate data and information by answering the attached questionnaire with outmost sincerity. Rest assured that your response and identity will be held confidential and will be used for this research only.

Thank you for your kind cooperation.

Very truly yours,

(SGD.) JOANA MARIE B. CABRIGAS
Researcher

PART I. PERSONAL PROFILE

DIRECTION: Please supply the needed information below by filling out the spaces provided and checking (/) the detail that best fit to your profile.

Name: _____ Age: _____ Sex: Male( ) Female( )

Civil Status: Single( ) Married( ) Widowed( ) Separated ( )

Highest Educational Attainment:

( ) Ph.D. / Ed.D.

( ) MA with Doctoral Units

( ) MA Degree

( ) Baccalaureate degree MA units

( ) Baccalaureate degree

Gross Monthly Family Income:

( ) Above PhP 40,000
( ) PhP 35,000 – PhP 39,999
( ) PhP 31,000 – PhP 34,999
( ) PhP 25,000 – PhP 30,999
( ) PhP 20,000 – PhP 24,999
( ) PhP 19,999 and below

Number of years in Teaching: _____

Number of Relevant in-service Trainings

International	
National	
Regional	
Division	
District/School	

PART II. ATTITUDE TOWARD TEACHING READING

Direction: Below are statements which describe your attitude toward teaching reading. Please indicate your attitude toward teaching. Please indicate your agreement or disagreement to each statement by checking the appropriate column

corresponding to each statement using the scale as guide:

5- Strongly Agree (SA)
4- Agree (A)
3- Uncertain/Undecided (U)
2- Disagree (D)
1- Strongly Disagree (SD)

Indicators	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)
1. Attending training in reading instruction from any institution helps a lot in teaching reading.					
2. Preparing special materials/teaching aids in teaching reading improves the performance of the learners.					
3. Teaching reading is one of my favorite responsibilities.					
4. I believed that teaching reading is a responsibility of all primary teachers.					
5. Teachers in the primary schools are probably more competent to teach reading skills than special reading teachers.					
6. Any primary school teacher who is assigned a class should teach his or her students how to read.					
7. With rare exceptions, students should know what there is to know about reading before they complete their primary education.					
8. Teaching reading is my passion.					
9. Teaching reading is fun.					
10. The teaching of reading can be exciting for teachers as teaching any other subject of interest.					

PART III. FACTORS AFFECTING THE READING COMPREHENSION OF STUDENTS

Direction: Below are listed factors affecting the reading

comprehension of pupils. To what extent the factor affects reading comprehension. Check the box opposite each factor using the 5-Likert Scale below:

5- Extremely Affect (EA)
4- Greatly Affect (GA)
3- Moderately Affect (MA)
2- Slightly Affect (SA)
1- Does Not Affect At All (NA)

Factors	5 EA	4 GA	3 MA	2 SA	1 NA
1. No Reading Habits					
2. Habit of cramming in learning and understanding.					
3. Weak sentence structure and tenses.					
4. Inferring meaning from context.					
5. Lack of interest from teacher and students					
6. Teaching different types of reading skills					
6.1 loud reading					
6.2 intensive reading					
6.3 extensive reading					
6.4 silent reading					
7. Use of reading strategies					
7.1 skimming					
7.2 scanning					
7.3 perceiving					
7.4 predicting					
7.5 reading in chunks					
8. Reading words and sentences with correct stress and intonations.					
9. Teaching parts of speech in well manner					
10. Reading skill target with integration to other skills.					

Thank you for responding

APPENDIX E

Republic of the Philippines
Commission on Higher Education
Region VIII
SAMAR COLLEGE
College of Graduate Studies (CGS)
Catbalogan City

SURVEY QUESTIONNAIRE FOR THE ADMINISTRATORS

January 19, 2018

Dear Respondent:

Greetings!

The undersigned in undertaking a study entitled **"READING COMPRENSION AMONG GRADE 5 STUDENTS IN THE DISTRICT OF CALBIGA".** This study hopes to reveal the factors affecting the reading comprehension of Grade 5 students in the District of Calbiga.

You have been chosen as one of the respondents in this research work. Please help me get the accurate data and information by answering the attached questionnaire with outmost sincerity. Rest assured that your response and identity will be held confidential and will be used for this research only.

Thank you for your kind cooperation.

Very truly yours,

(SGD.) JOANA MARIE B. CABRIGAS
Researcher

PART I. PERSONAL INFORMATION

DIRECTION: Please supply the needed information below by filling out the spaces provided and checking (/) the detail that best fit to your profile.

Name: _____ Age: _____ Sex: Male( )Female( )

Civil Status: Single( ) Married( ) Widowed( ) Separated ( )

Highest Educational Attainment:

( ) Ph. D./ Ed. D.

( ) MA with Doctoral Units

( ) MA Degree

( ) Baccalaureate degree MA units

( ) Baccalaureate degree

Gross Monthly Family Income:

( ) Above PhP 40,000
( ) PhP 35,000 – PhP 39,999
( ) PhP 31,000 – PhP 34,999
( ) PhP 25,000 – PhP 30,999
( ) PhP 20,000 – PhP 24,999
( ) PhP 19,999 and below

Number of Years as Administrator: _____

Number of Relevant in-service Trainings

International	
National	
Regional	
Division	
District/School	

PART II. ATTITUDE TOWARD READING PROGRAM

Direction: Please check the appropriate box as to the extent of your agreement to the indicators, answer it using the five Likert-scale below:

5- Strongly Agree (SA)
4- Agree (A)
3- Undecided (U)
2- Disagree (D)
1- Strongly Disagree (SD)

Indicators	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)
1. I attend training in reading instruction from any institution.					
2. I prepare special materials/teaching aids in teaching reading.					
3. Teaching reading is one of my favorite responsibilities.					
4. I believed that teaching reading is a responsibility of all primary teachers.					
5. Teachers in the primary schools are probably more competent to teach reading skills than special reading teachers.					
6. Any primary school teacher who is assigned a class should teach his or her students how to read.					
7. With rare exceptions, students should know what there is to know about reading before they complete their primary education.					
8. Teaching reading is my passion.					
9. Teaching reading is fun.					
10. The teaching of reading can be exciting for teachers as teaching any other subject of interest.					

PART III. FACTORS AFFECTING THE READING COMPREHENSION OF STUDENTS

Direction: Below are listed factors affecting the reading comprehension of pupils. To what extent the factor affects reading comprehension. Check the box opposite each factor using the 5-Likert Scale below:

5- Extremely Affect (EA)
4- Greatly Affect (GA)
3- Moderately Affect (MA)
2- Slightly Affect (SA)
1- Does Not Affect At All (DNAA)

Factors	5 EA	4 GA	3 MA	2 SA	1 DNAA
1. No Reading Habits					
2. Habit of cramming in learning and understanding.					
3. Weak sentence structure and tenses.					
4. Inferring meaning from context.					
5. Lack of interest from teacher and students					
6. Teaching different types of reading skills					
6.1 loud reading					
6.2 intensive reading					
6.3 extensive reading					
6.4 silent reading					
7. Use of reading strategies					
7.1 skimming					
7.2 scanning					
7.3 perceiving					
7.4 predicting					
7.5 reading in chunks					
8. Reading words and sentences with correct stress and intonations.					
9. Teaching parts of speech in well manner					
10. Reading skill target with integration to other skills.					

Thank you for responding.

APPENDIX F

LETTER REQUEST TO FIELD THE QUESTIONNAIRE

Republic of the Philippines
Commission on Higher Education
SAMAR COLLEGE
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

January 19, 2018

MARIZA S. MAGAN, Ed.D., CESO V
Schools Division Superintendent
Division of Samar

Dear Madame:

The undersigned Master of Arts in Education student in Samar College is presently conducting a research entitled **"Reading Comprehension Among Grade 5 Students in the District of Calbiga."**

It is in this connection that the students, teachers and school-administrators under your supervision was chosen to be the respondents of this investigation, thus, the researcher would like to seek permission from your office to administer the research-instrument.

Looking forward to approve this request, thank you very much and May Godspeed be with you always.

Respectfully yours,

(SGD.)JOANA MARIE B. CABRIGAS
Researcher

NOTED:
(SGD.)NIMFA T. TORREMORO, Ph.D
Dean, College of Graduate Studies

APPROVED

(SGD.)MARIZA S. MAGAN, Ed.D., CESO V
Schools Division Superintendent

APPENDIX G

PHIL-IRI ORAL TEST CRITERIA

Level	Comprehension
Independent	80-100%
Instructional	59-79%
Frustration	58% below

$$\text{Comprehension (C)} = \frac{\text{No. of Correct Answer}}{\text{No. of Questions}} \times 100 = \text{of CR}$$

Ex.: % of Correct Response:

$$= \frac{5}{7} \times 100$$

% of CR = 71% (Instructional)

CURRICULUM VITAE

NAME : Joana Marie Bacsal Cabrigas

DATE OF BIRTH : July 01, 1989

PLACE OF BIRTH : Bry. Tinago, Calbiga, Samar

HOME ADDRESS : Brgy. Tinago, Calbiga, Samar

STATION : Calayaan Elementary School
Brgy. Calayaan, Calbiga Samar

PRESENT POSITION : Elementary Grade Teacher – III

CIVIL STATUS : Single

CURRICULUM PURSUED : Master of Arts in Education (MAEd)

PECIALIZATION : Elementary Education

EDUCATIONAL BACKGROUND

PRIMARY : Tinago Primary School
Brgy. Tinago, Calbiga, Samar
1996-2000

ELEMENTARY : Calbiga Central Elementary School
Calbiga, Samar
2000-2002

SECONDARY : Eastern Visayas Regional Science
High School
Calbiga, Samar
2002-2006

COLLEGE : Bachelor of Elementary Education
Northwest Samar State University
Calbayog City
2008-2012

GRADUATE STUDIES : Samar College
City of Catbalogan
2014-2018

ELIGIBILITY

Licensure Examination for Teachers (LET)
Rating: 80.20%

WORK EXPERIENCE

Elementary Grade Teacher-III	: Calayaan Elementary School Brgy. Calayaan Elementary School March 9, 2017 –Present
Elementary Grade Teacher-I	: Calayaan Elementary School Brgy. Calayaan Elementary School May 20, 2013–March 8, 2017

TRAININGS/SEMINARS ATTENDED

District Orientation on Child Protection and DRR in Education for CPC's and SDRRM, September 22-24, 2017.

Council Wide Junior Camp 2017, September 13-16, 2017.

Council wide Junior Encampment, September 20-24, 2016.

Municipal Echo Training on Cultural Profiling and Community Heritage Assessment for Contextualization of the Curriculum, May 2-4, 2016.

Division Mass Training of Grade 5 Teachers for the K-12 Basic Education Program, April 17-23, 2016.

Division Roll-Out of the Enhanced School Improvement Plan (E-SIP), November 9-11, 2015.

District-Based Training-Writeshop on Culture-Based Basic Education and Lesson Exemplar, October 28-30, 2015.

1st Provincial Unit Leaders Jamboree, October 1-4, 2014.

Division Training of Trainers on the Physical Fitness and Sports Talent Test, September 25-27, 2014.

3-Day Training/Workshop on the Advocacy/Orientation of Learning Resource Management and Development System (LRMDS), August 14-16, 2014.

Sining sa Eskwela-Special Program in the Arts Teacher's Training Workshop, April 3-5, 2014.