LEARNING STYLES AND READING LEVELS OF GRADE 7 STUDENTS: BASIS FOR ENRICHMENT ACTIVITIES

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A Thesis

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the Faculty of the College of Graduate Studies

SAMAR COLLEGE

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In Partial Fulfillment

of the Requirements for the Degree

MASTER OF ARTS IN EDUCATION

(Reading)

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LEMAR C. DE GUIA

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APPROVAL SHEET

In partial fulfillment of the requirements for the degree Master of Arts in Education major in Reading, this thesis entitled, **LEARNING STYLES AND READING LEVELS OF GRADE 7 STUDENTS: BASIS FOR ENRICHMENT ACTIVITIES"** has been prepared and submitted by **LEMAR C. DE GUIA,** who having passed the comprehensive examination, is hereby recommended for oral examination.

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DEDICATION

This masterpiece is memorial of love that overcome the acid test of time which is affectionately dedicated to:

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This simple achievement is for the both of you, words are not enough to express the gratitude that I have. Thank you so much for being my inspiration

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-Lemar-

THESIS ABSTRACT

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The main purpose of this study was to identify and analyze information on the Learning Styles and Reading Levels of Grade 7 Students.

With the use of descriptive-correlational survey, this study sought answer to the following questions: 1. What is the profile of student-respondents in terms of age and sex;

favorite subject; parents' highest educational attainment; parents' occupation; gross monthly family income; family size; mean grade for the first and second quarters; Number of days of attendance in school; attitude toward reading; and study habits? 2. What is the profile of teacher-respondents in terms of age and sex; civil status; highest educational attainment; teaching position; gross monthly family income; number of years in teaching; latest performance rating based on the IPCRF; number of instructional materials used for the first and second quarters; types of instructional materials prepared; number of relevant in-service trainings; and attitude toward teaching? 3. What are the reading levels of the student- respondents? 4. What are the learning styles of the student- respondents as perceived by the students themselves and their teachers in terms of auditory styles; visual styles; and tactile styles?

The study likewise tested the following hypothesis: 1. Are there significant differences in the reading levels of the student-respondents when grouped according to their personal variates? 2. Is there a significant difference in the perception of the two groups of respondents relative to the learning styles of the student-respondents in terms of the foregoing areas? 3. Is there a significant relationship between learning styles of student-respondents in term of the

foregoing areas and the following: student-related variates; teacher-related variates; and reading levels of the student-respondents? 4. What intervention scheme may be evolved from the findings of the study?

Findings revealed that the Grade 7 students often encountered difficulty in reading especially when they were faced with difficult and ambiguous words, which it makes them lose interest in reading thus, making them not to get the content of the text.

This study found that the oldest student-respondents registered an age of 22 years old and the youngest registered an age of 12 years old in which a number of the student-respondents, that is, 57 or 27.94 percent that English, Science, MAPEH, TLE, Filipino, Mathematics and Araling Panlipunan were their favorite subjects.

Furthermore, it found out that the parents of the respondent were literates; and majority of the fathers of the student-respondents were farmers accounting for 144 that had a monthly family income of less than PhP 5,000 accounting for 174 composed of 1-3 family members with a modal family size of two family members. The study also found out that that teacher-respondents were aged 47 years old while the youngest was 21 years old, with master’s units, and had very satisfactory performance based on the latest IPCRF.

The learning style of the student-respondents and the student-related variates, it was found significant along sex, favorite subject, parents' occupation, attitude toward reading and study habits but they were not significant along age, parents' highest educational attainment, gross monthly family income, family size, mean grade for the first and second quarters, days in attendance in school.

Moreover, the study revealed that the learning style of the student-respondents and the teacher-related variates was significant only along civil status while it was not significant along age, sex, highest educational attainment, teaching position, gross monthly family income, number of number of years in teaching, latest performance rating based on the IPCRF, number of instructional materials used for the first and second quarters, types of instructional materials prepared, number of relevant in-service trainings, and attitude toward teaching.

Hence, the study concluded that the student-respondents were in their early 10s, indicating that they possess similar maturity, with more female student-respondents. The student-respondents regularly attended classes during the first and second quarters. The teacher-respondents were just neophytes in the service that still need longer number of years to hone their teaching skills and pedagogy. However, despite the fact

that they were just new in the service, they exerted efforts to learn all the facets of their job.

The student-respondents had an average reading level. This signified that the student-reading level was not yet in the proficient or mastery level thus, they need enhancement scheme to raise it to an acceptable level of 85.00 percent. essentially differed when grouped according to their family size, attitude toward schooling and study habits and they were essentially similar when grouped according to age, sex, favorite subject, parents' highest educational attainment, parents' occupation, gross monthly family income, mean grade for the first and second quarters and days in attendance in school.

Among the student-related variates, only sex, favorite subject, parents' occupation, attitude toward reading and study habits posed significant influence to their learning style while age, parents' highest educational attainment, gross monthly family income, family size, mean grade for the first and second quarters and days in attendance in school proved to have no influence with it. Among the teacher-related variates, only civil status proved to significantly influence the learning style of the students. The reading level of the teacher-respondents toward teaching significantly influenced the learning style of the students.

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THE PROBLEM AND ITS BACKGROUND

Introduction

The success of one's country lies in its people. The nation suffers when its citizens lack knowledge, skills, and the right attitude toward nation building. Yet, people today face many problems that hinder them from living a comfortable life. The overwhelming demands of today's life are too high that a higher and better education seems to be essential. Without education as the weapon of today's world, people will become the country's liabilities, instead of assets. Thus, one who is not able to finish education will find difficulty in meeting not only his economic needs, but will definitely become a part of social problems affecting the family, community, and society as a whole (Totanes, 1988:15).

Meantime, learning occurs within the four walls of the classroom with a positive climate and teaching strategies that fit the diversity of learners. These are determining factors that improve academic performance and shape the character of the learners. Accordingly, Murray (2014:147) argued that the academic performance of a learner in school is dependent upon the development of his abilities in reading. For this reason, different reading abilities should be fully

developed in order to attain success in reading. Unless this is done, no reading can take place. The total development of said skill will enable the learner to enrich his experience in reading which will consequently pave the way toward his acquisition of knowledge in various fields.

The adoption of multiple intelligences (MI), learning styles (LS) and emotional intelligence was considered to be essential prerequisites to possess better understanding of the students in a classroom. If these aspects are deeply understood, then the teaching and learning will be better, making them a fun and fulfilling experience on the part of the students. Nonetheless, there is a predicament that is presented to the students in terms of differing styles of learning convenient to be shown and practiced at home and in the classroom. Sadly, these conflicting styles of learning are not within the full grasp of the students themselves, their teachers, and their students. In the end, many students are lost because they do not understand how they even learn in the first place. On top of this conflict, there is also a diversity of teaching styles shown by teachers (Tenedero, 2002:123).

Moreover, various studies and reports have stressed that children have their own unique styles and that, when permitted to learn through their style strengths, they achieve better

than when required to conform to stereotypical guidelines for studying. Few years ago, the United Nations Development Program (UNDP) report cited the Philippines as having one of the highest literacy rates in the world. However, the same UNDP (2000) report noted that majority of Filipinos have very poor quality of life. The irony is so glaring, but no one could possibly suggest that education, or miseducation is entirely to blame for the said state of affairs presented in that UNDP report.

Therefore, from the educational point of view, neither finger-pointing nor blame-laying will alleviate the situation. The only genuine, healing response is to try to enrich education with deliberation, and with determination. It was mentioned that educators' constant underlying concerns should be learners and their learning. In terms of learning styles, the failure of learners is generally indicative of inadequate, inappropriate or incompatible teaching styles. Unfortunately, this shortcoming from the teaching end is systematic: it is an inadequacy of the Philippine education at large.

Thus, it was suggested to teachers and parents that they begin trying to discern the learning styles of their individual students and children, and then they can also try to adopt or employ appropriate teaching style. It was also

emphasized that whenever there is a mismatch between teaching style and learning style, learning is frustrated, made more difficult, and more burdensome. Conversely, whenever teaching style matches learning style, learning is facilitated; made easier, more meaningful and, thus, more lasting.

Thus, this study was conceived to go into learning styles and reading levels of Grade 7 students in the secondary schools of Wright II-San Jose de Buan District: Basis for Enrichment Activities. To ensure good reference for any plans to help these students, the result was correlated with their reading grade capacity levels in English. This also served as guide for the teachers in the planning of their teaching approaches to match with the learning style of their students.

Statement of the Problem

This study determined the relationship between the learning styles and reading levels of Grade 7 students in Wright II-San Jose de Buan District, Schools Division of Samar during the School Year 2018-2019.

Specifically, this study sought to answer the following questions:

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

    1.1 age and sex;

    1.2 favorite subject;

1.3 parents' highest educational attainment;

1.4 parents' occupation;

1.5 gross monthly family income;

1.6 family size;

1.7 mean grade for the first and second quarters;

1.8 number of days of attendance in school;

1.9 attitude toward reading; and

1.10 study habits?

2. What is the profile of teacher-respondents in terms of the following personal variates:

2.1 age and sex;

2.2 civil status;

2.3 highest educational attainment;

2.4 teaching position;

2.5 gross monthly family income;

2.6 number of years in teaching;

2.7 latest performance rating based on the IPCRF;

2.8 number of instructional materials used for the first and second quarters;

2.9 types of instructional materials prepared;

2.10 number of relevant in-service trainings; and

2.11 attitude toward teaching?

3. What are the reading levels of the student-respondents?

4. Are there significant differences in the reading levels of the student-respondents when grouped according to their personal variates?

5. What are the learning styles of the student-respondents as perceived by the students themselves and their teachers in terms of the following areas:

5.1 auditory styles;

5.2 visual styles; and

5.3 tactile styles?

6. Is there a significant difference in the perception of the two groups of respondents relative to the learning styles of the student-respondents in terms of the foregoing areas?

7. Is there a significant relationship between learning styles of student-respondents in term of the foregoing areas and the following:

7.1 student-related variates;

7.2 teacher-related variates; and

7.3 reading levels of the student-respondents?

8. What intervention scheme may be evolved from the findings of the study?

Hypotheses

Based on the specific questions posted in this study, the following hypotheses were tested.

1. There are no significant differences in the reading levels of the student-respondents when grouped according to their personal variates.

2. There is no significant difference in the perception of the two groups of respondents relative to the learning styles of the student-respondents in terms of the identified areas.

3. There is no significant relationship between learning styles of student-respondents in terms of the foregoing areas and the following:

3.1 student-related variates;

3.2 teacher-related variates; and

3.3 reading levels of the student-respondents.

Theoretical Framework

The present study was anchored on the Learning Style Theory of Jung, Experiential Learning Theory of Kolb, and Sociocultural Theory of Vygotsky.

This study was primarily based on the Learning Style Theory of Jung (1927:93-97). The said theory stresses that there are noted major differences in the way people perceive, whether they prefer sensation versus intuition, and in the way they make decisions, whether they prefer logical thinking versus imaginative feelings, and in how active or reflective they are while interacting, whether they prefer extroversion

versus introversion. The said theory further avers that learning styles are a focus on process which show how individuals absorb information, think about information and evaluate the results. In addition, learning styles are an emphasis on personality which means that learning is the result of a personal, individualized act of thought and feeling (Jung,

Also, the Learning Style Theory identified four learning styles. First, the mastery style learner absorbs information concretely, processes information sequentially, and judges the value of learning in terms of clarity and practicality. Second, the understanding style learner focuses more on ideas and abstractions, learns through a process of questioning, reasoning, and testing, and evaluates learning by standards of logic and the use of evidence. Then, the self-expressive style learner looks for images implied in learning, uses feelings and emotions to construct new ideas and products, and judges learning process according to its originality. Finally, the interpersonal style learner focuses on concrete, palpable information, prefers to learn socially, and judges learning in terms of its potential use in helping others.

On the basis of the aforementioned theory, learning styles are not fixed throughout life, but develop as persons learn and grow. Students therefore develop and practice a

mixture of styles as they live and learn. Most of their learning styles flex and adapt to various contexts to differing degrees. In this connection, teachers should help students discover their unique profiles, as well as a balance of styles. Hence, the strong impact of success is through self-motivation, and willingness to persevere when learning gets tough realizing that all have different paths to a more efficient learning and understanding that helps to feel more positive and optimistic about learning. Understanding the difference between learning styles and multiple intelligences can help find the most effective avenues to develop skills and capabilities (http://www.oneclearmessage.co.za, 5 July 2018).

The study was also based on the Experiential Learning Theory of Kolb (1984:13). The theory espouses that learning styles could be seen on a continuum running from concrete experience or being involved in a new experience; reflective observation or watching others or developing observations about own experience; abstract conceptualization or creating theories to explain observations; to active experimentation or using theories to solve problems and make decisions. Furthermore, the ideal learning process engages all four of these modes in response to situational demands. All four approaches must be incorporated in order to be effective.

Moreover, the learning process represents a learning cycle or spiral where the learner touches all the bases – the cycle of experiencing, reflecting, thinking, and acting. Immediate or concrete experiences lead to observations and reflections. These reflections are then assimilated into abstract concepts with implications for action, which the person can actively test and experiment with, which, in turn, enable the creation of new experiences.

Therefore, different students naturally prefer a certain single different learning style which might be influenced by various factors. Knowing a student's learning style enables learning to be oriented according to the preferred method. Everyone responds to and needs the stimulus of all types of learning styles to one extent or another. It is a matter of using emphasis that fits best with the given situation and a person's learning style preferences. With a preferred learning style, the student thus experiences learning as proposed by the theory.

Lastly, the study was supported by the Sociocultural Theory of Vygotsky (1978:39). As proposed by the said theory, human learning is a social process. Hence, social interaction plays a fundamental role in the development of cognition. The main tenets of the said theory revolve around learning which

happens in two levels, to wit: a) through interaction with others; and b) at the individual's mental structure.

Reading literacy, which may be expressed in reading fluency as a gateway to reading comprehension, shows how the aforementioned theory is used to define people and their experiences based on their culture and society. Reading abilities may also be defined based on the environment, culture, and society of a group of people, and therefore, will vary between cultures. Thus, acquiring the highest level of fluency in reading is also a social practice that is essentially social, and it is located in the interaction between people (Larson & Marsh, 2005:357).

Therefore, implicit that what individuals can learn through literacy acquisition is shaped by social experiences with various membership in different groups. Learning to read occurs through participation in social, cultural, and historic contexts that are mediated by interaction within the society. Meanwhile, children learn by participating in formal and informal contexts of socially relevant situations. When exposed to a print rich environment, children begin learning basic literacy skills that are known as foundational skills. In the process of acquiring fluency, children participate in the acquisition and learning of a variety of skills in both their primary and secondary discourses. Acquisition is the

process of acquiring something subconsciously by exposure to models and a process of trial and error, without a process of formal teaching (Gee, 2001:525-544).

Along this line, the acquisition of higher reading level is something that children commonly acquire through their primary discourses. Then, upon entrance to their secondary discourses such as a school institution, they participate in learning, which involves conscious knowledge gained through formal instruction. Cultural variation also plays a major role in the reading fluency acquisition of students. The community and culture in which a child grows up directly affects their reading acquisition and learning. For instance, the experiences that children receive through reading at home help them to become fluent readers. A print- rich environment and the availability of adults as mentors and models for reading greatly influences the reading opportunities of children at home.

Conceptual Framework

Figure 1 presents the conceptual framework of the study illustrating its working process.

It is shown in the smaller box at the base of the schema that the respondents of the study are the Grade 7 students and the teachers from the different secondary schools in Wright II-San Jose de Buan District.

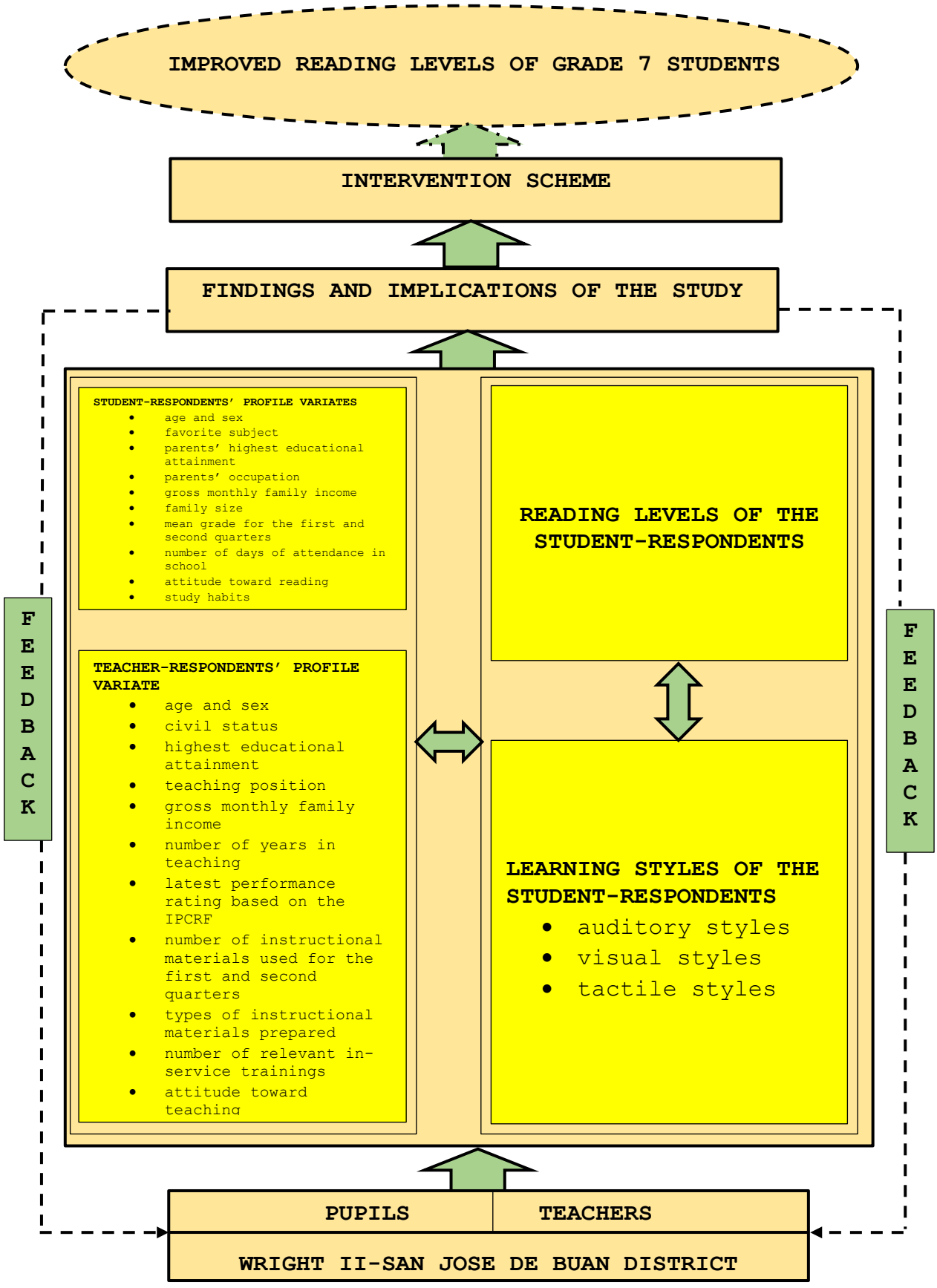

Figure 1. The Conceptual Framework of the Study

The present study described the profile of the student-respondents in terms of the variates of age and sex, favorite subject, parents' highest educational attainment, parents' occupation, gross monthly family income, family size, mean grade for the first and second quarters, number of days of attendance in school, attitude toward reading, and study habits, shown in the upper smaller box at the left of the bigger frame.

Likewise, the present study described the profile of the teacher-respondents in terms of the variates of age and sex, civil status, highest educational attainment, teaching position, gross monthly family income, number of years in teaching, latest performance rating based on the IPCRF, number of instructional materials used for the first and second quarters, types of instructional materials prepared, number of relevant in-service trainings, and attitude toward teaching, shown in the lower smaller frame at the left of the bigger frame.

Moreover, the reading levels of the student-respondents were assessed in this study, as presented in the upper smaller box at the right of the bigger frame. Then, the perceptions of the student- and teacher-respondents regarding the learning styles of the former were assessed in this study along the following: auditory, visual, and tactile styles,

shown in the lower smaller box at the right of the bigger frame.

Meantime, the differences in the reading levels of the student-respondents were compared based on their profile variates. In addition, the differences in the perceptions of the two groups of respondents relative to the learning styles of the student-respondents were compared based on the three types of learning styles. By contrast, the learning styles of the student-respondents were correlated with student-related variates, teacher-related variates, and reading levels of the student-respondents, as reflected by the double-directional arrows connecting the smaller frames inside the bigger frame.

The findings and implications of the study, seen in the third higher frame, served as valuable inputs in developing an intervention scheme, shown in the fourth higher box. The intervention scheme sought to improve the reading levels of the Grade 7 students, as shown by the perforated shape at the apex of the schema. The dotted line from the third higher frame connected to the bottom frame served as means of feedback to ensure the attainment of the objective of the study.

Significance of the Study

It is expected that findings of this study would serve as a workable guide in evaluating the degree of the perception

in terms of the respondents' learning styles as a base reference for classroom teachers in coping with the needs of their learners. Specifically, the result would be beneficial to the students, teachers, school administrator, parents, and future researchers.

To the Students. The result of this study would benefit them as the ultimate beneficiaries of whatever adjustment the educational system would do to adjust to their behavioral environmental learning approaches and the respondents' reading level.

To the Teachers. The result of this study would provide teachers an array of techniques in teaching. It is anticipated that these would improve the students' reading level, that means the teacher would find it easier to teach them as to comprehension of the lesson would be assured. These would also help them understand and accept the individual learning styles of their clients, thus, be able to make necessary environmental modification and adjustment as well as self-attitudinal change toward the varied individual learning styles of their clientele.

To the School Administrators. The result of this study would be an eye-opener for the school administrators and see the needs of innovations from the traditional formal setting environment and approaches in the teaching-learning

environment both in the actual classroom and at home for homework time. This would further provide them the knowledge and understanding of the innovative approaches of classroom teachers, and individual learning styles of learners.

To the DepEd Key Officials. The findings of this study would serve as basis for the improvement of the curriculum that would cater demands of the secondary schools, thereby, producing competent Grade 7 students.

To the External Stakeholders. The result of this study would improve relationship in sharing responsibilities toward consciousness in helping children in making them happy, contented and well prepared to assume the role in the task of building the nation. It is often said that a nation is only as great as its individual citizens. On this premise, education comes to the fore with its role as social factor in training and development of human resources. Thus, the researcher believes that all students would be given equal opportunities. Community organization can greatly help in establishing reading center or study nook with in the community, thus paving the way for the development and interest among children.

To the Parents. The results of this study would provide them information regarding the varied psychological learning styles of their children, hence, be able to better understand

their own children's learning styles at school and at home, thus provide better support to their learning style needs, thus, give insights on how and in what way they would be able to guide and follow-up their children at home for a supportive climate that would be conducive to the learners' style in acquiring learning.

On the whole, the results of this study would be helpful to those who may be directly or indirectly involved in the education of children by way of contributing to the delivery of education in the home, in the school, and in the community.

To the Future Researchers. The findings of this study would serve as a reference material for future researchers who would be prompted to conduct similar studies in the future.

Scope and Delimitation

This study used the descriptive-correlational research design in determining the learning styles and reading levels of Grade 7 students in the secondary schools of Wright II-SJDB, namely: Casandig National High School (CNHS), Lawaan National High School (LNHS) in the municipality of Paranas and San Jose de Buan National High School (SJDBNHS) in the municipality of San Jose de Buan. The secondary schools selected for this study did not necessarily reflect the general performance of the learners in the whole division of

DepEd Samar but could be a relative sample for the division. They were also selected for their accessibility to transportation and for convenience purposes. Due to time constraints, other schools in the nearby municipalities could not be included in this study.

Another limiting factor which the researcher did not look into was the linguistic competence of the student respondents. The physiological defects of the students which may have affected their performance in the tests could not easily be detected because these concerns especially the specialists and doctors. Time and financial constraints also made limit this study. Other matters that did not have bearing to this study were not given due regard.

This study was conducted during the School Year 2018-2019.

Definition of Terms

The following terms are given their conceptual as well as operational definitions to make the study understandable to the readers.

Academic Performance. It refers to the extent to which a students' teacher or institution has achieved their short- or long-term educational goals (Gbollie and Keamu, 2017:8). Operationally, the term referred to the end result of the efforts exerted by the students-respondents.

Auditory Learning Style. This refers to the preferred learning style via sounds, and phonetics (Webster,1999:53). Operationally, this referred to the learning style chosen by the learners via their learning strength of hearing, or use of the ears.

Classroom. It is a learning space, a room in which both children and adults learn, it attempts to provide space where learning can take place interrupted by outside distractions (https://dictionary.cambridge.org, 5 July 2018). Operationally, this referred to place where student looking around, talking with other students, staring out the window, playing with items, or resting his head on the desk, a place where student will pay attention in class.

Frustration Reading Level. It is the level at which readers find reading materials so difficult that they cannot successfully respond to them (Flippo, 2014). Operationally, this referred to the result of assessment after a certain learner was given information or text to decode.

Independent Reading Level. This term refers to the level at which readers function on their own with almost perfect oral reading and excellent comprehension (Flippo, 2014). Operationally, the term was used in this study to refer to the competency of reading as a result of assessment given to the learner.

Intervention Scheme. This term refers to the designed to describe and communicate multidisciplinary practice, practice intended to improve behavior (https://www.omahasystem.org, 5 July 2019). In this study, it referred to a program of activities to be recommended by the researcher designed to developed for the grade 7 students, based on the findings of the study.

Readability Level. It is the level at which a written material can be understood using text characteristics such as the kinds of words, the length of words and sentences used, as well as grade level expectations as the standard (https://www.gramarly.com, 5 July 2018). In this study, it referred to a quality of reading text.

Reading. This refers to the process that involves the recognition of printed symbols which serves as stimuli for the recall of meaning built up through the reader's past experience (Dechant, 1969:205). Operationally, it is bringing meaning to the printed symbols.

Reading habit. The term means the behavior or custom of the students in reading indicated by activities done by students while reading (https://www.colinsdictionary.com, 5 July 2018). Operationally, the term was defined in this study as the behavior of the student-respondents while reading some reading materials.

Reading Level. This refers to the strengths and weaknesses in reading abilities of children (Gates, 1938. Operationally, this referred to the reading capacity of a grade 7 students in the secondary schools of Wright II-San Jose de Buan District, the level at which a learner can read and comprehend a leveled text or graded passage given a particular leveled text, a learner may fall.

Student. The term is defined as a learner or someone who attends an education institution (https://www.definition.net 5 July 2018). Operationally, this referred to the school age learner usually enrolled as junior high school.

Tactile Learning Style. This refers to the preferred leaning style via the sense of touch or a learning strength through tangible examples (Webster, 1999:833). Operationally, this referred to a better or strongest means of learning of children via his sense of touch or hands on learning activities.

Visual Learning Style. This refers to the preferred learning style via the sense of seeing such as through pictures (Webster, 1999:912). Operationally, this referred to the strongest means of learning by a child by means of seeing or use of the eyes.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

The researcher tried to review several book, unpublished thesis and other reading materials in order to enrich the content of the study and to gain more information to shed light on the present.

Related Literature

This section presents the review of relevant literature sourced from books, publications, and other published materials including internet sources.

Fleming and Baume (2006:4:7) said that the term learning style speak to the understanding that every student learns differently. Technically, an individual's learning styles refer to the preferential way he absorbs, processes, comprehends, and retains information. It has been proven many times that parents and teachers influence the development of children in school and at home, yet, affected by the environment

It is depicted by Beattie (1996) many times that parents and teachers influence the development of children in school and at home. However, wherever these children are, either at home or in school, they still are affected by the environment aside from some inherited traits hence, their behavior and

preferences in life whether social, cultural, educational can affected by various factors. Thus, learners can vary in their learning styles, learning preference, learning behavior, or learning environment, and learning capacities and skills such as reading skills.

Smith and Dechant (1977:62) state that "Reading is a key of success in school, to the development of out of school youth interest, to the enjoyment of leisure time and social adjustment to his ag the mates, to become independent of parents and teachers, and to select and prepare for an occupation, and to achieve social responsibilities. Since reading involves the development of different skills, teachers are responsible of the task. A teacher, therefore, must be aware of his needs with regard to the reading process.

Russel (1987:219:255) confirmed that a group of authors whose consensus is that basic to all types of reading is comprehension, the act of getting the meaning. Also, reading ability involves different types of activities. According to Stone (1926:67:75), comprehension is basic to all activities and speed is involved in each of these objectives as a desired condition of efficient work. The basic reading skills encompasses a range from phonics to comprehension.

Carlson (2000:19) averred that individual with high intelligence tend to comprehend better when reading rapidly

than when reading slowly; those with average or low intelligence comprehend better when reading solely than when reading rapidly. Good comprehension tends to reduce their reading rate as the materials at much the same rate. Each pupil adjusts his reading rate to the purpose for which he is reading and to the difficulty of the reading materials.

Heilman (1992:82) emphasizes that children should be helped to increase the rate at which they can comprehend printed word symbols in combination. This skill becomes increasingly important at the instructional level since the curriculum materials in the various context areas make ever-widening demands on the learner.

Maslow (1992:370) explained that one has to take into account factors affecting motivation on the learning environment of the children and on the job environment of every man. He said that the physical need for air, water, food, shelter and clothing, safety, social needs such as companionship and acceptance, when accepted by the group or by an individual, one of those involved then gain their respect by developing talents in a manner that is useful and appropriate for one or for a group. It must be understood he said that the highest level of ones is self-actualization, that is, practically hard or will be completely fulfilled because no one ever develops his ability to the fullest

capacity but each one can strive to attain the highest his capacity can lead him to.

Keefe and Monk (2006:6) define learning styles as the characteristics, cognitive, affective and psychological behavior that serve as relatively stable indicators of how learners perceive, interact with and respond to the learning environment.

Treffinger (2001:1) describes learning style to be either good or bad each merely provides insight into how a give person is most likely to learn new and difficult information. Within each culture, socio-economic strata, and classroom, there are as many within group differences. Indeed, within each family, some members are analytic and other are global each with many of the learning styles that tend to correlate with one processing style or the other.

Learning style is the way in which each learner begins to concentrate on, process, and retain new and difficult information. That process occurs differently for everyone. To identify a person's style, it is necessary to examine each individual's multi-dimensional characteristics. Find out what is most likely to trigger each student's concentration and maintain it to respond to his/her natural processing style, and cause long term memory. There is, however, only three comprehensive model of learning style. It is proper to examine

first these learning styles before selecting one from among those existing (https://www.learning-styles-online.com, 5 July 2018).

Burke (2001:96), in her article "Crucial Learning Style Characteristics," has this to say: that many studies verified the findings that students tend to be tactual or tactual-kinesthetic, but few teachers introduce concepts and skill lessons initially with manipulates. Successful teachers use a variety of techniques, but most lessons, whether they introduce a new concept or skill or review prior knowledge, invariably require students to remember what they hear or read. Instead, most elementary and secondary students have tactual or kinesthetic strengths that respond better to learning by manipulating instructional resources or experiencing.

Gemake et al (2000:101) said that less than one thirds of the elementary and middle-school population learn well with peers; within that percentage, many learn best with only one or two friends. Another 28 percent require direct instruction from adult.

Carolyn (2008:3) in her article," What's Your Learning Style?" presents the following purpose in one's choice of a learning style: to learn about learning styles; to understand the differences between auditory, visual and kinesthetic

learners; to identify own learning style. The three most common learning styles are visual, auditory, and kinesthetic was presented extensively as she explains that to learn, learners depend on their senses to process the information around them. Most people tend to use their sense more than the others.

Carolyn (2008:12) in her article, "Learning and Thinking Styles" says that most individuals develop a preference for one perceptual channel over another. The vast majority of individuals in their Western culture prefer the "visual" channel. The second most preferred perceptual channel is auditory. Tactile (touch) and kinesthetic (body movement) are preferred perceptual channels for a small percentage of the population sometimes labeled "learning disabled" due to the fact that schools rarely teach to their preferred learning styles.

Individuals with good eyesight and preference for the visual perceptual channel will do well with textbook-based instruction. Individual with good hearing and preference for the auditory perceptual channel will do well with lecture-based instruction. Thus, most K to 12 teaching methods involve a combination of lecture or textbook or other written material since that hits about 85 percent of the population's preferred perceptual channels for learning.

Thus, difficulties arise when an individual's preferred perceptual channel runs into a physical roadblock, e.g. visual problems either focusing or problem in the eye brain connections, some of which are easily corrected and others are not, hearing problems, again, some are correctable and are not or an external situation which prevents the optimum use of the preferred perceptual style, e.g. child is required to sit still for long periods of time or a school which has eliminated textbooks in favor of discussion and lectures.

The best way for a person to learn depends on the person. It is well known that people have different learning styles that work best for them. The best approach for an instructor to take is to address a variety of learning styles with their teaching plan. It is also helpful to encourage students to understand their preferred learning style. By the time students reach the college level it is often assumed that they have figured out the best and most productive way to study to retain information. Of course, this is not a correct assumption. Teachers should make students aware of the various learning styles and encourage them to consider their preferred style as they complete their studies (https://classroom_tips.htm, 5 July 2018).

Moreover, it is important to provide the right environment conducive to learning. The classroom environment

can also have a big effect on the amount of learning that occurs. Here again, people are different and have different environment preferences. Nevertheless, to understand what effect the learning process has on learners is important to know.

Tenedero (2001:127) explained that analytic children with a left processing style learn backwards from the way children with right-processing style learn. They learn sequentially, building details into an understanding and often preferring quiet bright light, a formal seating arrangement and continue their task until it has been completed. In addition, a person's attitude preference in terms of being with people is a sociological learning style. None of this preference is better or worse than another. They are but simply a part and parcel of being an individual, being a person unique.

Gardinar (2004:56) gives this same suggestion, that teacher should advise students to their homework during their energy high. Teach young children to read at their best time of day. Offer demanding academic courses at varied best time of day and assign underachieving, at-risk, and drop-out students to their most important subjects when they are alert. Time is one the more crucial elements of learning style and demands attention, particularly for drop outs, vocational

enrollees, and underachievers for whom learning at their energy high increases achievement.

Rundle (2001:1) explains in his article, "Learning Styles Defined," that to accelerate the learning process, a clear understanding if how one learns best in his learning style, is best. That if a teacher wants to tap into their human potential which means learning how to establish a foundation on which to build new skills and change behavior. The learner continuously expected to learn complex and challenging information in his need to accelerate his learning process.

Diaz et al. (2002:1-2) says that a perceiver usually reacts not only to the whole but also to the meaningful whole in perceiving reality. Thus, in learning to read the child perceive the smallest linguistic unit that has meaning and that, it can stand alone as a part of an utterance, which is a "word". Reading is basically covered by the above reading process theory.

Tejero (2005:20) stressed that reading readiness is a complex of many abilities, skills, understanding and interests each of which contributes in some measure to the process of learning to read, it refers to the period when the child is getting ready to read. It starts in the home where the child acquires a functional listening and speaking

vocabulary from parents and older members of the family. It becomes organized when he is under the guidance of his teachers in school, in nursery, or in kindergarten. He engages in varied activities using real or concrete objects like toys, tools, and other common equipment. He acquires skill in auditory visual, motor-ocular coordination, and critical thinking.

In addition, this process has three stages: (1) the transfer age. It is the period during which the child learns a new set of signals, the visual symbols (letter, spelling, patterns punctuation marks) that stand for the auditory symbols the oral language that he already knows. Before transfer takes place, the child shall have already learned to speak and understand through listening; (2) the productive stage. This is the period during which the child's reading becomes fluent and automatic that he no longer pays conscious attention to the shapes and pattern of the letter on a page.

Therefore, since he no longer exerts much effort in decoding, he can now pay more attention to the construction of meaning beyond the literal information of the text. For instance, he can now focus on inference making, analysis and synthesis; (3) the vivid imagination realization of vicarious experience (VIRVE). This occurs when the reading process becomes so automatic that reading is used equally with or

even more than live language in the acquiring, and developing of experience. In short, reading is now used for different purpose and as a tool for learning a broad range of information.

Talens et al. (2001:36) mentions that reading specialist agree that developmental reading points to comprehensive reading program, going through several stages. These stages coincide with the developmental stages of growth of the individual. They say, that specific skills must be developed from an early age. This is so, since every child aspires and develops reading skills in a sequential and upward manner, starting with the simplest, moving towards the higher levels of complexity and difficulty. They explain that as the child progress, he needs guidance in every step of the way and needs a sense of direction. He starts from reading readiness, to beginning reading, to rapid reading proper. They agree that an excellent developmental reading program provides for the sequential development of reading skills from preschool to college in all subject areas, as well as for recreational purpose of reading for enjoyment.

Thus, they define developmental reading as a program in which students, who are able readers continue to be taught reading skills in a sequential program of instruction, designed to reinforce and extend the skills and appreciation

acquired in previous years, and to develop new skills as they are needed. They started that developmental reading instruction emphasizes the development of reading power and guides the students in the selection of reading materials. They recognize today's reading therefore as an essential skill. Efficient reading is important for man to succeed in school, on his job, and in his personal life.

Thus, simulation is abstraction of the real-world involving objects, processes or situation that are activities with goals, rules and reward. Simulated games involve situation with goals, rules and rewards. Numerous simulation and games are commercially produced, but teachers must judge whether they are suitable for their pupils, whether they can be modified, or whether the teachers need to develop their own materials. This meant that 1) every simulation and game must have an educational objective. Distinguish between amusement games and educational games, between game objective and instructional games; 2) the purpose of using simulation is to enable the pupils to understand the nature of the problem and how to solve the problem; and 3) Games should be used for teaching, thinking and socialization to children in the lower grades.

Additionally, simulation games should be viewed as an experience for learning content; only variables, instances,

or problems that are significant should be introduce as part of the simulation; when hindsight is being used to solve a simulated problem or to make a decision, the variables or background existing in the real-life situation should be introduced; simulation and games rules must be concise and clear; 8) the post-game or post simulation discussion is crucial for the older pupils to clarify skills, concepts and values to be leaned; and 9) to determine whether your objectives have been achieved by the simulations or games, use some forms of evaluation, feedback or discussion.

Villamin (1974) cites a few hints given by Russel and Karp on the use of games; 1) the reading games and devices are intended to supplement, not to replace, work with readers and other books; 2) the materials are valuable in contributing variety and fun to a well-rounded reading program; 3) a particular activity should be chosen, not at a random because it will help an individual or group; 4) many of the activities may be adapted to the needs of a child or a group by changing the vocabulary or some rules of the games; 5) adaptation not adoption , of the devices should be the rules; 6) reading activities should be used to provide self-competition rather than competition between individuals of varied activities; 7) observation of the child's use of the reading games may be helpful to the teacher in diagnosing reading difficulties;

and 8) more advance activities maybe developed to improved study habits and skills.

Dale (1995:21) stresses that the reading level of an individual is tied to his vocabulary or conceptual level. The more words one knows, the higher is his reading level, and if one improves his vocabulary, he too improves his reading ability. In other words, reading and vocabulary development must be seen as significant part of a broad program in language. An important aspect of vocabulary development is the growth in meaning that comes with vocabulary usage. Reading and proper use of vocabulary in speaking and attentive and thoughtful listening to the talk of others is necessary for the development of a good speaking and comprehending vocabulary.

According to Alcantara et al. (1996:144), the teachers should make it a point to help their pupils to build their vocabulary. Teachers should help the students in building vocabulary by giving instruction and guiding them on how to use the words correctly and clearly in the ideas they want to convey. They must have sufficient practice activities in recognizing new words encountered. The teacher should give assignment everyday by asking them to list down new words encountered. These kinds of activities will be a great help for the student to know words that are difficult and having

the same meaning. Teachers should always teach their students on how to use the dictionary when they find difficult words so that they can understand and know its meaning.

The foregoing citations gave the researcher the conceptual ideas in organizing and planning the conduct of the study.

Related Studies

Several studies have been reviewed and scrutinized by the researcher to draw more concepts related to his research undertaking.

Cabago (2013) in a study entitled, "Reading Proficiency of College Freshmen students of Calbiga Western Samar College", showed that parents' family income may not be very important and necessary as the saying goes," poverty is not a hindrance to success." This study proved that the income was correlated to the students' reading inadequacies. The reading level of the student-respondents was essentially similar when compared according to their profile variates except the level and the course taken which significant difference was noted along grammar. The profile variates of the student-respondent had no influence to the level of reading proficiency of the respondents' level of reading proficiency along grammar while other variates had nothing to do with.

Cabago's study was similar to the present study in its determinants to find the reading level of the respondents. They differed in the sense that Cabago had college freshmen as respondent while the present had Grade 7 students as respondents. His plan was for the enhancement of materials that have been developed, for the effectiveness in terms of vocabulary, grammar and comprehension. They differed further in the locale of the study; that of Cabago was conducted in Calbiga, Samar while the present was conducted Paranas-San Jose de Buan, Samar.

The study conducted by Bacsal (2013) focused on the "Verbal and Non-verbal Reading Abilities of Grade III Pupils in Daram District: Basis for Correlate Reading Program." The finding of the study revealed the following: 1) The pupil-respondents' parents were functionally literate having elementary level of their least educational attainment. This signified that the parent can receive and understand information and write simple message including calculations; 2) The pupil-respondents practice regular study habits which they considered helpful for them in order to learn. The pupil –respondent manifested favorable performance in English during their 1st and 2nd Quarter having a mean higher than the required mastery level by the DepEd which is 75 percent; 3) The pupil-respondents manifested quite reading abilities in

the verbal and non-verbal aspects level; and 4) The profile variates of the pupil-respondents of their parents' highest educational attainment only proved having significant influence to their reading level.

The study of Bacsal was similar to the present study since her focus and the focus of the present study were both toward achieving the desirable reading level of children according to their learning styles. They differed with their locale of the study; the former being conducted in District of Daram while the present is in the District of Wright II-San Jose de Buan. They differed further in clientele, that of Bacsal were Grade III pupils and their parents while the present study, were Grade 7 students in the secondary schools of the District of Wright II-SJDB.

Al-Qahtani and Al-Gahtani (2014) conducted a study on "Assessing Learning Styles of Saudi Dental Students Using Kolb's Learning Style Inventory of College of Dentistry, King Saud University, Riyad." The results of the study indicated the diverging learning style was dominant styles among the sample and students preferred the assimilating style during their early preclinical years and preferred the learning the diverging style during their later clinical years.

The foregoing study was similar to the present study in the sense that both studies dealt with learning styles.

However, the two studies differed in its focus and locale of the study. The former focused on the assessing learning style of Saudi Dental Student which was conducted in King Saud University; while the present study dealt on the learning style and reading level of the Grade-7 students in the selected school in Wright II-San Jose de Buan District, Schools Division of Samar.

The study "Association of Academic performance with Learning style preference of Medical Students: Multi-center study from Pakistan" conducted by Muhammad et al (2015) identified the most common learning styles of Medical students in Pakistan. Results revealed that in order to enhance students learning, more attention has been required to different learning styles. It was also found out that teachers pay more attention in student's learning style and use appropriate teaching methods.

The foregoing study was similar to the present study in the sense that both studies dealt with learning styles. However, the two studies differed in its focus and locale of the study. The former focused on the association of academic performance with learning style of medical students in which the purpose of the study was to assess preferred learning styles and determine their association with the academic performance of undergraduate medical student in the various

colleges of Pakistan while the present study dealt on the learning styles and reading level of Grade-7 students.

Sinnerton et al. (2014) in the study entitled, "Using Learning Style Preference to enhance the Education and training of the Allied Health Professionals," investigated awareness of educators about learning style preferences to enhance the education and training of allied health professional. Results found that encouraging educators in allied health programs had a positive impact on the teaching and learning process. It was also observed that the employing various strategies, educators can help the students to study according to their learning style preferences, engage more deeply with the course content and hence improve overall student outcome for training in allied health programs.

The foregoing study was similar to the present study in the sense that both studies dealt with learning styles. However, the two studies differed in its focus and locale of the study. The former focused on the local directives, the requirement to provide a range of teaching approaches in the allied health profession to understand learning styles and to be aware of the difficulties that the learners encounter in which it was conducted in the United Kingdom while the present study dealt on the learning style to the reading level as basis for enhancement activities.

The study of Bostrom and Hallin (2013) focused on "Learning Style Differences between Nursing and teaching students in Sweden: A Comparative Study." This study provided evidence through a comparative analysis of learning style difference between nursing and teaching student in Sweden. The study involved 78 teaching students and 78 nursing students. Twenty subscales of the productivity environmental preference survey (PEPS) were used to identify the participants learning style preferences. The results showed statistically significant difference between the two students' groups. In comparison to teaching students, nursing students were highly kinesthetic.

Bostrom and Hallin's study was similar to the present study in determinants in showing statically significant difference between the two student groups, providing evidence of the effectiveness of teaching and learning methods. However, the two studies differed in its focus and locale of the study. The former focused on the learning style difference between nursing and teaching students which was conducted abroad while the present study dealt on the learning style and reading level.

The study conducted by Khan et al (2013) on "Students' Preferred Learning Styles and Academic Performance" observed differences between learning style of students in

professional course at University level. The study revealed that students of different professional course had different learning styles. It was found that B. Tech and M.B.B.S. students differ significantly on reflector and theorist dimension and those of M.B.A and B. Tech also differ on the same dimensions. The students of L.L.B and M.B.A did not show significant difference in any aspect of learning style.

Khan et al study was similar to the present study in the sense that all studies dealt with learning styles. However, the two studies differed in its focus and locale of the study. The aforementioned studies attempted to describe the learning preference and its effect on academic performance of the different student-respondents in the National College of Business Administration and Economics, Lahore, Pakistan while the present study dealt on the learning style to the reading level of Grade-7 students in the District of Wright II-San Jose de Buan, Schools Division of Samar.

Penger and Mekta (2010) in their study entitled, "Meta-Analysis and Empirical Research of Learning Style theories in Higher Education: the case of Slovenia" explored the learning of the students enrolled in the economics of education course at the faculty of Economics, Ljubljana University. The study method includes both a descriptive and an exploratory perspective. A qualitative method was used to overview the

literature background and factor analysis was used to extract the learning styles. The findings outlined the difference in learning styles exists among students.

Penger and Mekta's (2010) study was similar to the present study based on its purpose to offer better insight into the different learning styles among management students enrolled in the course economics and education in order to develop appropriate teaching and pedagogical strategies for improving management matching students' learning style preference with complementary course syllabus. They differed in the sense that Penger and Mekta focused on the way to understand the different learning styles among management students enrolled in the course Economics of Education in order to develop appropriate teaching pedagogical strategies for improving management education at the faculty of Economics in Ljubljan, Slovenia, while the present was conducted during the School Year 2018-2019 in the selected Grade-7 students in secondary school of Wright II-San Jose de Buan, Schools Division of Samar.

Peker et al. (2010) study focused on "Examining the relationship Between Learning Styles Preference and Attitudes toward Mathematics among Students in Higher Education." investigated the differences of pre-service elementary school teacher's attitude towards Mathematics according to their

learning styles. A total of 281 pre-service elementary school teachers were involved in this study. The learning style inventory was designed to detect the participants learning style as diverger, assimilator, convergent, accommodator and the scale of mathematics attitude questionnaire was used to find the participant attitude towards mathematics. The study concluded that there were statistically significant differences between the attitudes of learners, convergent and assimilators and that the convergent learners had more positive attitudes towards mathematics than the assimilator learners.

The foregoing study of Peker, et al (2010) was similar to the present study in the sense that both studies dealt with learning styles. However, the two studies differed in its focus and locale of the study. The former included students' technical schools and colleges and Universities where studies examine the relationship correlation between learning styles and attitude towards U.S students enrolled in k-12 education. while the present study dealt on the learning style to the reading level of Grade 7 students in the secondary schools of Wright II-SJDB District, School Division of Samar.

Narayani (2014) studied the learning style of higher secondary students in relation to their academic achievement.

The sample consisted of 300 students. Barbara and Soloman's learning style questionnaire (LSQ) were used. The result showed that there was no significant difference between active and reflective style learner in relation to their academic achievement.

Vania and Xin (2014) on their study entitled, "A comparative analysis of the relationship between learning style and mathematics performance," performed comparative analysis of the relationship between learning styles and mathematics performance. Sample included comparative analysis between middle school students of USA and three Asian Countries namely Hongkong, Japan, Korea. Findings indicated that competitive learning had statistically significant positive though small relationship with mathematics performance in all four countries while cooperative learning had a statistically significant positive though small relationship with mathematics performance in three Asian countries, but not in USA. It was recommended that the teacher education may hold the key to improve the educational practice of different learning styles as a strategy to improve mathematics performance.

The study conducted by Vania and Xin was similar to the present study in its determinants to find the learning styles and reading level of the respondents. They differed in the

sense that Vania and Xin used PISA database for data analysis incorporating the PISA samples from Hongkong students, Japan, Korea and USA while the present had Grade-7 students as respondents.

All the aforementioned articles and studies reviewed were, in any way or another, relevant to the present study. Some were akin to study in scope although some were quite different in slant. They provided the researcher with enough background and insights to undertake the research endeavor.

Chapter 3

METHODOLOGY

This chapter presents the method and procedures used in the study. This includes the research design, locale of the study, instrumentation, validation of instruments, sampling procedure, data gathering, and statistical treatment of data.

Research Design

The descriptive-correlational survey was used by the researcher in gathering data. Good et al (1989:289) defined descriptive correlational survey as the gathering of data regarding existing conditions. It was used for the purpose of ascertaining what was the normal typical condition and practice, to determine the learning styles and reading level of Grade-7 students in the secondary schools in the District of Wright II-San Jose De Buan, which would become the basis for enrichment activities.

Data gathered were analyzed using descriptive and inferential statistics, namely: Cronbach Alpha Analysis in the calculation of the reliability coefficient, and the Coefficient of Reliability suggested by George and Malery. In the calculation of the sample size, the Slovin's formula (Sevilla, et al., 1992:182), and the Frequency Count, Percentage, Arithmetic Mean, Standard Deviation, Weighted

Mean, Pearson's Product-Moment Coefficient of Correlation and Fisher's t-test.

Locale of the Study

Figure 2 shows the map of the locale of the study, the District of Wright II-San Jose de Buan, where two municipalities merged its secondary schools.

Lawaan NHS and Casandig are the secondary schools in the district of Wright-II from Paranas, Samar while San Jose de Buan National High School (SJDBNHS) is the only secondary school in the municipality of San Jose De Buan. It is situated along the provincial town proper of San Jose de Buan, Samar. The school is 100 meters away from the poblacion. From the south is the concrete bridge welcoming visitors to the enchanting and innate beauty of the municipality, in the east, the highest pride, Mt. Huraw embraces the vicinity of the place. The camp in the west side ensures the peacefulness of the area and the north bound is the town proper.

The school was founded on June 1994. It was established in response to the increasing demand of Buananons for higher level of the basic education that is very accessible and affordable. Thus, a piece of land was donated by former Mayor Zoilo Fernandez in his desire to educate the Buanons and live life to the fullest. Further, the school started from scarcity until it progressed and sprouted.

Figure 2. The Map Showing the Locale of the study

Instrumentation

To obtain reliable and valid data on this study, a questionnaire and the reading capacity instrument from Philippine Informal Reading Inventory (Phil-IRI) was used.

Questionnaire. A questionnaire was used in gathering the data of this study. The first questionnaire intended for student- respondents and the second questionnaire for teacher-respondents. There were three parts of the questionnaire: Part I gathered the profile of the student-respondents as to age, sex, average family income, parents' education, family size and academic year grade level. Part II elicited the global, analytic and tactile styles, the respondents' preferred behavior for learning. Responses to this were quantified with use of raw scores for each item in the questionnaire from minimum score of 1 to a maximum score of 5 for every item. Meanwhile, the questionnaire for teacher-respondents also included, the profile of the respondents, Part III focused on teachers' attitude toward teaching.

Reading Capacity Instrument. To obtain the reading level of the student respondents, the Philippines Informal Reading Inventory Manual (Phil-IRI) was utilized with a total of 40 items in Filipino and English. This was culled from a pool of the different stages of the Phil-IRI manual prepared by the researcher.

Validation of Instrument

There were two instruments used in gathering the needed data, the reading capacity instrument and the questionnaire.

Questionnaire. The questionnaire was a self-structured questionnaire that was based on the conceptualized problems to be delved into in the particular study. Hence, it was validated. First it passed through initial validation through the research adviser and later on, it was subjected to expert validation though the graduate professors of Samar College, and the members of the panel of oral defense made the final expert validation.

All comments and suggestions in the validation process were considered and incorporated in the final draft. Twenty percent of the students' population was taken. The researcher used the Cronbach Alpha analysis in the calculation of the reliability coefficient using the following formula (Raagas, 2010:68):

$$C_\alpha = \left[\frac{K}{K-1} \right] \left[1 - \frac{\Sigma S_i^2}{S^2} \right]$$

where: C_α refers to the reliability coefficient using the Cronbach Alpha Analysis;

K refers to the number of respondents;

S_i^2 refers to the standard deviation of

the individual responses of each respondent; and,

S^2 refers to the standard deviation of the over-all responses of all the respondents.

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

Table 1

Table of Reliability

Reliability Coefficient (α)	**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
$0.50 \leq \alpha\ 0.59$	improved.)
	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.)

The coefficient of reliability was posted 0.825 which signified very good indicating that the questionnaire possessed very high reliability and therefore appropriate for the conduct of the study. Thus, it was reproduced for data collection.

Reading Skills Test. This was culled from a pool of the different stages of the Phil-IRI manual.

Sampling Procedure

This study involved Grade 7 students and teachers in Wright II-San Jose de Buan District as the respondents of the study. As far as the student-respondents were concerned, stratified random sampling was used to give equal probability for the Grade 7 students to be selected as respondents of the study. The total number of Grade 7 students in said district was posted at 423. Using the Slovin's formula (Sevilla et al., 1992:182) below, the sample size was computed and estimated at 204:

$$n = N / 1 + Ne^2$$

where: n refers to the sample size;
N refers to the total teachers' population in the district; and
e refers to the margin of error set at .05.

Meantime, the proportionate distribution of the student-respondents per school is shown in Table 2. However, total enumeration or universal sampling was used to identify the teacher-respondents of the study. Said sampling procedure was used since there were only 53 teachers in Wright II-San Jose de Buan District.

Table 1

Distribution of Respondent by School

Name of School	Total Grade 7 Enrollment	Actual Student-Respondents	Total Number of Teachers	Actual Teacher-Respondents
SJDBNHS	180	83	19	19
CNHS	143	69	21	21
LNHS	100	48	13	13
Total	**423**	**204**	**53**	**53**

Legend: SJDBNHS – San Jose de Buan National High School
CNHS = Casandig National High School
LNHS - Lawaan National High School

Data Gathering Procedure

The researcher sought permission from the Schools Division Superintendent of the Division of Samar, and from the school heads of Lawaan National High School, Casandig National High School, and San Jose De Buan National High School to administer the questionnaire and Reading Skills test among the student-respondents. The researcher personally conducted the survey using the questionnaire and the administration of the reading test using the Philippine Informal Reading Inventory (Phil-IRI).

The questionnaires were collected for data analysis. The data gathered were tabulated, computed, analyzed, and interpreted. However, machine processing was used in encoding and in the generation of the statistical information in tabular form using available the Statistical Package for Social Sciences (SPSS).

Statistical Treatment of Data

For the statistical analysis of the data collected, descriptive and inferential statistical tools were employed, namely: Frequency Count, Percentage, Arithmetic Mean, Standard Deviation, Weighted Mean, Pearson's Product-Moment Coefficient of Correlation, and Fisher's t-Test.

Frequency Count. This was used to determine the profile of respondents in terms of their personal characteristics as to its number of occurrences.

Percentage. This measure was used to convert the magnitude of occurrence of each variable with respect to the total respondents using the following formula (Sevilla, et al., 1992:200):

$$P = [f/N] \times 100$$

where: P refers to the percentage;

f refers to the number of occurrence; and

N refers to the total number of samples.

Arithmetic Mean. This was used to express the group perception of some of the identified characteristics of the respondents specifically on the data that were in interval scale. The following formula (Freud and Simon, 1992:35) was used:

$$\bar{X} = \frac{\Sigma fX}{N}$$

where: $\overline{X}$ refers to the arithmetic mean or average;

f refers to the frequency of occurrence;

X refers to the identified variable; and,

n refers to the sample size.

Standard Deviation. This statistic was used to support the calculation of the Arithmetic Mean by calculating the deviation of the observations from calculated averages. The following formula (Freud and Simon, 1992:52) was used:

$$s = \sqrt{\frac{\Sigma f(X - X)^2}{n - 1}}$$

where: s refers to the standard deviation;

f refers to the frequency of occurrence;

X refers to the identified variable; and,

$\overline{X}$ refers to the arithmetic mean.

Weighted Mean. This statistic was employed to determine the collective perceptions of the respondents relative to the leaning style of the student-respondents in terms of the identified areas. The formula (Pagoso, 1997:111) used was as follows:

$$\overline{X}_w = \frac{\Sigma f_i X_i W_i}{n}$$

$\overline{X}_w$ refers to the weighted mean;

f_i refers to the frequency of a category of variable;

X_i refers to the identified category of a variable;

W_i refers to the weights which are expressed in a five-point scale;

and,

n refers to the sample size.

In interpreting the weighted mean, particularly the learning style of the student-respondents in terms of the identified areas, the following set of five-point scales were used:

Range	**Interpretation**	
4.51-5.00	Outstanding	(O)
3.51-4.50	Very Satisfactory	(VS)
2.51-3.50	Satisfactory	(S)
1.51-2.50	Unsatisfactory	(US)
1.00-1.50	Poor	(P)

Likewise, inferential statistics was employed in this study, the one-way analysis of variance, Scheffe's test and the Fisher's t-test.

ANOVA. This tool was used to compare the reading capacity of the student-respondents when grouped according to their profile variates. The formula used was as follows (Walpole, 1989:327):

$$F = \frac{MS_{between}}{MS_{within}}$$

where: F refers to the calculated variance;
$MS_{between}$ refers to the calculated mean square between groups; and
MS_{within} refers to the calculated mean square within groups.

Scheffe's Test. This tool served as post ad hoc test to determine from which group compared the mean difference was significant in the event that the analysis of variance was proven significant, thus, rejecting the null hypothesis to that effect. In deciding whether the null hypothesis was accepted or rejected, the following decision rule served as guide: accept the null hypothesis if and when the computed value turned lesser than the critical or tabular value or the p-value turned greater than the α; on the other hand, reject the null hypothesis if and when the computed value turned equal or greater than the critical or tabular value or the p-value turned equal or lesser than the α.

Pearson's Product-Moment Correlation Coefficient. This was used to determine the linear association between the academic performance of the elementary grade students based on the mean grade of the first and second quarters and the instructional competence of the teacher-respondents in terms of the identified pedagogical areas. The formula (Walpole, 1997:375) used was as follows:

$$r_{xy} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{\left[n\sum X^2 - (\sum X)^2\right]\left[n\sum Y^2 - (\sum Y)^2\right]}}$$

where:

r_{xy} refers to the Pearson's r value;

$\sum X$ refers to the sum of the X scores;

$\sum Y$ refers to the sum of the Y scores;

$\sum X^2$ refers to the sum of the squared X scores;

$\sum Y^2$ refers to the sum of the squared Y scores;

$\sum XY$ refers to the sum of the paired X and Y scores;

n refers to the number of paired scores;

X represents the the Grade-7 students based on the mean grade of the first and second quarters; and,

Y represents the instructional materials of the teacher-respondents in terms of the identified pedagogical areas.

Table 3 below was employed as guide in interpreting the degree of linear association (SRTC, 2013:98):

Table 3

Table of Linear Association

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

Fisher's t-Test. This statistical tool was used to test the significance of the coefficient of linear association (Pearson's r) between a set of paired variables. The formula (Best and Khan, 1998:402-403) in this case was as follows:

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

where:

t_f refers to the Fisher's t-test value;

r_{xy} refers to the value of the Pearson r;

n-2 refers to the degree of freedom; and

n refers to the sample population

Finally, hypotheses testing was done using $\alpha=0.05$ in a two-tailed test with the aid of available statistical software package.

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 student-respondents, profile of teacher-respondents, reading levels of the student-respondents, comparison of the reading levels when grouped according to their personal variates, learning styles of the student-respondents as perceived by the two groups of respondents, comparison of the perception of the two groups of respondents relative to the perceived learning styles of the student-respondents, and relationship between the learning styles and the identified areas.

Profile of Student-Respondents

This part presents the profile of the student-respondents in terms of the following personal variates, namely: age and sex, favorite subject, parents' highest educational attainment, parents' occupation, gross monthly family income, family size, mean grade for the first and second quarters, Number of days of attendance in school, attitude toward reading, and study habits.

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

Table 4

Age and Sex of Student-Respondents

Age Bracket	Sex		Total (f)	%
	Male	Female		
22-23	1	0	1	0.49
20-21	0	0	0	0.00
18-19	0	5	5	2.45
16-17	12	5	17	8.33
14-15	37	50	87	42.65
12-13	39	55	94	46.08
Total	**89**	**115**	**204**	**100.00**
%	**43.63**	**56.37**	**100.00**	
Mean	**13.86 years old**			
SD	**1.60 years**			

Table 4 presents that the oldest student-respondents registered an age of 22 years old and the youngest registered an age of 12 years old. A number of them, that is, 94 or 46.08 percent were aged 12-13 years old while 87 or 42.65 percent were aged 14-15 years old and the rest were slimly distributed to the other identified age brackets.

The mean age of the student-respondents was posted at 13.86 years old with a SD of 1.60 years. The data signified that the student-respondents were in their early 10s with more or less two years age difference which indicated that they possess similar maturity. This likewise indicated that the student-respondents were aged appropriately according to the standard age for Grade 7.

Moreover, majority of the student-respondent belonged to the female sex accounting for 115 or 56.37 percent. The male counterpart was composed of 89 or 43.63 percent only. The data implied the predominance of female students in the secondary level whereby the female outnumbered the male population.

Favorite Subject. Table 5 shows the favorite subject of the student-respondents.

Table 5

Favorite Subject of Student-Respondents

Subject/s	F	%
English	8	3.92
Science	34	16.67
MAPEH	37	18.14
TLE	4	1.96
Filipino	29	14.22
Mathematics	6	2.94
Aralin Panlipunan	17	8.33
Science, MAPEH, Filipino and Aralin Panlipunan	2	0.98
English, Filipino and Aralin Panlipunan	1	0.49
TLE and Filipino	2	0.98
English, Science, Filipino and Mathematics	1	0.49
English, TLE, MAPEH, Filipino and Aralin Panlipunan	3	1.47
TLE, MAPEH, Filipino and Aralin Panlipunan	1	0.49
English and Science	1	0.49
English, Science, MAPEH, TLE, Filipino, Mathematics and Aralin Panlipunan	57	27.94
TLE, Filipino and Mathematics	1	0.49
Total	**204**	**100.00**

As shown in the table, a number of the student-respondents, that is, 57 or 27.94 percent disclosed that English, Science, MAPEH, TLE, Filipino, Mathematics and Araling Panlipunan were their favorite subjects while 37 or 18.14 percent averred that MAPEH was their favorite subject, 34 or 16.67 percent have Science as their favorite subject, 29 or 14.22 percent considered Filipino as their favorite subject and the rest of the student-respondents were slimly distributed to the other identified favorite subjects.

The foregoing data signified that the student-respondents had their respective preferred subject or subjects as their favorite which indicated that they are distinct and unique from each other.

Parents' Highest Educational Attainment. Table 6 presents the parents' highest educational attainment of the student-respondents.

Table 6 presents that 92 or 45.10 percent of the student-respondents had fathers who reached elementary level while 69 or 33.33 percent were elementary graduates. But there were six or 2.94 percent who held their anonymity by not disclosing their highest educational attainment. Likewise, the same table presents that 112 or 54.90 percent of the student-respondents had mothers who reached elementary level while 37 or 18.14 percent were elementary graduates.

Table 6

Parents' Highest Educational Attainment of Student-Respondents

Educational Attainment	Father		Mother	
	F	%	f	%
Post Graduate	0	0.00	1	0.49
College Graduate	4	1.96	5	2.45
College Level	6	2.94	2	0.98
High School Graduate	13	6.37	19	9.31
High School Level	10	4.90	15	7.36
Elementary Graduate	69	33.83	37	18.14
Elementary Level	92	45.10	112	54.90
No Schooling	4	1.96	4	1.96
Not Stated	6	2.94	9	4.41
Total	**204**	**100.00**	**204**	**100.00**

Yet, nine or 4.41 percent of the mothers of the student-respondents did not disclose their level of educational attainment.

The foregoing data signified that the parents of the student-respondents were functional literates being schooled in the formal educational system. This indicated that they can read, write and understand simple messages which were an advantage for the students as the parents would be a support system to their studies.

Parents' Occupation. Table 7 reveals the occupation of the parents of the student-respondents.

The table reveals that 144 or 72.00 percent of the student-respondents had fathers who were farmers while the rest were slimly distributed to other identified occupations.

Table 7

Parents' Occupation of Student-Respondents

Occupation	Father		Mother	
	F	%	f	%
Farmer	144	72.00	133	65.20
Businessman	5	2.50	4	1.96
Sari-sari Store Owner	3	1.50	18	8.83
Driver	6	3.00	1	0.49
Teacher	0	0.00	4	1.96
Barangay Official	10	5.00	14	6.86
Laborer	5	2.50	6	2.94
Carpenter	11	5.50	0	0.00
Security Guard	1	0.50	0	0.00
Electrician	1	0.50	0	0.00
Caretaker	1	0.50	0	0.00
Laundrywoman	0	0.00	13	6.37
Housekeeper	0	0.00	1	0.49
Not Stated	13	6.50	10	4.90
Total	**204**	**100.00**	**204**	**100.00**

There were 13 or 6.50 percent of the fathers who did not give information regarding their usual occupations. On the other hand, Table 7 reveals that 133 or 65.20 percent of the student-respondents had mothers who were farmers while the rest were slimly distributed to other identified occupations. But there were 10 or 4.90 percent who did not reveal their primary occupations.

The data signified that the parents of the student-respondents had regular sources of income with the majority of them into agriculture being farmers. The data also reflected the propensity of the parents of the student-respondents to engage in farming as a means of livelihood

given the geographical location of the locale of the study, the Wright II-San Jose de Buan District, which is typically mountainous, and hence, suitable for farming activities.

Gross Monthly Family Income. Table 8 presents the gross monthly family income of the student-respondents.

Table 8 presents that 174 or 85.29 percent of the student-respondents had families with gross monthly family income of less than PhP 5,000 while the rest were slimly distributed to other identified income brackets.

The data denoted that the student-respondents belonged to families which could hardly make both ends meet since their gross monthly family income was below the estimated income threshold for a family of five members to provide for their food and non-food requirements based on the 2018 estimates at Php 7,337.00 and Php 10,481.00, respectively.

Table 8

Gross Monthly Family Income of Student-Respondents

Income Bracket	F	%
25,000 and over	3	1.47
20,000-24,999	0	0.00
15,000-19,999	3	1.47
10,000-14,000	3	1.47
5,000-9,999	13	6.38
Less than 5,000	174	85.29
Not Stated	8	3.92
Total	**204**	**100.00**

Family Size. Table 9 shows the family size of the student-respondents.

It can be gleaned from the table that half of the family of the student-respondents, that is, 102 or 50.00 percent had 1-3 family members while 49 of them or 24.02 percent had 4-6 family members, 42 or 20.59 percent with 7-9 family members and the rest were slimly distributed to the other identified family sizes. But four or 1.96 percent did not disclose their family size. The modal family size of the student-respondents was calculated at two family members.

The data signified that the families of the student-respondents were composed of the ideal number set by the NEDA in the calculation of the per capita income which, in turn, indicated that they were manageable. This implied that the student-respondents had the ideal family structure within the context of the Filipino family.

Table 9

Family Size of Student-Respondents

Family Size	F	%
More than 10	7	3.43
7-9	42	20.59
4-6	49	24.02
1-3	102	50.00
Not Stated	4	1.96
Total	**204**	**100.00**

Mean Grade. Table 10 reveals the mean grade of the student-respondents for the first and second quarters.

The table reveals that the mean grade of the student-respondents for the first quarter was 86.05 with a SD of 54.38 while during the second quarter the mean was 83.89 with a SD of 4.93. Taken as a whole, the mean grade of the student-respondents was posted at 84.97 with a SD of 4.66.

This signified that the student-respondents fared satisfactorily in their academic endeavor with a mean grade a little lower than the mastery level set by the DepEd which was 85.00 percent.

Table 10

Mean Grade of the Student-Respondents for the First and Second Quarters

Statistic	First Quarter	Second Quarter	Mean
Mean	86.05	83.89	84.97
SD	4.38	4.93	4.66

Number of Days in Attendance in School. Table 11 provides the number of days of attendance in school during the first and second quarters.

The table provides that during the first quarter of the School Year 2019-2019, the student-respondents were able to attend school for an average of 56.76 days with a SD of 2.65 days while during the second quarter, 51.85 days with a SD of 4.39 days.

Table 11

Number of Days of Attendance of the Student-Respondents in School during the First and Second Quarters

Statistic	First Quarter	Second Quarter	Mean
Mean	56.76 days	51.85 days	54.31 days
SD	2.65 days	4.39 days	3.52 days

In the overall accounting, the student-respondents attended school for an average of 54.31 days with a SD of 3.52 days. The data denoted that the student-respondents regularly attended classes during the first and second quarters and indication that they were interested with it.

Attitude Toward Schooling. Table 12 appraises the attitude of the student-respondents toward schooling.

Table 12 shows that the student-respondents agreed to all attitude statements with weighted means ranging from 3.53 to 4.47. The attitude statements that obtained the highest and least weighted means were Numbers 2 and 9, respectively, stating: "getting a good reading level is important to me;" and "reading keeps me updated with the important events in the community." Taken as a whole, the student-respondents "agree" on their attitude toward schooling being manifested by the grand weighted mean of 3.87. This meant that the student-respondents had a highly favorable attitude toward schooling which served as their motivation despite the hardship they encountered in schooling.

Table 12

Attitude of the Student-Respondents Toward Reading

Attitude Statement	WM	I
1. For me, reading is a pleasant learning experience.	4.22	A
2. Getting a good reading level is important to me.	4.47	A
3. I exert efforts in reading than most of my classmates.	3.77	A
4. I do read to obtain good grades in all subject areas.	3.89	A
5. I am encouraged to read and get better comprehension.	3.87	A
6. I spend more time in reading.	3.88	A
7. I always volunteer to read books in class.	3.62	A
8. I enjoy reading stories in books, magazines and other printed materials.	3.87	A
8. I would consider reading than playing with my classmates during vacant periods.	3.60	A
9. Reading keeps me updated with the important events in the community.	3.53	A
10. Reading makes me confident as a student for I can discuss matters with teachers and classmates intelligently.	3.86	A
Grand Weighted Mean	**3.87**	**A**

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)
		Weighted Mean	(WM)
		Interpretation	(I)

Study Habits. Table 13 appraises the study habits of the student-respondents.

Table 13

Study Habits of the Student-Respondents

Study Habits	WM	I
1. I make a master schedule for every grading period.	3.77	F
2. I update my master schedule weekly/daily.	3.89	F
3. I stick to my master schedule.	3.87	F
4. I allow time for exercise and socializing with friends.	3.88	F
5. I get at least 6 hours of sleep each night.	3.62	F
6. I study at least 2 hours for every subject.	3.87	F
7. I get my assignments done on time.	3.60	F
8. I regularly attend my classes.	3.53	F
9. I have an area where I always go to study.	3.86	F
10. My study area is free from noise and distractions.	4.22	F
11. I have all my supplies near me when I study.	4.47	F
12. My area is comfortable.	3.77	F
13. I let my friend leave me alone when I want to study.	3.89	F
14. I prefer to study at the same time watching TV.	3.87	F
15. I prefer to study in the environment with music.	3.88	F
16. I study for each class every day.	3.62	F
17. I start reviewing for major exams at under time management.	3.87	F
18. I join a study group.	3.60	F
19. I attend extra help sessions or class hours provided by the teacher.	3.53	F
20. I engage in drill and practice particularly on the possible type of tests (essay, multiple choice, etc.).	3.86	F
21. I do read my lecture notes when I study.	3.62	F
22. I prepare my books, lecture notes, and other materials that I can use during my review/study.	3.87	F

Table 13 Cont'd.

Study Habits	WM	I
23. I take notes in class, keep up with the teacher, and understand the concepts at the same time.	3.60	F
24. I devise an efficient system of note taking.	3.53	F
25. I do library work before I study.	3.86	F
26. I can determine "important stuff" to take note and the cues to consider it as an important stuff.	4.22	F
27. In addition to highlighting, I make notes as I read class materials.	4.47	F
28. I put class notes or notes from texts into my own words.	3.75	F
Grand Weighted Mean	**3.84**	**F**

Legend:

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

Table 13 shows that the student-respondents considered one study habit as "frequently" practiced by them with weighted means ranging from 3.53 to 4.47. Habit Numbers 11 and 27 equally obtained the highest weighted mean corresponding to the statement stating: "I have all my supplies near me when I study;" and "In addition to highlighting, I make notes as I read class materials." On the other hand, Habits Numbers 8, 19 and 24 equally obtained the least weighted mean corresponding to the statements stating: "I regularly attend my classes;" "I attend extra help sessions

or class hours provided by the teacher;" and "I devise an efficient system of note taking."

Taken as a whole, the student-respondents considered their study habits as "frequently" practiced by them being shown by the grand weighted mean of 3.84. This signified that the student-respondents have regular study habits which they oftentimes practiced in order to fare well with their academic performance.

Profile of Teacher-Respondents

This part provides the profile of teacher-respondents in terms of the following personal characteristics: age and sex, civil status, highest educational attainment, teaching position, gross monthly family income, number of years in teaching, latest performance rating based on the IPCRF, number of instructional materials used for the first and second quarters, types of instructional materials prepared, number of relevant in-service trainings, and attitude toward teaching.

Age and Sex. Table 14 presents the age and sex of the teacher-respondents.

The table presents that the oldest teacher-respondents registered an age of 47 years old while the youngest was 21 years old.

Table 14

Age and Sex of Teacher-Respondents

Age Bracket	Sex		Total (f)	%
	Male	Female		
45-47	0	1	1	1.61
43-44	1	3	4	6.45
39-41	0	1	1	1.61
36-38	3	4	7	11.30
33-35	2	3	5	8.07
30-32	2	6	8	12.90
27-29	3	13	16	25.81
24-26	2	10	12	19.35
21-23	1	7	8	12.90
Total	**14**	**48**	**62**	**100.00**
%	**22.58**	**77.42**	**100.00**	
Mean	**30.05 years old**			
SD	**6.21 years**			

A number of them, that is, 16 or 25.81 percent were aged 27-29 years old while 12 or 19.35 percent were aged 24-26 years old, eight or 12.90 percent were aged 30-32 percent, another eight or 12.90 were aged 21-23 years old, seven or 11.30 percent were aged 36-38 years old and the rest were slimly distributed to the other identified age brackets.

The mean age of the teacher-respondents was posted at 30.05 years old with a SD of 6.21 years. The data signified that the teacher-respondents were relatively young at their early 30’s, at the prime of their age and at the height of their teaching career.

Moreover, majority of the teacher-respondents belonged to the female sex accounting for 48 or 77.42 percent. The male counterpart was composed of 14 or 22.58 percent.

The data signified that the teacher-respondents were dominated by the female sex, an indication that more of this sex group embraced teaching as a profession.

Civil Status. Table 15 shows the civil status of the teacher-respondents.

The table shows that more than half of the teacher-respondents, that is, 32 or 51.61 percent were married while 24 or 38.71 percent were still single and the rest were slimly distributed to the other identified civil statuses with three or 4.84 percent did not give disclosure on their civil status.

The foregoing data suggested that the teacher-respondents had entered into a marital state with a nuclear family which they sustained by the income they earned from the pursuit of their profession.

Table 15

Civil Status of Teacher-Respondents

Civil Status	f	%
Single	24	38.71
Married	32	51.61
Widowed	1	1.61
Live-In	2	3.23
Not Stated	3	4.84
Total	**62**	**100.00**

Highest Educational Attainment. Table 16 reveals the highest educational attainment of the teacher-respondents.

The table reveals that a number of the teacher-respondents, that is, 25 or 40.32 percent were baccalaureate degree holders while 24 or 38.71 percent were with master's units, 12 or 19.36 percent were master's degree holders and one or 1.61 percent pursued pot graduate education and earned doctorate units.

The data signified that the teacher respondents were qualified for the position they were appointed considering that they possessed the minimum educational requirement for the position based on the qualification standards of the DepEd. In fact, more than half of them pursued advance education for professional growth and development. This meant that the teacher-respondents were eager to sustain themselves throughout their teaching profession.

Table 16

Highest Educational Attainment of Teacher-Respondents

Educational Attainment	f	%
Doctorate Units	1	1.61
Master's Degree	12	19.36
Master's Units	24	38.71
Baccalaureate Degree	25	40.32
Total	**62**	**100.00**

Teaching Position. Table 17 contains the teaching position of the teacher-respondents.

Table 17 presents that majority of the teacher-respondents were appointed to the position of Master Teacher I accounting for 44 or 70.97 percent eight or 12.90 percent were appointed as Master Teacher III, the highest academic ranking identified for this study. The rest were slimly distributed to other identified teaching positions, with Teacher II position identified by one or 1.61 percent teacher-respondent as the lowest academic rank for this study. But there were four or 6.45 percent who did not give information regarding their current appointment.

The foregoing data denoted that most of the teacher-respondents had been promoted already to the higher teaching position in the DepEd because of the advance education they pursued.

Table 17

Teaching Position of Teacher-Respondents

Teaching Position	f	%
Master Teacher II	8	12.90
Master Teacher I	44	70.97
Teacher III	5	8.07
Teacher II	1	1.61
Not Stated	4	6.45
Total	**62**	**100.00**

Gross Monthly Family Income. Table 18 presents the gross monthly family income of the teacher-respondents.

Table 18 presents that 39 or 62.90 percent of the teacher-respondents earned a gross monthly family income of less than PhP 10,000 while 12 or 19.36 percent earned PhP10,000-PhP29,999, eight or 12.90 percent earned PhP30,000-PhP49,999, two or 3.23 percent earned PhP50,000-PhP69,999 and one or 1.61 percent did not disclose his monthly earnings.

The data yielded on this aspect indicated that majority of the teacher-respondents received a gross monthly family income below the monthly basic salary of teachers in public schools in the Philippines with academic ranks of Master Teachers which ranged from Php 40,637.00 to Php 51,155.00 in 2019. Also, they could hardly meet the food and non-food requirements of a family of five members based on the 2018 estimates.

Table 18

Gross Monthly Family Income of Teacher-Respondents

Income Bracket	F	%
50,000-69,999	2	3.23
30,000-49,999	8	12.90
10,000-29,999	12	19.36
Less than 10,000	39	62.90
Not Stated	1	1.61
Total	**62**	**100.00**

Number of Years in Teaching. Table 19 shows the number of years in teaching of the teacher-respondents.

The table shows that majority of the teacher-respondents had been in the service for two years accounting for 52 or 83.87 percent while the rest were distributed to the other identified years in teaching.

The mean number of years in teaching was posted at 2.16 years with a SD of 0.66 year which indicated that the teacher-respondents were still relatively new in the teaching profession. This further implied the need to develop further their teaching skills and pedagogy. They still had a long way to learn these skills and pedagogies. However, despite the fact that they were just new in the service, they exerted efforts to learn all the facets of their job.

Table 19

Number of Years in Teaching of Teacher-Respondents

Years in Teaching	F	%
6	1	1.61
4	1	1.61
3	6	9.68
2	52	83.87
1	2	3.23
Total	**62**	**100.00**
Mean	**2.16 years**	
SD	**0.66 year**	

Performance Rating. Table 19 contains the performance rating of the teacher-respondents based on the latest IPCRF.

From the table, it can be gleaned that the teacher-respondents obtained a mean performance rating of 3.84 with an adjectival interpretation of "very satisfactory" based on the latest IPCRF.

The foregoing information denoted that the teacher-respondents manifested exemplary performance in teaching as reflected by their very satisfactory rating in the IPCRF. The findings further reflected their strong commitment to the profession. Hence, it was apparent that despite being new in the teaching profession, they nonetheless were doing their best to do what they are mandated to do.

Table 20

Performance Rating of Teacher-Respondents Based on the Latest IPCRF

Statistic			Value
Mean			3.84
Interpretation			Very Satisfactory
Legend:	4.21-5.00	Outstanding	(O)
	3.41-4.20	Very Satisfactory	(VS)
	2.61-3.40	Satisfactory	(S)
	1.51-2.60	Unsatisfactory	(US)
	1.00-1.50	Poor	(P)

Number of Instructional Materials Used. Table 21 presents the number of instructional materials used by teacher-respondents during the first and second quarters.

Table 21

Number of Instructional Materials Used by the Teacher-Respondents for the First and Second Quarters

Statistic	First Quarter	Second Quarter	Mean
Mean	4 IMs	10 IMs	7 IMs
SD	0.29 IM	9.96 IMs	5.12 IMs

The table shows that the teacher-respondents used the following mean number of instructional materials: first quarter, four IMs and SD of 0.29 IM and second quarter, 10 IMs and SD of 9.96 IMs.

The foregoing data suggested that not all teacher-respondents used the same number of IMs during the first and second quarters. This further implied the importance of using instructional materials to transfer content of the lessons in each of the subject areas.

Type of Instructional Materials Prepared. Table 21 shows the types of instructional materials prepared by the teacher-respondents during the first and second quarters.

The table shows that majority of the teacher-respondents prepared multimedia presentations accounting for 90 or 87.38 percent which was seconded by framed pictures with 73 or 70.87 percent and the rest slimly prepared the other identified types of IMs. But one thing for sure, they used IMs to be effective in transferring the technology to the students.

Table 22

Types of Instructional Materials Prepared By Teacher-Respondents

IMs	Yes		No		Not Stated		Total	
	f	%	f	%	F	%	f	%
Multi-Media	90	87.38	5	4.85	8	7.77	103	100.00
Video Clips	15	14.56	37	35.92	51	49.52	103	100.00
Real Objects	31	30.10	29	28.16	43	41.74	103	100.00
Charts	7	6.80	43	41.75	53	51.45	103	100.00
Pictures	15	14.56	35	33.99	53	51.45	103	100.00
Framed Pictures	73	70.87	8	7.77	22	21.36	103	100.00

The data signified that the teacher-respondents prepared IMs using available resources, which were a combination of ICT and available resources within the work environment. The most common were multi-media presentations and framed pictures which could effectively facilitate the teaching-learning process by appealing to the senses of the students.

Number of Relevant In-Service Trainings. Table 22 reveals the number of relevant in-service trainings of the teacher-respondents in the different levels.

Table 22 reveals that during the School Year 2016-2017, only teacher-respondent had attended relevant in-service training in the division level and two attended in the district level.

Table 23

Number of Relevant In-Service Trainings of Teacher-Respondents

Training Level	SY 2017-2018		SY 2016-2017	
	Mean	SD	Mean	SD
International	0	0	0	0
National	0	0	0	0
Regional	0	0	0	0
Division	1	1.26	1	1.12
District	2	1.67	2	1.50

During the School Year 2017-2018, the same group of respondents attended only one relevant in-service training in the division level while two attended in the district level.

The data suggested that the teacher-respondents had attended fewer relevant in-service trainings in the different level which, in turn, reflected the need for more learning opportunities for these teachers. This also implied the need to develop an intervention program in lieu of the in-service trainings offered by the DepEd.

Attitude Toward Teaching. Table 24 appraises the attitude of the teacher-respondents toward schooling.

Table 23 presents that, the teacher-respondents "strongly agree" three attitude statements with weighted means of 4.85, 4.76 and 4.55 with statements stating: "For me, teaching has been a pleasant experience;" "I work harder in school than most of my co-teachers;" and "Most of my students seem to care about me as a person," respectively.

Table 24

Attitude of the Teacher-Respondents Toward Teaching

Attitude Statement	WM	I
1. For me, teaching has been a pleasant experience.	4.85	SA
2. Most of my students seem to care about me as a person	4.55	SA
3. The main purpose of education is to help my students find a good future.	3.92	A
4. I work harder in school than most of my co-teachers.	4.76	SA
5. I do only enough work in school to get by.	3.94	A
6. I should spend more time teaching.	3.82	A
7. I seem to enjoy teaching.	4.14	A
8. Teaching encourages me to be creative.	4.16	A
9. I would consider teaching as my best chosen career.	4.35	A
10. I try to please my students.	4.06	A
Grand Weighted Mean	**4.26**	**A**

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)
	Weighted Mean	(WM)
	Interpretation	(I)

In the remaining attitude statements, this same group of respondents "agree" each attitude statement with weighted means ranging from 3.82 to 4.35. In these attitude statements, Numbers 9 and 6 obtained the highest and the least weighted means, respectively, with statements stating: "I would consider teaching as my best-chosen career;" and "I should spend more time teaching."

Taken as a whole, the teacher-respondents "agree" their attitude toward teaching being supported by the grand weighted mean of 4.26. This meant that the teacher-respondents manifested highly favorable attitude toward teaching which served as their motivation to excel in their performance.

Reading Level of Student-Respondents

Table 25 presents the reading level of the student-respondents based on the result of the reading test. In the analysis of the reading level, the mean and the standard deviation were used whereby mean plus the SD was considered high while mean minus the SD was denoted as low. The two values, therefore served as the upper and lower limits for the average.

Table 25

Reading Level of the Student-Respondents

Reading Level	F	%
High	25	12.25
Above Average	89	43.63
Below Average	58	28.43
Low	32	15.69
Total	**204**	**100.00**
Mean Score	**10.53**	
SD	**3.69**	

From the table, it can be noted that based on the foregoing consideration, a number of the student-respondents, that is, 89 or 43.63 percent fall under above average reading level while 58 or 28.43 percent fall under the below average level, 32 or 15.69 percent were evaluated with low reading level and 25 or 12.25 percent only fall under the high reading level

The mean score of the student-respondents based on the reading test was calculated at 10.53 with a SD of 3.69. This indicated that the student-respondents had an average reading level. This signified that the student-reading level was not yet in the proficient or mastery level thus, they need enhancement scheme to raise it to an acceptable level of 85.00 percent.

Comparison of the Reading Level of the Student-Respondents When Grouped According to Their Profile Variates

Table 26 shows the comparison of the reading level of the student-respondents when grouped according to their profile variates in terms of the following personal variates, namely: age, sex, favorite subject, parents' highest educational attainment, parents' occupation, gross monthly family income, family size, mean grade for the first and second quarters, days in attendance in school, attitude toward reading and study habits.

Table 26

Comparison of the Reading Level of the Student-Respondents When Grouped According to Their Profile Variates

Profile Variates	F-value			p-value @ α=.05	Evaluation/ Decision
	Computed	Critical	df		
Age	1.569	±2.600	3 200	0.198	NS / Accept Ho
Sex	2.143	±2.600	3 200	0.096	NS / Accept Ho
Favorite Subject	0.371	±2.600	3 200	0.774	NS / Accept Ho
Parents' Highest Educational Attainment	1.936	±2.600	3 200	0.125	NS / Accept Ho
Parents' Occupation	2.457	±2.600	3 200	0.064	NS / Accept Ho
Gross Monthly Family Income	1.327	±2.600	3 193	0.267	NS / Accept Ho
Family Size	-3.594	±2.600	3 196	0.015	S / Reject Ho
Mean Grade	1.008	±2.600	3 200	0.390	NS / Accept Ho
Days in Attendance in School	0.748	±2.600	3 200	0.525	NS / Accept Ho
Attitude Toward Reading	4.975	±2.600	3 196	0.002	S / Reject Ho
Study Habits	4.450	±2.600	3 200	0.009	S / Reject Ho

Age. In the comparison of the reading level of the student-respondents when grouped according to their age, the one-way analysis of variance (ANOVA) was employed whereby the computed value was calculated at 1.569 with a p-value of

0.198. The critical value at α = .05 was set at ±2.600 with df = 3 and 200.

To ascertain whether the disparities of the reading level of the student-respondents when grouped according to their age, the computed value was compared with the critical value and the p-value with the α and the following decision rule served as guide, to wit: if and when the computed value turned lesser than the critical value and the p-value turned higher than the α, the disparity was not significant hence accept the corresponding null hypothesis; on the other hand, if and when the computed value turned equal or higher than the critical value and the p-value turned equal of lesser than the α, the disparity was significant hence reject the corresponding null hypothesis.

In the comparison between the computed value and the critical value and the p-value with the α, it was obvious that the computed value turned lesser than the critical value while the p-value turned higher than the α. This signified that the differences on the reading level of the student-respondents when grouped according to their age was not significant which led to the acceptance of the null hypothesis stating, "There are no significant differences in the reading levels of the student-respondents when grouped according to their age." This signified that the reading level of the

student-respondents was essentially similar despite their age differences.

Sex. In the comparison of the reading level of the student-respondents when grouped according to their sex, the one-way ANOVA was employed whereby the computed value was calculated at 2.143 with a p-value of 0.096. The critical value at $\alpha = .05$ was set at ± 2.600 with df = 3 and 200.

To ascertain whether the disparities of the reading level of the student-respondents when grouped according to their sex, the computed value was compared with the critical value and the p-value with the α and the following decision rule served as guide, to wit: if and when the computed value turned lesser than the critical value and the p-value turned higher than the α, the disparity was not significant hence accept the corresponding null hypothesis; on the other hand, if and when the computed value turned equal or higher than the critical value and the p-value turned equal of lesser than the α, the disparity was significant hence reject the corresponding null hypothesis.

In the comparison between the computed value and the critical value and the p-value with the α, it was obvious that the computed value turned lesser than the critical value while the p-value turned higher than the α. This signified that the differences on the reading level of the student-

respondents when grouped according to their sex was not significant which led to the acceptance of the null hypothesis stating, "There are no significant differences in the reading levels of the student-respondents when grouped according to their sex." This signified that the reading level of the student-respondents was essentially similar despite their sex difference.

Favorite Subject. In the comparison of the reading level of the student-respondents when grouped according to their favorite subject, the one-way ANOVA was employed whereby the computed value was calculated at 0.371 with a p-value of 0.774. The critical value at $\alpha = .05$ was set at ± 2.600 with df = 3 and 200.

To ascertain whether the disparities of the reading level of the student-respondents when grouped according to their favorite subject, the computed value was compared with the critical value and the p-value with the α.

In the comparison between the computed value and the critical value and the p-value with the α, it was obvious that the computed value turned lesser than the critical value while the p-value turned higher than the α. This signified that the differences on the reading level of the student-respondents when grouped according to their favorite subject was not significant which led to the acceptance of the null

hypothesis stating, "There are no significant differences in the reading levels of the student-respondents when grouped according to their favorite subject." This signified that the reading level of the student-respondents was essentially similar despite their differences in favorite subject.

Parents' Highest Educational Attainment. In the comparison of the reading level of the student-respondents when grouped according to their parents' highest educational attainment, the one-way ANOVA was employed whereby the computed value was calculated at 1.936 with a p-value of 0.125. The critical value at $\alpha = .05$ was set at ± 2.600 with df = 3 and 200.

To ascertain whether the disparities of the reading level of the student-respondents when grouped according to their parents' highest educational attainment, the computed value was compared with the critical value and the p-value with the α and the following decision rule served as guide, to wit: if and when the computed value turned lesser than the critical value and the p-value turned higher than the α, the disparity was not significant hence accept the corresponding null hypothesis; on the other hand, if and when the computed value turned equal or higher than the critical value and the p-value turned equal of lesser than the α, the disparity was significant hence reject the corresponding null hypothesis.

In the comparison between the computed value and the critical value and the p-value with the α, it was obvious that the computed value turned lesser than the critical value while the p-value turned higher than the α. This signified that the differences on the reading level of the student-respondents when grouped according to their parents' highest educational attainment was not significant which led to the acceptance of the null hypothesis stating, "There are no significant differences in the reading levels of the student-respondents when grouped according to their parents' highest educational attainment." This signified that the reading level of the student-respondents was essentially similar despite the differences of their parents' highest educational attainment.

Parents' Occupation. In the comparison of the reading level of the student-respondents when grouped according to their parents' occupation, the one-way ANOVA was employed whereby the computed value was calculated at 2.457 with a p-value of 0.064. The critical value at α = .05 was set at ±2.600 with df = 3 and 200.

To ascertain whether the disparities of the reading level of the student-respondents when grouped according to their parents' occupation, the computed value was compared with the critical value and the p-value with the α and the

following decision rule served as guide, to wit: if and when the computed value turned lesser than the critical value and the p-value turned higher than the α, the disparity was not significant hence accept the corresponding null hypothesis; on the other hand, if and when the computed value turned equal or higher than the critical value and the p-value turned equal of lesser than the α, the disparity was significant hence reject the corresponding null hypothesis.

In the comparison between the computed value and the critical value and the p-value with the α, it was obvious that the computed value turned lesser than the critical value while the p-value turned higher than the α. This signified that the differences on the reading level of the student-respondents when grouped according to their parents' occupation was not significant which led to the acceptance of the null hypothesis stating, "There are no significant differences in the reading levels of the student-respondents when grouped according to their parents' occupation." This signified that the reading level of the student-respondents was essentially similar despite the differences of their parents' occupation.

Gross Monthly Family Income. In the comparison of the reading level of the student-respondents when grouped according to their gross monthly family income, the one-way

ANOVA was employed whereby the computed value was calculated at 1.327 with a p-value of 0.267. The critical value at α = .05 was set at ±2.600 with df = 3 and 193.

To ascertain whether the disparities of the reading level of the student-respondents when grouped according to their gross monthly family income, the computed value was compared with the critical value and the p-value with the α and the following decision rule served as guide, to wit: if and when the computed value turned lesser than the critical value and the p-value turned higher than the α, the disparity was not significant hence accept the corresponding null hypothesis; on the other hand, if and when the computed value turned equal or higher than the critical value and the p-value turned equal of lesser than the α, the disparity was significant hence reject the corresponding null hypothesis.

In the comparison between the computed value and the critical value and the p-value with the α, it was obvious that the computed value turned lesser than the critical value while the p-value turned higher than the α. This signified that the differences on the reading level of the student-respondents when grouped according to their gross monthly family income were not significant which led to the acceptance of the null hypothesis stating, "There are no significant differences in the reading levels of the student-respondents

when grouped according to their gross monthly family income." This signified that the reading level of the student-respondents was essentially similar despite the differences of their gross monthly family income.

Family Size. In the comparison of the reading level of the student-respondents when grouped according to their family size, the one-way ANOVA was employed whereby the computed value was calculated at -3.594 with a p-value of 0.015. The critical value at $\alpha = .05$ was set at ± 2.600 with df = 3 and 196.

To ascertain whether the disparities of the reading level of the student-respondents when grouped according to their family size, the computed value was compared with the critical value and the p-value with the α and the following decision rule served as guide, to wit: if and when the computed value turned lesser than the critical value and the p-value turned higher than the α, the disparity was not significant hence accept the corresponding null hypothesis; on the other hand, if and when the computed value turned equal or higher than the critical value and the p-value turned equal of lesser than the α, the disparity was significant hence reject the corresponding null hypothesis.

In the comparison between the computed value and the critical value and the p-value with the α, it was obvious

that the computed value turned higher than the critical value while the p-value turned lesser than the α. This signified that the differences on the reading level of the student-respondents when grouped according to their family size were significant which led to the rejection of the null hypothesis stating, "There are no significant differences in the reading levels of the student-respondents when grouped according to their family size." This signified that the reading level of the student-respondents was essentially dissimilar in accordance with their differences in family size.

From negative value, it can be deduced that student-respondents with lesser family size manifested higher reading level than the students with bigger family size for obvious reason.

Mean Grade. In the comparison of the reading level of the student-respondents when grouped according to their mean grade, the one-way ANOVA was employed whereby the computed value was calculated at 1.008 with a p-value of 0.390. The critical value at α = .05 was set at ±2.600 with df = 3 and 200.

To ascertain whether the disparities of the reading level of the student-respondents when grouped according to their mean grade, the computed value was compared with the critical value and the p-value with the α and the following

decision rule served as guide, to wit: if and when the computed value turned lesser than the critical value and the p-value turned higher than the α, the disparity was not significant hence accept the corresponding null hypothesis; on the other hand, if and when the computed value turned equal or higher than the critical value and the p-value turned equal of lesser than the α, the disparity was significant hence reject the corresponding null hypothesis.

In the comparison between the computed value and the critical value and the p-value with the α, it was obvious that the computed value turned lesser than the critical value while the p-value turned higher than the α. This signified that the differences on the reading level of the student-respondents when grouped according to their mean grade were not significant which led to the acceptance of the null hypothesis stating, "There are no significant differences in the reading levels of the student-respondents when grouped according to their mean grade." This signified that the reading level of the student-respondents was essentially similar despite the differences of their mean grade.

Number of Days in Attendance in School. In the comparison of the reading level of the student-respondents when grouped according to their number of days of attendance in school, the one-way ANOVA was employed whereby the computed value was

calculated at 0.748 with a p-value of 0.525. The critical value at $\alpha = .05$ was set at ± 2.600 with df = 3 and 200.

To ascertain whether the disparities of the reading level of the student-respondents when grouped according to their number of days of attendance in school, the computed value was compared with the critical value and the p-value with the α and the following decision rule served as guide, to wit: if and when the computed value turned lesser than the critical value and the p-value turned higher than the α, the disparity was not significant hence accept the corresponding null hypothesis; on the other hand, if and when the computed value turned equal or higher than the critical value and the p-value turned equal of lesser than the α, the disparity was significant hence reject the corresponding null hypothesis.

In the comparison between the computed value and the critical value and the p-value with the α, it was obvious that the computed value turned lesser than the critical value while the p-value turned higher than the α. This signified that the differences on the reading level of the student-respondents when grouped according to their number of days of attendance in school were not significant which led to the acceptance of the null hypothesis stating, "There are no significant differences in the reading levels of the student-respondents when grouped according to their number of days of

attendance in school." This signified that the reading level of the student-respondents was essentially similar despite the differences in their days of attendance in school.

Attitude Toward Schooling. In the comparison of the reading level of the student-respondents when grouped according to their attitude toward schooling, the one-way ANOVA was employed whereby the computed value was calculated at 4.975 with a p-value of 0.002. The critical value at α = .05 was set at $\pm$2.600 with df = 3 and 193.

To ascertain whether the disparities of the reading level of the student-respondents when grouped according to their attitude toward schooling, the computed value was compared with the critical value and the p-value with the α and the following decision rule served as guide, to wit: if and when the computed value turned lesser than the critical value and the p-value turned higher than the α, the disparity was not significant ,hence ,accept the corresponding null hypothesis; on the other hand, if and when the computed value turned equal or higher than the critical value and the p-value turned equal of lesser than the α, the disparity was significant hence reject the corresponding null hypothesis.

In the comparison between the computed value and the critical value and the p-value with the α, it was obvious that the computed value turned higher than the critical value

while the p-value turned lesser than the α. This signified that the differences on the reading level of the student-respondents when grouped according to their attitude toward schooling were significant which led to the rejection of the null hypothesis stating, "There are no significant differences in the reading levels of the student-respondents when grouped according to their attitude toward schooling." This signified that the reading level of the student-respondents was essentially dissimilar in accordance with the differences in their attitude toward schooling.

From value, it can be deduced that student-respondents with very favorable attitude toward schooling manifested higher reading level than the students with apathetic to it.

Study Habits. In the comparison of the reading level of the student-respondents when grouped according to their study habits, the one-way ANOVA was employed whereby the computed value was calculated at 4.450 with a p-value of 0.009. The critical value at α = .05 was set at ±2.600 with df = 3 and 200.

To ascertain whether the disparities of the reading level of the student-respondents when grouped according to their study habits, the computed value was compared with the critical value and the p-value with the α. In the comparison between the computed value and the critical value and the p-

value with the α, it was obvious that the computed value turned higher than the critical value while the p-value turned lesser than the α. This signified that the differences on the reading level of the student-respondents when grouped according to their study habits were significant which led to the rejection of the null hypothesis stating, "There are no significant differences in the reading levels of the student-respondents when grouped according to their study habits." This signified that the reading level of the student-respondents was essentially dissimilar in accordance with the differences in their study habits.

In summary, the reading level of the student-respondents essentially differed when grouped according to their family size, attitude toward schooling and study habits and they were essentially similar when grouped according to age, sex, favorite subject, parents' highest educational attainment, parents' occupation, gross monthly family income, mean grade for the first and second quarters and days in attendance in school.

Learning Styles of the Student-Respondents as Perceived by the Two Groups of Respondents

This part appraises the learning styles of the student-respondents as perceived by the two group of respondents in terms of auditory styles, visual styles and tactile styles.

Table 27

Learning Styles of the Student-Respondents as Perceived by the Two Groups of Respondents in terms of Auditory Style

Indicators	Students		Teachers	
	WM	I	WM	I
1. Can remember more about a subject through the lecture method with information, explanation and discussion.	3.79	VS	4.19	VS
2. Requires explanations of diagram, graphs or visual directions.	3.66	VS	3.74	VS
3. Can tell if sounds match when presented with pairs of sounds.	3.23	S	3.90	VS
4. Do better at academic subject by listening to lectures and tapes as opposed to reading a textbook.	3.86	VS	3.76	VS
5. Learn to spell better by repeating the words out loud than by writing the word on papers.	3.71	VS	3.63	VS
6. Would rather listen to a good lecture or speech than read about the same material in a text.	3.88	VS	3.53	VS
7. Remember more by listening to the news on the radio rather than reading about it in the newspaper.	3.38	S	3.82	VS
8. Follow oral directions better than written ones	3.65	VS	3.77	VS
Grand Weighted Mean	**3.65**	**VS**	**3.79**	**VS**

Legend:

4.51-5.00	Outstanding	(O)
3.51-4.50	Very Satisfactory	(VS)
2.51-3.50	Satisfactory	(S)
1.51-2.50	Unsatisfactory	(US)
1.00-1.50	Poor	(P)
	Weighted Mean	(WM)
	Interpretation	(I)

Auditory Style. Table 27 appraises the learning style of the student-respondents as perceived by the two groups of respondents in terms of auditory styles. There were eight indicators considered in this area whereby the respondents assessed each indicator.

Table 27 shows that the teacher-respondents evaluated the learning style of the student-respondents in terms of auditory style as "very satisfactory" along six indicators with weighted means ranging from 3.65 to 3.88. Indicators Numbers 6 and 8 obtained the highest and the least weighted means, respectively, stating: "would rather listen to a good lecture or speech than read about the same material in a text;" and "follow oral directions better than written ones." They considered, on the other hand, the remaining two indicators as "satisfactory" corresponding to Numbers 7 and 3 stating: "remember more by listening to the news on the radio rather than reading about it in the newspaper;" and "can tell if sounds match when presented with pairs of sounds," with weighted means of 3.38 and 3.23.

Taken as a whole, the teacher-respondents viewed the learning style of the student-respondents in terms of auditory style as "very satisfactory" being supported by the grand weighted mean of 3.65. This signified that from the viewpoint of the teachers, they considered their students as

having a highly favorable learning style in terms of auditory style.

Likewise, Table 27 shows that the school administrator-respondents considered the learning style of the student-respondents along auditory style as "very satisfactory" in all the indicators along this area with weighted means ranging from 3.53 to 4.19. Correspondingly, Indicators Numbers 1 and 6 were rated with the highest and least weighted means, respectively, stating: "can remember more about a subject through the lecture method with information, explanation and discussion;" and "would rather listen to a good lecture or speech than read about the same material in a text."

Taken as a whole, the school administrator-respondents viewed the learning style of the student-respondents in terms of auditory style as "very satisfactory" being supported by the grand weighted mean of 3.79. This signified that from the viewpoint of the school administrators, they considered their students as having a highly favorable learning style in terms of auditory style.

In summary, the two groups of respondents arrived at the same adjectival assessment on the learning styles of the student-respondents. Both of them considered the students' learning style in terms of auditory style as "very satisfactory." But they slightly differed in their numerical

assessment. While the teacher-respondents gave 3.65, the school administrator-respondents gave 3.79.

Visual Style. Table 28 evaluates the learning style of the student-respondents as perceived by the two groups of respondents in terms of visual styles. There were five indicators considered in this area whereby the respondents assessed each indicator.

Table 28 shows that the teacher-respondents evaluated the learning style of the student-respondents in terms of visual style as "very satisfactory" along three indicators with weighted means ranging from 3.51 to 3.72. Indicator Number 13 obtained the highest weighted mean stating, "obtain information on an interesting subject by reading relevant materials." The remaining two indicators were evaluated by the same group of respondents as "satisfactory" with a weighted means of 3.40 and 3.27. Indicator Number 9 was rated with the least weighted mean stating, "prefer information to be presented with the use of visual aids."

Taken as a whole, the teacher-respondents viewed the learning style of the student-respondents in terms of visual style as "satisfactory" being supported by the grand weighted mean of 3.48. This signified that from the viewpoint of the teachers, they considered their students as having a favorable learning style in terms of visual style.

Table 28

Learning Styles of the Student-Respondents as Perceived by the Two Groups of Respondents in terms of Visual Style

Indicators	Students		Teachers	
	WM	I	WM	I
9. Prefer information to be presented with the use of visual aids.	3.27	S	3.85	VS
10. Can understand and follow direction on maps.	3.51	VS	4.26	VS
11. Can better understand a news article by reading about it in the paper than by listening to the radio.	3.51	VS	3.76	VS
12. Feel the best way to remember is to picture it in your head.	3.40	S	3.55	VS
13. Obtain information on an interesting subject by reading relevant materials.	3.72	VS	3.98	VS
Grand Weighted Mean	**3.48**	**S**	**3.88**	**VS**

Legend:		
4.51-5.00	Outstanding	(O)
3.51-4.50	Very Satisfactory	(VS)
2.51-3.50	Satisfactory	(S)
1.51-2.50	Unsatisfactory	(US)
1.00-1.50	Poor	(P)
	Weighted Mean	(WM)
	Interpretation	(I)

In the same manner, Table 28 shows that the school administrator-respondents considered the learning style of the student-respondents along visual style as "very satisfactory" in all the indicators along this area with weighted means ranging from 3.55 to 4.26. Corollarily, Indicators Numbers 10 and 12 were rated with the highest and

least weighted means, respectively, stating: “can understand and follow direction on maps;” and “feel the best way to remember is to picture it in your head.”

Taken as a whole, the school administrator-respondents still viewed the learning style of the student-respondents in terms of auditory style as “very satisfactory” being supported by the grand weighted mean of 3.88. This signified that from the viewpoint of the school administrators, they considered their students as having a highly favorable learning style in terms of auditory style.

In summary, the two groups of respondents arrived at a despaired numerical and adjectival assessment on the learning styles of the student-respondents in terms of visual style. The teacher-respondents gave a grand weighted mean of 3.48 with an adjectival interpretation of “satisfactory,” the school administrator-respondents gave 3.88 with an adjectival interpretation of “very satisfactory.”

Tactile Style. Table 29 evaluates the learning style of the student-respondents as perceived by the two groups of respondents in terms of tactile styles.

Table 29 shows that the teacher-respondents evaluated the learning style of the student-respondents in terms of tactile style as “very satisfactory” along three indicators with weighted means ranging of 3.74, 3.62 and 3.61

corresponding to Indicators Numbers 17, 16 and 15 stating: “Skillful with and enjoy developing and making graphs and charts;” “Enjoy working with my hands or making things;” and “Prefer to make posters, physical models, or actual practice and some activities in class,” respectively.

They also assessed the student-respondents as “satisfactory” along seven indicators with weighted means ranging from 2.55 to 3.50. In these indicators, Numbers 14 and 24 obtained the highest and the least weighted means, respectively, stating: “like to write things down or to take notes for visual review;” and “feel very comfortable touching others, hugging handshaking, etc.”

In the remaining indicator, this group of respondents considered the learning style of the student-respondents along tactile style as “unsatisfactory” corresponding to the statement stating, “chew gum, smoke or snack during studies,” with weighted mean of 1.97.

Taken as a whole, the teacher-respondents viewed the learning style of the student-respondents in terms of tactile style as “satisfactory” being supported by the grand weighted mean of 3.16. This signified that the teachers considered their students as having a favorable learning style in terms of tactile style. This meant that the student-respondents were basically inclined toward this style.

Table 29

Learning Styles of the Student-Respondents as Perceived by the Two Groups of Respondents in terms of Tactile Style

Indicators	Students		Teachers	
	WM	**I**	**WM**	**I**
14. Like to write things down or to take notes for visual review.	3.50	S	3.87	VS
15. Prefer to make posters, physical models, or actual practice and some activities in class.	3.61	VS	3.76	VS
16. Enjoy working with my hands or making things	3.62	VS	3.79	VS
17. Skillful with and enjoy developing and making graphs and charts.	3.74	VS	3.73	VS
18. Remember best by writing things down several times.	3.37	S	3.32	S
19. Play with coins or key in pockets.	2.97	S	3.70	VS
20. Chew gum, smoke or snack during studies.	1.94	US	2.89	S
21. Learn spelling by tracing the letters with fingers.	3.15	S	1.97	US
22. Good at working and solving jigsaw puzzle and mazes.	3.16	S	2.73	S
23. Play with objects in hands during learning period.	3.16	S	2.63	S
24. Feel very comfortable touching others, hugging handshaking, etc.	2.55	S	2.63	S
Grand Weighted Mean	**3.16**	**S**	**3.18**	**S**

Legend:

4.51-5.00	Outstanding	(O)
3.51-4.50	Very Satisfactory	(VS)
2.51-3.50	Satisfactory	(S)
1.51-2.50	Unsatisfactory	(US)
1.00-1.50	Poor	(P)
	Weighted Mean	(WM)
	Interpretation	(I)

Likewise, Table 29 shows that, the school administrator-respondents considered the learning style of the student-respondents along tactile style as "very satisfactory" in five indicators along this area with weighted means ranging from 3.70 to 3.87. Consequently, Indicators Numbers 14 and 19 were rated with the highest and least weighted means, respectively, stating: "like to write things down or to take notes for visual review;" and "play with coins or key in pockets."

They also considered the learning style of the student-respondents in terms of tactile style as "satisfactory" along five indicators with weighted means ranging from 2.63 to 3.32. Indicator Number 18, in these indicators, obtained the highest weighted mean stating, "remember best by writing things down several times." In the remaining indicator, this group of respondents considered their learning style in terms of tactile style as "unsatisfactory" corresponding to the statement stating, "learn spelling by tracing the letters with fingers," with a weighted mean of 1.97.

Taken as a whole, the school administrator-respondents viewed the learning style of the student-respondents in terms of tactile style as "satisfactory" being supported by the grand weighted mean of 3.18. This signified that from the viewpoint of the school administrators, they considered their

students as having a favorable learning style in terms of tactile style.

In summary, the two groups of respondents arrived at the same adjectival assessment on the learning styles of the student-respondents. Both of them considered the students' learning style in terms of tactile style as "satisfactory." But they slightly differed in their numerical assessment. While the teacher-respondents gave a grand mean of 3.16, the school administrator-respondents gave 3.18.

Comparison of the Perception of the Two Groups of Respondents Relative to the Learning Styles of the Student-Respondents

Table 30 presents the comparison of the learning style of the student-respondents as perceived by the two groups of respondents in terms of auditory, visual and tactile styles.

Table 30

Comparison of the Perception of the Two Groups of Respondents Relative to the Learning Styles of the Student-Respondents

Areas	F-value			p-value @ α=.05	Evaluation/ Decision
	Computed	Critical	df		
Auditory	-1.380	±2.145	14	0.189	NS / Accept Ho
Visual	-2.856	±2.306	8	0.021	S / Reject Ho
Tactile	-0.090	±2.086	20	0.929	NS / Accept Ho

Auditory Style. It was noted that the two groups of respondents arrived at the same adjectival assessment on the learning styles of the student-respondents. Both of them considered the students' learning style in terms of auditory style as "very satisfactory."

But they slightly differed in their numerical assessment. While the teacher-respondents gave 3.65, the school administrator-respondents gave 3.79 resulting to a mean difference of -0.14. To ascertain whether the noted disparity between the means of the two groups was significant, the t-test for independent sample means was employed whereby the computed value was -1.380 with a p-value of 0.189. The critical value at $\alpha = .05$ was set at ± 2.145 with df = 14.

Furthermore, the computed value was compared with the critical value and the p-value with the α. Consequently, the computed value turned lesser than the critical value while the p-value turned higher than the α. This signified that the noted difference in the perception of the two groups of respondents on the learning style of the student-respondents in terms of auditory style was not significant which led to the acceptance of the null hypothesis stating, "There is no significant difference in the perception of the two groups of respondents relative to the learning styles of the student-respondents in terms of auditory style." This signified that

the views of the teachers and school administrators on the learning style of the student-respondents in terms of auditory style was essentially similar thereby each group confirmed the perception of the other group.

Visual Style. It was noted that the two groups of respondents arrived at a despaired numerical and adjectival assessment on the learning styles of the student-respondents in terms of visual style. The teacher-respondents gave a grand weighted mean of 3.48 with an adjectival interpretation of "satisfactory," the school administrator-respondents gave 3.88 with an adjectival interpretation of "very satisfactory" resulting to a mean difference of -0.40. To ascertain whether the noted disparity between the means of the two groups was significant, the t-test for independent sample means was employed whereby the computed value was -2.856 with a p-value of 0.021. The critical value at $\alpha = .05$ was set at ± 2.306 with df = 8.

Furthermore, the computed value was compared with the critical value and the p-value with the α and the following decision rule served as guide, to wit: if and when the computed value turned lesser than the critical value and the p-value turned higher than the α, the disparity was not significant, hence, accept the corresponding null hypothesis; on the other hand, if and when the computed value turned equal

or higher than the critical value and the p-value turned equal of lesser than the α, the disparity was significant, hence, reject the corresponding null hypothesis.

Consequently, the computed value turned higher than the critical value while the p-value turned lesser than the α. This signified that the noted difference in the perception of the two groups of respondents on the learning style of the student-respondents in terms of visual style was essentially significant which led to the rejection of the null hypothesis stating, "There is no significant difference in the perception of the two groups of respondents relative to the learning styles of the student-respondents in terms of visual style." This signified that the views of the teachers and school administrators on the learning style of the student-respondents in terms of visual style essentially differed.

From the means, it can be construed that the school administrator-respondents perceived the learning style of the student-respondents in terms of visual style higher than the teachers which could be attributed to the difference in gauge used in the evaluation. The teachers assessed the learning style of the students in terms of visual style based on what they observed in the classroom while the school administrators based it from the scholastic performance of the students.

Tactile Style. It may be recalled that the two groups of respondents arrived at the same adjectival assessment on the learning styles of the student-respondents. Both of them considered the students' learning style in terms of tactile style as "satisfactory." But they slightly differed in their numerical assessment. While the teacher-respondents gave a grand mean of 3.16, the school administrator-respondents gave 3.18 resulting to a mean difference of -0.02. To ascertain whether the noted disparity between the means of the two groups was significant, the t-test for independent sample means was employed whereby the computed value was -0.090 with a p-value of 0.929. The critical value at $\alpha = .05$ was set at ± 2.086 with df = 20.

Furthermore, the computed value was compared with the critical value and the p-value with the α. Consequently, the computed value turned lesser than the critical value while the p-value turned higher than the α. This signified that the noted difference in the perception of the two groups of respondents on the learning style of the student-respondents in terms of tactile style was not significant which led to the acceptance of the null hypothesis stating, "There is no significant difference in the perception of the two groups of respondents relative to the learning styles of the student-respondents in terms of tactile style." This signified that

the views of the teachers and school administrators on the learning style of the student-respondents in terms of tactile style was essentially similar thereby each group confirmed the perception of the other group.

In summary, the perception of the two groups of respondents on the learning style of the student-respondents essentially differed in terms of visual style due to disparity in the gauge used by the two groups in their assessment and they agreed in their assessment in terms of auditory and tactile styles.

Relationship Between the Learning Style of the Student-Respondents and the Identified Factors

This part provides the relationship between the learning style of the student-respondents and the identified factors, namely: student-related variates, teacher-related variates and reading levels of the student-respondents.

Student-Related Variates. Table 31 reflects the relationship between the learning style of the student-respondents and the student-related variates, namely: age, sex, favorite subject, parents' highest educational attainment, parents' occupation, gross monthly family income, family size, mean grade for the first and second quarters, number of days in attendance in school, attitude toward reading and study habits.

Table 31

Relationship Between the Learning Styles of the Student-Respondents and the Student-Related Variates

Variate	Linear Association		Fisher's t-Value	p-Value	Evaluation / Decision
	Coeffi-cient	Degree			
Age	-0.085	Very Weak	1.212	0.229	NS / Accept Ho
Sex	0.153	Very Weak	2.200	0.029	S / Reject Ho
Favorite Subject	0.157	Very Weak	2.259	0.025	S / Reject Ho
Parents' Highest Educati o-nal Attain-ment	0.104	Very Weak	1.486	0.139	NS / Accept Ho
Parents' Occupa-tion	0.169	Very Weak	2.437	0.015	S / Reject Ho
Gross Monthly Family Income	-0.039	Very Weak	0.555	0.591	NS / Accept Ho
Family Size	-0.030	Very Weak	0.427	0.669	NS / Accept Ho
Mean Grade	0.035	Very Weak	0.498	0.615	NS / Accept Ho
Days in Atten-dance in School	.059	Very Weak	0.840	0.404	NS / Accept Ho
Attitude Toward Reading	0.569	Modera te	9.834	0.000	S / Reject Ho
Study Habits	0.595	Modera te	10.522	0.000	S / Reject Ho

Fisher's t-critical = $\pm$1.972
df = 202
α = .05
S = Significant
NS = Not Significant

Age. In associating relationship between the learning style of the student-respondents and their age, the Pearson's Product-Moment Coefficient of Correlation (Pearson's r) was employed whereby the computed value was posted at -0.085 denoting a very weak linear association. To ascertain significant of the coefficient value, the Fisher's t-test was employed as a posteriori test. Consequently, the calculated value was posted at 1.212 with a p-value of 0.229. The critical value at $\alpha = .05$ was set at ± 1.972 with df = 202.

Furthermore, the computed value was compared with the critical value and the p-value with the α and the following decision rule served as guide, to wit: if and when the computed value turned lesser than the critical value and the p-value turned higher than the α, the linear association was not significant, hence, accept the corresponding null hypothesis; on the other hand, if and when the computed value turned equal or higher than the critical value and the p-value turned equal of lesser than the α, the linear association was significant, hence, reject the corresponding null hypothesis.

Eventually, the computed value turned lesser than the critical value while the p-value turned higher than the α. This signified that the observed linear association between the learning style of the student-respondents and their age

was not significant which led to the acceptance of the null hypothesis stating, "There is no significant relationship between the learning styles of the student-respondents and their age." This signified that the age of the student-respondents has no significant influence to their learning style.

Sex. In associating relationship between the learning style of the student-respondents and their sex, the Pearson's r was employed whereby the computed value was posted at 0.153 denoting a very weak linear association. To ascertain significant of the coefficient value, the Fisher's t-test was employed as a posteriori test. Consequently, the calculated value was posted at 2.200 with a p-value of 0.029. The critical value at $\alpha = .05$ was set at ± 1.972 with df = 202.

Furthermore, the computed value was compared with the critical value and the p-value with the α. Eventually, the computed value turned higher than the critical value while the p-value turned lesser than the α. This signified that the observed linear association between the learning style of the student-respondents and their sex was essentially significant which led to the rejection of the null hypothesis stating, "There is no significant relationship between the learning styles of the student-respondents and their sex." This meant that the sex of the student-respondents significantly

influenced their learning style. The coefficient being positive denoted a direct proportional linear relationship suggesting that the female student-respondents manifested very favorable learning style than their male counterpart.

Favorite Subject. In associating relationship between the learning style of the student-respondents and their favorite subject, the Pearson's r was employed whereby the computed value was posted at 0.157 denoting a very weak linear association. To ascertain significant of the coefficient value, the Fisher's t-test was employed as a posteriori test. Consequently, the calculated value was posted at 2.259 with a p-value of 0.025. The critical value at $\alpha = .05$ was set at ± 1.972 with df = 202.

Furthermore, the computed value was compared with the critical value and the p-value with the α and the following decision rule served as guide, to wit: if and when the computed value turned lesser than the critical value and the p-value turned higher than the α, the linear association was not significant, hence, accept the corresponding null hypothesis; on the other hand, if and when the computed value turned equal or higher than the critical value and the p-value turned equal of lesser than the α, the linear association was significant, hence, reject the corresponding null hypothesis.

Eventually, the computed value turned higher than the critical value while the p-value turned lesser than the α. This signified that the observed linear association between the learning style of the student-respondents and their favorite subject was essentially significant which led to the rejection of the null hypothesis stating, "There is no significant relationship between the learning styles of the student-respondents and their favorite subject." This signified that the favorite subject of the student-respondents significantly influenced their learning style.

The coefficient being positive denoted a direct proportional linear relationship suggesting that the student-respondents with several favorite subjects manifested varied and very favorable learning style than the student-respondents which were focused with only one or few favorite subjects.

Parents' Highest Educational Attainment. In associating relationship between the learning style of the student-respondents and their parents' highest educational attainment, the Pearson's r was employed whereby the computed value was posted at 0.104 denoting a very weak linear association. To ascertain significant of the coefficient value, the Fisher's t-test was employed as a posteriori test. Consequently, the calculated value was posted at 1.486 with

a p-value of 0.139. The critical value at α = .05 was set at ±1.972 with df = 202.

Furthermore, the computed value was compared with the critical value and the p-value with the α and the following decision rule served as guide, to wit: if and when the computed value turned lesser than the critical value and the p-value turned higher than the α, the linear association was not significant, hence, accept the corresponding null hypothesis; on the other hand, if and when the computed value turned equal or higher than the critical value and the p-value turned equal of lesser than the α, the linear association was significant, hence, reject the corresponding null hypothesis.

Eventually, the computed value turned lesser than the critical value while the p-value turned higher than the α. This signified that the observed linear association between the learning style of the student-respondents and their parents' highest educational attainment was not significant which led to the acceptance of the null hypothesis stating, "There is no significant relationship between the learning styles of the student-respondents and their parents' highest educational attainment." This signified that the highest educational attainment of the student-respondents has no significant influence to their learning style.

Parents' Occupation. In associating relationship between the learning style of the student-respondents and their parents' occupation, the Pearson's r was employed whereby the computed value was posted at 0.169 denoting a very weak linear association. To ascertain significant of the coefficient value, the Fisher's t-test was employed as a posteriori test. Consequently, the calculated value was posted at 2.437 with a p-value of 0.015. The critical value at $\alpha = .05$ was set at ± 1.972 with df = 202.

Furthermore, the computed value was compared with the critical value and the p-value with the α and the following decision rule served as guide, to wit: if and when the computed value turned lesser than the critical value and the p-value turned higher than the α, the linear association was not significant, hence, accept the corresponding null hypothesis; on the other hand, if and when the computed value turned equal or higher than the critical value and the p-value turned equal of lesser than the α, the linear association was significant, hence, reject the corresponding null hypothesis.

Eventually, the computed value turned higher than the critical value while the p-value turned lesser than the α. This signified that the observed linear association between the learning style of the student-respondents and their

parents' occupation was essentially significant which led to the rejection of the null hypothesis stating, "There is no significant relationship between the learning styles of the student-respondents and their parents' occupation." This signified that the parents' occupation of the student-respondents significantly influenced their learning style.

The coefficient being positive denoted a direct proportional linear relationship suggesting that the student-respondents whose parents have gainful occupations manifested very favorable learning style than the student-respondents whose parents have non-gainful occupations or with temporary and seasonal status.

Gross Monthly Family Income. In associating relationship between the learning style of the student-respondents and their gross monthly family income, the Pearson's r was employed whereby the computed value was posted at -0.039 denoting a very weak linear association. To ascertain significant of the coefficient value, the Fisher's t-test was employed as a posteriori test. Consequently, the calculated value was posted at 0.555 with a p-value of 0.591. The critical value at $\alpha = .05$ was set at ± 1.972 with df = 202.

Furthermore, the computed value was compared with the critical value and the p-value with the α and the following decision rule served as guide, to wit: if and when the

computed value turned lesser than the critical value and the p-value turned higher than the α, the linear association was not significant, hence, accept the corresponding null hypothesis; on the other hand, if and when the computed value turned equal or higher than the critical value and the p-value turned equal of lesser than the α, the linear association was significant, hence, reject the corresponding null hypothesis.

Eventually, the computed value turned lesser than the critical value while the p-value turned higher than the α. This signified that the observed linear association between the learning style of the student-respondents and their gross monthly family income was not significant which led to the acceptance of the null hypothesis stating, "There is no significant relationship between the learning styles of the student-respondents and their gross monthly family income." This signified that the gross monthly family income of the student-respondents has no significant influence to their learning style.

Family Size. In associating relationship between the learning style of the student-respondents and their family size, the Pearson's r was employed whereby the computed value was posted at -0.030 denoting a very weak linear association. To ascertain significant of the coefficient value, the

Fisher's t-test was employed as a posteriori test. Consequently, the calculated value was posted at 0.427 with a p-value of 0.669. The critical value at α = .05 was set at ±1.972 with df = 202.

Furthermore, the computed value was compared with the critical value and the p-value with the α. Eventually, the computed value turned lesser than the critical value while the p-value turned higher than the α. This signified that the observed linear association between the learning style of the student-respondents and their family size was not significant which led to the acceptance of the null hypothesis stating, "There is no significant relationship between the learning styles of the student-respondents and their family size." This signified that the family size of the student-respondents has no significant influence to their learning style.

Mean Grade. In associating relationship between the learning style of the student-respondents and their mean grade, the Pearson's r was employed whereby the computed value was posted at 0.035 denoting a very weak linear association. Consequently, the calculated value was posted at 0.498 with a p-value of 0.615. The critical value at α = .05 was set at ±1.972 with df = 202. Furthermore, the computed value was compared with the critical value and the p-value with the α.

Eventually, the computed value turned lesser than the critical value while the p-value turned higher than the α. This signified that the observed linear association between the learning style of the student-respondents and their mean grade was not significant which led to the acceptance of the null hypothesis stating, "There is no significant relationship between the learning styles of the student-respondents and their mean grade." This signified that the mean grade of the student-respondents has no significant influence to their learning style.

Number of Days of Attendance in School. In associating relationship between the learning style of the student-respondents and their days of attendance in school, the Pearson's r was employed whereby the computed value was posted at 0.059 denoting a very weak linear association. To ascertain significant of the coefficient value, the Fisher's t-test was employed as a posteriori test. Consequently, the calculated value was posted at 0.840 with a p-value of 0.404. The critical value at α = .05 was set at ±1.972 with df = 202.

Furthermore, the computed value was compared with the critical value and the p-value with the α and the following decision rule served as guide, to wit: if and when the computed value turned lesser than the critical value and the p-value turned higher than the α, the linear association was

not significant, hence, accept the corresponding null hypothesis; on the other hand, if and when the computed value turned equal or higher than the critical value and the p-value turned equal of lesser than the α, the linear association was significant, hence, reject the corresponding null hypothesis.

Eventually, the computed value turned lesser than the critical value while the p-value turned higher than the α. This signified that the observed linear association between the learning style of the student-respondents and their days in attendance in school was not significant which led to the acceptance of the null hypothesis stating, "There is no significant relationship between the learning styles of the student-respondents and their number of days of attendance in school." This signified that the days in attendance in school of the student-respondents has no significant influence to their learning style.

Attitude Toward Schooling. In associating relationship between the learning style of the student-respondents and their attitude toward schooling, the Pearson's r was employed whereby the computed value was posted at 0.569 denoting a moderate linear association. To ascertain significant of the coefficient value, the Fisher's t-test was employed as a posteriori test. Consequently, the calculated value was

posted at 9.834 with a p-value of 0.000. The critical value at $\alpha = .05$ was set at ± 1.972 with df = 202.

Furthermore, the computed value was compared with the critical value and the p-value with the α and the following decision rule served as guide, to wit: if and when the computed value turned lesser than the critical value and the p-value turned higher than the α, the linear association was not significant, hence, accept the corresponding null hypothesis; on the other hand, if and when the computed value turned equal or higher than the critical value and the p-value turned equal of lesser than the α, the linear association was significant, hence, reject the corresponding null hypothesis.

Eventually, the computed value turned higher than the critical value while the p-value turned lesser than the α. This signified that the observed linear association between the learning style of the student-respondents and their attitude toward schooling was essentially significant which led to the rejection of the null hypothesis stating, "There is no significant relationship between the learning styles of the student-respondents and their attitude toward teaching." This signified that the attitude of the student-respondents toward schooling significantly influenced their learning style.

The coefficient being positive denoted a direct proportional linear relationship suggesting that the student-respondents whose attitude toward schooling was very favorable manifested very favorable learning style also than the student-respondents whose were apathetic to it.

Study Habits. In associating relationship between the learning style of the student-respondents and their study habits, the Pearson's r was employed whereby the computed value was posted at 0.595 denoting a moderate linear association. To ascertain significant of the coefficient value, the Fisher's t-test was employed as a posteriori test. Consequently, the calculated value was posted at 10.522 with a p-value of 0.000. The critical value at $\alpha = .05$ was set at ± 1.972 with df = 202.

Furthermore, the computed value was compared with the critical value and the p-value with the α. Eventually, the computed value turned higher than the critical value while the p-value turned lesser than the α. This signified that the observed linear association between the learning style of the student-respondents and their study habits was essentially significant which led to the rejection of the null hypothesis stating, "There is no significant relationship between the learning styles of the student-respondents and their study habits." This signified that the study habits of the student-

respondents toward schooling significantly influenced their learning style.

A direct proportional linear relationship was shown which suggested that the student-respondents whose study habits were sustained and regular manifested very favorable learning style also than the student-respondents whose study habits were irregular and fly by night.

In summary, of the student-related variates, only sex, favorite subject, parents' occupation, attitude toward reading and study habits posed significant influence to their learning style while age, parents' highest educational attainment, gross monthly family income, family size, mean grade for the first and second quarters and days in attendance in school proved to have no influence with it.

Teacher-Related Variates. Table 32 shows results of the computation on the relationship between the learning style of the students and the teacher-related variates of age, sex, civil status, highest educational attainment, teaching position, gross monthly family income, number of years in teaching, latest performance rating based on the IPCRF, number of instructional materials used for the first and second quarters, types of instructional materials prepared, number of relevant in-service trainings and attitude toward teaching.

Table 32

Relationship Between the Learning Styles of the Student-Respondents and the Teacher-Related Variates

Variate	Linear Association		Fisher's t-Value	p-Value	Evaluation/ Decision
	Coeffi-cient	Degree			
Age	0.017	Very Weak	0.132	0.898	NS / Accept Ho
Sex	0.184	Very Weak	1.450	0.153	NS / Accept Ho
Civil Status	-0.266	Weak	2.137	0.042	S / Reject Ho
Highest Educatio-nal Attain-ment	0.061	Very Weak	0.473	0.656	NS / Accept Ho
Teaching Position	0.060	Very Weak	0.466	0.654	NS / Accept Ho
Gross Monthly Family Income	-0.093	Very Weak	0.724	0.477	NS / Accept Ho
Number of Years in Teaching	0.016	Very Weak	0.124	0.899	NS / Accept Ho
Performance Rating	-0.105	Very Weak	0.818	0.421	NS / Accept Ho
Number of IMs Used	0.154	Very Weak	1.207	0.276	NS / Accept Ho
Types of IMs Prepared	-0.161	Very Weak	1.264	0.268	NS / Accept Ho
Number of Relevant INSET	-0.003	Very Weak	0.023	0.985	NS / Accept Ho
Attitude Toward Teaching	0.213	Weak	1.689	0.097	NS / Accept Ho

Fisher's t-critical = $\pm$2.000
df = 60 α = .05 S = Significant
NS = Not Significant

Age. In associating relationship between the learning style of the student-respondents and the age of the teachers, the Pearson's r was employed whereby the computed value was posted at 0.017 denoting a very weak linear association. To ascertain significant of the coefficient value, the Fisher's t-test was employed as a posteriori test. Consequently, the calculated value was posted at 0.132 with a p-value of 0.898. The critical value at $\alpha = .05$ was set at ± 2.000 with $df = 60$.

Furthermore, the computed value was compared with the critical value and the p-value with the α and the following decision rule served as guide, to wit: if and when the computed value turned lesser than the critical value and the p-value turned higher than the α, the linear association was not significant, hence, accept the corresponding null hypothesis; on the other hand, if and when the computed value turned equal or higher than the critical value and the p-value turned equal of lesser than the α, the linear association was significant, hence, reject the corresponding null hypothesis.

Eventually, the computed value turned lesser than the critical value while the p-value turned higher than the α. This signified that the observed linear association between the learning style of the student-respondents and age of the teachers was not significant which led to the acceptance of

the null hypothesis stating, "There is no significant relationship between the learning styles of the student-respondents and the age of the teachers." This signified that the age of the teacher-respondents has no significant influence to the learning style of the students.

Sex. In associating relationship between the learning style of the student-respondents and the sex of the teachers, the Pearson's r was employed whereby the computed value was posted at 0.184 denoting a very weak linear association. To ascertain significant of the coefficient value, the Fisher's t-test was employed as a posteriori test. Consequently, the calculated value was posted at 1.450 with a p-value of 0.153. The critical value at $\alpha = .05$ was set at ± 2.000 with $df = 60$.

Furthermore, the computed value was compared with the critical value and the p-value with the α and the following decision rule served as guide, to wit: if and when the computed value turned lesser than the critical value and the p-value turned higher than the α, the linear association was not significant, hence, accept the corresponding null hypothesis; on the other hand, if and when the computed value turned equal or higher than the critical value and the p-value turned equal of lesser than the α, the linear association was significant, hence, reject the corresponding null hypothesis.

Eventually, the computed value turned lesser than the critical value while the p-value turned higher than the α. This signified that the observed linear association between the learning style of the student-respondents and sex of the teachers was not significant which led to the acceptance of the null hypothesis stating, "There is no significant relationship between the learning styles of the student-respondents and the sex of the teachers." This signified that the sex of the teacher-respondents has no significant influence to the learning style of the students.

Civil Status. In associating relationship between the learning style of the student-respondents and the civil status of the teachers, the Pearson's r was employed whereby the computed value was posted at -0.266 denoting a weak linear association. To ascertain significant of the coefficient value, the Fisher's t-test was employed as a posteriori test. Consequently, the calculated value was posted at 2.137 with a p-value of 0.042. The critical value at α = .05 was set at ±2.000 with df = 60.

Furthermore, the computed value was compared with the critical value and the p-value with the α and the following decision rule served as guide, to wit: if and when the computed value turned lesser than the critical value and the p-value turned higher than the α, the linear association was

not significant, hence, accept the corresponding null hypothesis; on the other hand, if and when the computed value turned equal or higher than the critical value and the p-value turned equal of lesser than the α, the linear association was significant, hence, reject the corresponding null hypothesis.

Eventually, the computed value turned higher than the critical value while the p-value turned lesser than the α. This signified that the observed linear association between the learning style of the student-respondents and civil status of the teachers was essentially significant which led to the rejection of the null hypothesis stating, "There is no significant relationship between the learning styles of the student-respondents and the civil status of the teachers." This signified that the civil status of the teacher-respondents significantly influenced the learning style of the students.

The coefficient being negative denoted an inverse linear relationship suggesting that single teachers viewed the student-respondents with very favorable learning style than the married ones who were usually preoccupied with taking care of the family.

Highest Educational Attainment. In associating relationship between the learning style of the student-

respondents and the highest educational attainment of the teachers, the Pearson's r was employed whereby the computed value was posted at 0.060 denoting a very weak linear association. To ascertain significant of the coefficient value, the Fisher's t-test was employed as a posteriori test. Consequently, the calculated value was posted at 0.466 with a p-value of 0.654. The critical value at $\alpha = .05$ was set at ± 2.000 with df = 60.

Furthermore, the computed value was compared with the critical value and the p-value with the α and the following decision rule served as guide, to wit: if and when the computed value turned lesser than the critical value and the p-value turned higher than the α, the linear association was not significant, hence, accept the corresponding null hypothesis; on the other hand, if and when the computed value turned equal or higher than the critical value and the p-value turned equal of lesser than the α, the linear association was significant, hence, reject the corresponding null hypothesis.

Eventually, the computed value turned lesser than the critical value while the p-value turned higher than the α. This signified that the observed linear association between the learning style of the student-respondents and highest educational attainment of the teachers was not significant

which led to the acceptance of the null hypothesis stating, "There is no significant relationship between the learning styles of the student-respondents and the highest educational attainment of the teachers." This signified that the highest educational attainment of the teacher-respondents has no significant influence to the learning style of the students.

Gross Monthly Family Income. In associating relationship between the learning style of the student-respondents and the gross monthly family income of the teachers, the Pearson's r was employed whereby the computed value was posted at -0.093 denoting a very weak linear association. To ascertain significant of the coefficient value, the Fisher's t-test was employed as a posteriori test. Consequently, the calculated value was posted at 0.724 with a p-value of 0.477. The critical value at $\alpha = .05$ was set at ± 2.000 with df = 60.

Furthermore, the computed value was compared with the critical value and the p-value with the α and the following decision rule served as guide, to wit: if and when the computed value turned lesser than the critical value and the p-value turned higher than the α, the linear association was not significant, hence, accept the corresponding null hypothesis; on the other hand, if and when the computed value turned equal or higher than the critical value and the p-value turned equal of lesser than the α, the linear

association was significant, hence, reject the corresponding null hypothesis.

Eventually, the computed value turned lesser than the critical value while the p-value turned higher than the α. This signified that the observed linear association between the learning style of the student-respondents and gross monthly family income of the teachers was not significant which led to the acceptance of the null hypothesis stating, "There is no significant relationship between the learning styles of the student-respondents and the gross monthly family income of the teachers." This signified that the gross monthly family income of the teacher-respondents has no significant influence to the learning style of the students.

Number of Years in Teaching. In associating relationship between the learning style of the student-respondents and the number of years in teaching of the teachers, the Pearson's r was employed whereby the computed value was posted at 0.016 denoting a very weak linear association. To ascertain significant of the coefficient value, the Fisher's t-test was employed as a posteriori test. Consequently, the calculated value was posted at 0.124 with a p-value of 0.899. The critical value at α = .05 was set at ±2.000 with df = 60.

Furthermore, the computed value was compared with the critical value and the p-value with the α and the following

decision rule served as guide, to wit: if and when the computed value turned lesser than the critical value and the p-value turned higher than the α, the linear association was not significant, hence, accept the corresponding null hypothesis; on the other hand, if and when the computed value turned equal or higher than the critical value and the p-value turned equal of lesser than the α, the linear association was significant, hence, reject the corresponding null hypothesis.

Eventually, the computed value turned lesser than the critical value while the p-value turned higher than the α. This signified that the observed linear association between the learning style of the student-respondents and number of years in teaching of the teachers was not significant which led to the acceptance of the null hypothesis stating, "There is no significant relationship between the learning styles of the student-respondents and the number of years in teaching of the teachers." This signified that the number of years in teaching of the teacher-respondents has no significant influence to the learning style of the students.

Performance Rating. In associating relationship between the learning style of the student-respondents and the performance rating of the teachers, the Pearson's r was employed whereby the computed value was posted at -0.105

denoting a very weak linear association. To ascertain significant of the coefficient value, the Fisher's t-test was employed as a posteriori test. Consequently, the calculated value was posted at 0.818 with a p-value of 0.421. The critical value at $\alpha = .05$ was set at ± 2.000 with df = 60.

Furthermore, the computed value was compared with the critical value and the p-value with the α and the following decision rule served as guide, to wit: if and when the computed value turned lesser than the critical value and the p-value turned higher than the α, the linear association was not significant, hence, accept the corresponding null hypothesis; on the other hand, if and when the computed value turned equal or higher than the critical value and the p-value turned equal of lesser than the α, the linear association was significant, hence, reject the corresponding null hypothesis.

Eventually, the computed value turned lesser than the critical value while the p-value turned higher than the α. This signified that the observed linear association between the learning style of the student-respondents and performance rating of the teachers was not significant which led to the acceptance of the null hypothesis stating, "There is no significant relationship between the learning styles of the student-respondents and the number of years in teaching of

the teachers." This signified that the performance rating of the teacher-respondents has no significant influence to the learning style of the students.

Number of IMs Used. In associating relationship between the learning style of the student-respondents and the number of IMs used by the teachers, the Pearson's r was employed whereby the computed value was posted at 0.154 denoting a very weak linear association. To ascertain significant of the coefficient value, the Fisher's t-test was employed as a posteriori test. Consequently, the calculated value was posted at 1.207 with a p-value of 0.276. The critical value at $\alpha = .05$ was set at ± 2.000 with df = 60.

Furthermore, the computed value was compared with the critical value and the p-value with the α. Eventually, the computed value turned lesser than the critical value while the p-value turned higher than the α. This signified that the observed linear association between the learning style of the student-respondents and number of IMs used by the teachers was not significant which led to the acceptance of the null hypothesis stating, "There is no significant relationship between the learning styles of the student-respondents and the number of IMs used by the teachers." This signified that the number of IMs used by the teacher-respondents has no significant influence to the learning style of the students.

Types of IMs Prepared. In associating relationship between the learning style of the student-respondents and the types of IMs prepared of the teachers, the Pearson's r was employed whereby the computed value was posted at -0.161 denoting a very weak linear association. To ascertain significant of the coefficient value, the Fisher's t-test was employed as a posteriori test. Consequently, the calculated value was posted at 1.264 with a p-value of 0.268. The critical value at $\alpha = .05$ was set at ± 2.000 with df = 60.

Furthermore, the computed value was compared with the critical value and the p-value with the α and the following decision rule served as guide, to wit: if and when the computed value turned lesser than the critical value and the p-value turned higher than the α, the linear association was not significant, hence, accept the corresponding null hypothesis; on the other hand, if and when the computed value turned equal or higher than the critical value and the p-value turned equal of lesser than the α, the linear association was significant, hence, reject the corresponding null hypothesis.

Eventually, the computed value turned lesser than the critical value while the p-value turned higher than the α. This signified that the observed linear association between the learning style of the student-respondents and types of

IMs prepared by the teachers was not significant which led to the acceptance of the null hypothesis stating, "There is no significant relationship between the learning styles of the student-respondents and the types of IMs prepared by the teachers." This signified that the types of IMs prepared by the teacher-respondents have no significant influence to the learning style of the students.

Number of Relevant In-Service Trainings. In associating relationship between the learning style of the student-respondents and the number of relevant in-service trainings of the teachers, the Pearson's r was employed whereby the computed value was posted at -0.003 denoting a very weak linear association. To ascertain significant of the coefficient value, the Fisher's t-test was employed as a posteriori test. Consequently, the calculated value was posted at 0.023 with a p-value of 0.985. The critical value at $\alpha = .05$ was set at ± 2.000 with df = 60.

Furthermore, the computed value was compared with the critical value and the p-value with the α. Eventually, the computed value turned lesser than the critical value while the p-value turned higher than the α. This signified that the observed linear association between the learning style of the student-respondents and number of relevant in-service trainings of the teachers was not significant which led to

the acceptance of the null hypothesis stating, “There is no significant relationship between the learning styles of the student-respondents and the number of relevant in-service trainings of the teachers.” This signified that the number of relevant in-service trainings of the teacher-respondents has no significant influence to the

learning style of the students.

Attitude Toward Teaching. In associating relationship between the learning style of the student-respondents and the attitude of the teachers toward teaching, the Pearson’s r was employed whereby the computed value was posted at 0.213 denoting a very weak linear association. Consequently, the calculated value was posted at 1.689 with a p-value of 0.097. The critical value at $\alpha = .05$ was set at ± 2.000 with $df = 60$. Furthermore, the computed value was compared with the critical value and the p-value with the α.

Eventually, the computed value turned lesser than the critical value while the p-value turned higher than the α. This signified that the observed linear association between the learning style of the student-respondents and attitude of the teachers toward teaching was not significant which led to the acceptance of the null hypothesis stating, “There is no significant relationship between the learning styles of the student-respondents and the attitude of the teachers toward

teaching." This signified that the attitude of the teacher-respondents toward teaching has no significant influence to the learning style of the students.

In summary, of the teacher-related variates, only civil status proved to significantly influence the learning style of the students. The other identified variates proved to have no significant influence with it.

Reading Level. Table 33 reflects the relationship between the learning style of the student-respondents and their reading level.

In associating relationship between the learning style of the student-respondents and their reading level, the Pearson's r was employed whereby the computed value was posted at 0.204 denoting a weak linear association. Consequently, the calculated value was posted at 2.962 with a p-value of 0.003. The critical value at $\alpha = .05$ was set at ± 2.000 with df = 60.

Table 33

Relationship Between the Learning Styles of the Student-Respondents and Their Reading Levels

Linear Association		Fisher's t-Value	p-Value	Evaluation/ Decision
Coeffi-cient	Degree			
0.204	Weak	2.962	0.003	S / Reject Ho

Fisher's t-critical = ±1.972
df = 202
α = .05 S = Significant; NS = Not Significant

Furthermore, the computed value was compared with the critical value and the p-value with the α and the following decision rule served as guide, to wit: if and when the computed value turned lesser than the critical value and the p-value turned higher than the α, the linear association was not significant hence accept the corresponding null hypothesis; on the other hand, if and when the computed value turned equal or higher than the critical value and the p-value turned equal of lesser than the α, the linear association was significant hence reject the corresponding null hypothesis. Following decision rule served as guide, to wit: if and when the computed value turned lesser than the critical value and the p-value turned higher than the α, the linear association was not significant hence accept the corresponding null hypothesis; on the other hand, if and when the computed value turned equal or higher than the critical value and the p-value turned equal of lesser than the α, the linear association was significant hence reject the corresponding null hypothesis.

Eventually, the computed value turned greater than the critical value while the p-value turned lesser than the α. This signified that the observed linear association between the learning style of the student-respondents and their

reading level was significant which led to the rejection of the null hypothesis stating, “There is no significant relationship between the learning styles of the student-respondents and their reading level.” This signified that the reading level of the teacher-respondents toward teaching significantly influenced the learning style of the students.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings with the corresponding conclusions and 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 oldest student-respondents registered an age of 22 years old and the youngest registered an age of 12 years old. Their mean age was posted at 13.86 years old with a SD of 1.60 years. Moreover, majority of the student-respondents belonged to the female sex accounting for 115 or 56.37 percent.

2. A number of the student-respondents, that is, 57 or 27.94 percent disclosed that English, Science, MAPEH, TLE, Filipino, Mathematics and Araling Panlipunan were their favorite subjects.

3. Ninety-two or 45.10 percent of the fathers of the student-respondents reached elementary level while more than half of the mothers of the student-respondents, that is, 112 or 54.90 percent reached the elementary level also.

4. Majority of the fathers of the student respondents were farmers accounting for 144 or 72.00 percent and the

majority of the mothers of the student-respondents were farmers accounting for 133 or 65.20 percent also.

5. Majority of the student-respondents had a gross monthly family income of less than PhP 5,000 accounting for 174 or 85.29 percent.

6. Half of the family of the student-respondents, that is, 102 or 50.00 percent had 1-3 family members with a modal family size of two family members.

7. The mean grade of the student-respondents was posted at 84.97 with a SD of 4.66.

8. The student-respondents attended school for an average of 54.31 days with a SD of 3.52 days.

9. The student-respondents "agree" on their attitude toward schooling being manifested by the grand weighted mean of 3.87.

10. The student-respondents considered their study habits as "frequently" practiced by them being shown by the grand weighted mean of 3.84.

11. The oldest teacher-respondents were aged 47 years old while the youngest was 21 years old. The mean age was posted at 30.05 years old with a SD of 6.21 years. Moreover, majority of the teacher-respondents belonged to the female sex accounting for 48 or 77.42 percent.

12. Thirty-two or 51.61 percent of the teacher-respondents were married.

13. A number of the teacher-respondents, that is, 25 or 40.32 percent were baccalaureate degree holders while 24 or 38.71 percent were with master's units.

14. Majority of the teacher-respondents were appointed to the position of Master Teacher I accounting for 44 or 70.97 percent.

15. Majority of the teacher-respondents earned a gross monthly income of less than PhP 10,000 with 39 or 62.90 percent of them.

16. The mean number of years in teaching was posted at 2.16 years with a SD of 0.66 year.

17. The teacher-respondents had a mean performance rating of 3.84 interpreted as very satisfactory based on the latest Individual Performance Commitment Review Form (IPCRF).

18. The teacher-respondents disclosed that they used the following mean number of instructional materials: first quarter, four IMs and SD of 0.29 IM and second quarter, 10 IMs and SD of 9.96 IMs.

19. Majority of the teacher-respondents prepared multi-media presentations with about 90 or 87.38 percent of them, followed by framed pictures used by as many as 73 or 70.87 percent of the teacher-respondents of this study.

20. During the School Year 2016-2017, only one of the teacher-respondents had attended relevant in-service training in the division level and two attended the district level while during the School Year 2017-2018 they attended only one relevant in-service training in the division level while two attended in the district level.

21. The mean of the attitude toward teaching of the teacher-respondents was posted at 4.26 which was interpreted as “agree”.

22. A number of the student-respondents, that is, 89 or 43.63 percent fall under above average reading level. The mean score of the student-respondents based on the reading test was calculated at 10.53 with a SD of 3.69.

23. The student-respondents significantly differed in their reading levels when grouped based on their family size, attitude toward reading, and study habits. However, the student-respondents did not differ in their reading levels when grouped according to the rest of their profile variates.

24. Both the teacher- and school administrator-respondents appraised the learning style of the student-respondents in terms of auditory style as “very satisfactory.”

25. The teacher-respondents evaluated the learning style of the student-respondents in terms of visual style as

"satisfactory" while the school administrator-respondents perceived them as "very satisfactory."

26. Both the teacher- and school administrator-respondents appraised the learning style of the student-respondents in terms of tactile style as "satisfactory."

27. The two groups of respondents differed in their perceptions on the learning styles of the student-respondents in terms of the latter's visual styles but were similar in terms of the auditory and tactile styles.

28. There was a significant relationship between the learning styles of the student-respondents and their sex, favorite subject, parents' occupation, attitude toward reading and study habits.

29. There was a significant relationship between the learning styles of the student-respondents and the teacher-respondents' civil status while no significant relationship existed along the teacher-respondents' age, sex, highest educational attainment, teaching position, gross monthly family income, number of number of years in teaching, latest performance rating based on the IPCRF, number of instructional materials used for the first and second quarters, types of instructional materials prepared, number of relevant in-service trainings and attitude toward teaching.

30. There was a significant relationship between the learning style of the student-respondents and their reading level.

Conclusions

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

1. The student-respondents were in their early 10's with more or less two years age difference which indicated that they possessed similar maturity. Furthermore, female dominance existed among student-respondents which is a usual scenario in most of the educational institutions whereby the female outnumbered the male population. However, this does not mean that only the female was interested in schooling, yet it suggests that this sex group was the majority available at the time of data collection in the respondent school.

2. The student-respondents had their respective preferred subject or subjects as their favorite which indicated that they are distinct and unique from each other.

3. The parents of the student-respondents were functional literates being schooled in the formal educational system. This indicated that they can read, write, and understand simple messages which were an advantage for the students as the parents would be a support system to their studies.

4. The parents of the student-respondents had regular source of living being engaged in gainful occupations.

5. The family of the student-respondents earned a regular monthly income which they used to defray the monthly financial requirements of the family including the schooling of their children.

6. The families of the student-respondents were composed of the ideal number set by the National Economic Development Authority (NEDA) in the calculation of the per capita income and the threshold which signified they were manageable.

7. The student-respondents fared satisfactorily in their academic endeavor with a mean grade a little lower than the mastery level set by the DepEd which was 85.00 percent.

8. The student-respondents regularly attended classes during the first and second quarters and indication that they were interested with it.

9. The student-respondents had a highly favorable attitude toward schooling which served as their motivation despite the hardship they encountered in schooling.

10. The student-respondents had regular study habits which they oftentimes practiced in order to fare well with their academic performance.

11. The teacher-respondents were relatively young at their early 30’s, at the prime of their age and at the height

of their teaching career. Furthermore, they were dominated by the female sex, an indication that more of this sex group embraced teaching as a profession.

12. The teacher-respondents had entered into a marital state with a nuclear family which they sustained by the income they earned from the pursuit of their profession.

13. The teacher respondents were qualified for the position they were appointed considering that they possessed the minimum educational requirement for the position based on the qualification standards of the DepEd. In fact, more than half of them pursued advance education for professional growth and development.

14. Most of the teacher-respondents had been promoted already to the higher teaching position in the DepEd because of the advance education they pursued.

15. The teacher-respondent had a regular monthly income which they used to defray the monthly financial obligations of the family.

16. The teacher-respondents were just neophytes in the service that still need longer number of years to hone their teaching skills and pedagogy. However, despite the fact that they were just new in the service, they exerted efforts to learn all the facets of their job.

17. The teacher-respondents performed exemplarily their duties as teachers being guided by their commitment which were assessed as duly accomplished. This confirmed the earlier claim that despite their being new in the service yet they manifested exemplary performance.

18. Not all teacher-respondents used the same number of IMs during the first and second quarters. But one thing for sure, they used IMs to be effective in transferring the technology to the students.

19. The teacher-respondents prepared IMs using available resources to concretize their lessons and to facilitate learning, which is a combination of the ICT and available resources found within the work environment. The most common are the multi-media presentations and framed pictures which could effectively concretize the lessons and facilitate the teaching-learning process.

20. The teacher-respondents had attended limited number of relevant in-service trainings in the different level which suggested that an intervention program should be developed in lieu of the in-service trainings offered by the DepEd.

21. The teacher-respondents manifested highly favorable attitude toward teaching which served as their motivation to excel in their performance.

22. The student-respondents had an average reading level which meant that they were not yet in the proficient or mastery level thereby in need of enhancement scheme to raise it to an acceptable level of 85.00 percent.

23. The reading level of the student-respondents essentially differed when grouped according to their family size, attitude toward schooling, and study habits and they were essentially similar when grouped according to age, sex, favorite subject, parents' highest educational attainment, parents' occupation, gross monthly family income, mean grade for the first and second quarters, and number of days in attendance in school.

24. The two groups of respondents had a similar appraisal of the learning style in terms of auditory and tactile styles but they variedly viewed it in terms of visual style.

25. The perception of the two groups of respondents on the learning style of the student-respondents essentially differed in terms of visual style due to disparity in the gauge used by the two groups in their assessment and they agreed in their assessment in terms of auditory and tactile styles.

26. Of the student-related variates, only sex, favorite subject, parents' occupation, attitude toward reading and study habits posed significant influence to their learning

style while age, parents' highest educational attainment, gross monthly family income, family size, mean grade for the first and second quarters and days in attendance in school proved to have no influence with it.

27. Of the teacher-related variates, only civil status proved to significantly influence the learning style of the students. The other identified variates proved to have no significant influence with it.

28. The reading level of the teacher-respondents toward teaching significantly influenced the learning style of the students.

Recommendations

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

1. Inasmuch as the reading level of the students was not yet in the proficient or mastery level, an enhancement scheme should be developed and implemented to raise their reading level.

2. As it was found out that there was a disparity in the appraisal between the teachers and the school administrators on the reading level of the students in terms of tactile style, the intervention scheme should be focused more on this style.

3. Likewise, the reading level of the student-respondents in terms of visual style was satisfactory only confirmed by the two groups of appraisers the intervention program should be focused in this area also.

4. Another study may be conducted in other schools looking into other possibilities in reading to strengthen the findings of this study.

5. A follow-up study may be conducted also to monitor the progress of the reading level of the students as it is influenced by their learning styles.

Chapter 6

A PROPOSED ENRICHMENT ACTIVITIES AND READING PROGRAM FOR GRADE 7 IN THE SECONDARY SCHOOLS OF WRIGHT-II SJDB DISTRICT

This chapter presents the final output of the study to identify the learning style and reading levels of Grade 7 students: Basis for enrichment activities and corrective reading program. The program shall serve as a reference for the learners' facilitators, program designers, school heads, and seminar organizers, who want to provide meaningful, useful, and relevant enrichment activities that would cater diverse learners according to Gardner's Theory on Multiple Intelligences:

Rationale

People have different strengths and intelligences. For example, students who are "interviewed" as a means to gain access to a course may be mis-labeled as being less than desirable because of inappropriate assessment (poorly written interview questions, bias toward a perceived "perfect student," and other narrow criteria). "In life, we need people who collectively are good at different things. A well-balanced world, and well-balanced organizations and teams, are necessarily comprised of people who possess different

mixtures of intelligences. This gives that group a fuller collective capacity than a group of identical able specialists" (BusinessBall.com, 2009) meanwhile reading is the process of decoding written symbols for the purpose of making meaning or getting information. Reading dwells more on our sense of reasoning which enables us to interpret and understand what we have read. Reading as a receptive and productive skill needs a lot of attention and should not be taken for granted when it consists of vital information that gives the reader the opportunity to disseminate the information publicly to people's understanding.

Furthermore, as was observed by Rasinki (2017), making the text simple and easy to understand will go along the way to improve children's ability to read and comprehend. The text meant for children need not to be voluminous. Children need to have a short and precise text which can contain pictures that will give them a vivid or mental expression since words accompanied with pictures aid for better understanding especially in young children (Azikiwe, 2007).

Objectives

The enrichment activities and reading program aims to improve and make learners enjoy reading more meaningful through an organized plan of actions designed to cater to the various types of readers with varied needs and interests.

This intends to assist and support the facilitators of learning in their quest for innovations that are geared toward achieving educational excellence.

1. To provide reading inventory among Grade 7 students which include Oral Test and reading Comprehension Test; and

2. To give orientation on the nature, scope and rationale of the remedial reading to students and parents for familiarity and to stimulate students love for reading.

Features of the Program

These are the distinctive highlights of the corrective reading program:

1. Upgrade and improve the reading skills of secondary students;

2. Zero-out non-readers in all year levels;

3. Re-orient readers to deepen awareness on the importance of reading to enhance their attitude toward it;

4. Expose students to various reading activities that encourage them to read, and to transform them to become lovers of books and other reading materials.

Enrichment Activities Program

The proposed enhancement activities programmed to improve the reading grade levels of the student-respondents is presented below:

ACTIVITIES (Every End of the Month)	EXPECTED OUTPUT	RESPONSIBLE PERSONS	EXPECTED IMPACT
Verbal-Linguistic Intelligence (Word Smart) **Learning Activities and Project Ideas** • Completing crossword puzzles with vocabulary words • Playing games like Scrabble, Scrabble Junior, or Boggle • Writing short stories for a classroom newsletter • Writing feature articles for the school newspaper • Writing a letter to the editor in response to articles • Writing to state representatives about local issues • Using digital resources such as electronic libraries, desktop publishing, word games, and word processing • Creating poems for a class poetry book • Entering their original poems in a poetry contest • Listening to a storyteller • Studying the habits of good speakers • Telling a story to the class • Participating in debates	**Learners**…… love words and use them as a primary way of thinking and solving problems can write, speaks use words to persuade, argue, entertain, and/or teach	Principal Teacher/s	• Identify issues that need appropriate actions and solutions

Logical-Mathematical Intelligence (Math Smart) **Learning Activities and Project Ideas** • Playing math games like mancala, dominoes, chess, checkers, and Monopoly • Searching for patterns in the classroom, school, outdoors, and home • Conducting experiments to demonstrate science concepts • Using math and science software such as Math Blaster, which reinforces math skills, or King's Rule, a logic game • Using science tool kits for science programs • Designing alphabetic and numeric codes • Making up analogies	Logically solve mathematical problems Can easily interpret data and analyze abstract patterns Develop ability to reason	Principal Teacher/s	Identify issues that need appropriate actions and solutions
Spatial Intelligence (Picture Smart) **Learning Activities and Project Ideas** • Taking photographs for assignments and classroom newsletters • Taking photographs for the school yearbook, school newsletter, or science assignments • Using clay or play dough to make objects or represent concepts from content-area lessons	use their eyes and hands to make artistic or creatively designed projects. can build with Legos, read maps, and put together 1,000-piece jigsaw puzzles.	Principal Teacher/s	• Identify issues that need appropriate actions and solutions

• Using pictorial models such as flow charts, visual maps, Venn diagrams, and timelines to connect new material to known information • Taking notes using concept mapping, mind mapping, and clustering • Using puppets to act out and reinforce concepts learned in class • Using maps to study geographical locations discussed in class • Illustrating poems for the class poetry book by drawing or using computer software • Using virtual-reality system software			
Musical Intelligence (Music Smart) **Learning Activities and Project Ideas** • Writing their own songs and music about content-area topics • Putting original poems to music, and then performing them for the class • Setting a poem to music, and then performing it for the class • Incorporating a poem they have written with a melody they already know • Listening to music from different historical periods	Can compose, and/or perform music.	Principal Teacher/s	• Identify issues that need appropriate actions and solutions

• Tape recording a poem over "appropriate" background music (i.e. soft music if describing a kitten, loud music if they are mad about pollution) • Using rhythm and clapping to memorize math facts and other content-area information • Listening to CDs that teach concepts like the alphabet, parts of speech, and states and capitals (i.e. *Schoolhouse Rock!*)			
Bodily-Kinesthetic Intelligence (Body Smart) **Learning Activities and Project Ideas** • Creating costumes for role-playing, skits, or simulations • Performing skits or acting out scenes from books or key historical events • Designing props for plays and skits • Playing games like Twister and Simon Says • Using charades to act out characters in a book, vocabulary words, animals, or other content-area topics • Participating in scavenger hunts, searching for items related to a theme or unit	can control their bodies with grace, expertise, and athleticism.	Principal Teacher/s	• Identify issues that need appropriate actions and solutions

• Acting out concepts. For example, "student planets" circle around a "student sun" or students line up appropriately to demonstrate events in a history time line • Participating in movement breaks during the day • Building objects using blocks, cubes, or Legos to represent concepts from content-area lessons • Using electronic motion-simulation games and hands-on construction kits that interface with computers			
Interpersonal Intelligence (People Smart) **Learning Activities and Project Ideas** • Working in cooperative groups to design and complete projects • Working in pairs to learn math facts • Interviewing people with knowledge about content-area topics (such as a veteran to learn about World War II, a lab technician to learn about life science, or a politician to understand the election process) • Tutoring younger students or classmates	good leaders. Can interact with others and usually have lots of friends.		

• Using puppets to put on a puppet show			
Intrapersonal Intelligence (Self Smart) **Learning Activities and Project Ideas** • Writing reflective papers on content-area topics • Writing essays from the perspective of historical figures, such as Civil War soldiers or suffragettes • Writing a literary autobiography, reflecting on their reading life • Writing goals for the future and planning ways to achieve them • Using software that allows them to work alone, such as Decisions, Decisions, a personal choice software; or the Perfect Career, a career choice software • Keeping journals or logs throughout the year • Making a scrapbook for their poems, papers, and reflections	People with a strong intrapersonal intelligence have a deep awareness of their feelings, ideas, and goals. Students with this intelligence usually need time alone to process and create.	Principal Teacher/s	• Identify issues that need appropriate actions and solutions
Naturalistic Intelligence (Nature Smart) **Description:** This intelligence refers to a person's natural interest in the environment. These people enjoy being in nature and want to		Principal Teacher/s	• Identify issues that need appropriate actions and solutions

protect it from pollution. Students with strong naturalistic intelligence easily recognize and categorize plants, animals, and rocks. • Caring for classroom plants • Caring for classroom pets • Sorting and classifying natural objects, such as leaves and rocks • Researching animal habitats • Observing natural surroundings • Organizing or participating in park/playground clean-ups, recycling drives, and beautification projects			
Remediation activities	Intervention Activity plan Purchase or prepare needed materials	Principal Teacher/s Supply Officer	• Successful conduct of the program

Strategy of Implementation

There are many things that need to be done before the intervention program can be implemented which include: 1) ask the help from the District Supervisor in seeking the approval from the Schools Division Superintendent to implement the program; 2) once approved, request from the schools division superintendent in issuing a memorandum for the implementation

of the Enhanced Corrective Reading Program; 3) the district supervisor, school administrator and the General PTA officers should invite cooperation among student-recipients together with their the parents and teachers for the participation in the activities of the program; and 4) seek alliance from the local government unit (LGU) or non-government organization (NGO's) in the implementation of the program specially if budget is required.

Teachers as the frontliners in the implementation of DepEd's programs and projects are looked up to as the best authority in terms of implementation of these programs. Thus, it is expected of them that they should try out innovations, try out varied reading strategies and use authentic reading materials that cater to most especially the deprived and struggling readers in school.

Monitoring and Evaluation

This is considered as the most important part of program implementation because the persons involved in the program can determine whether the goals and objectives are carried out or not. They can also ascertain what other things are needed to be done to accomplish the goals and objective. In the monitoring and evaluation of the effectiveness of the implementation of the program, the program implementers can use the following tools: 1) Monthly Progress Report, 2)

Monthly Accomplishment Report of Activities; and 3) regular strategic planning among parents, teachers and stakeholders.

Budgetary Requirements

In implementing the program, the following budgetary requirements will be entailed:

Supplies and Materials	……	Php. 15, 000.00
Meals and Snack during planning and Assessment	……	10,000.00
Training of the teacher	……	10,000.00
Transportation Expenses	……	15,000.00
Other Incidental Expenses	……	10,000.00
Total	……	Php 50,000.00

- 3 month
- 1 week Assessment on the Impact of the Program (March)
- This corrective reading program can be delivered in 3 days a week or twice a week or far better if can be done daily.

IV- IMPLEMENTATION SCHEME:

A. PRE-IMPLEMENTATION PHASE:

Teachers as the front liners in the implementation of DepEd's programs and projects are looked up to as the best authority in terms of implementation of these programs. Thus,

it is expected of them that they should try out innovations, try out varied reading strategies and use authentic reading materials that cater to most especially the deprived and struggling readers in school.

The pre-implementation phase is the stage for the thorough examination of the needs of learners so as to plan steps to be undertaken.

The following tasks should be done during this stage:

1. Conduct School Advocacy & Screening Activities

2. Conduct Planning Conference with the Reading Task Force of the School

3. Organize/Install/Structure a School Reading Clinic

B. IMPLEMENTATION PHASE:

The students are indulged in various reading enrichment activities and the following must be done:

1. There will be a quarterly program impact evaluation to find if the objective set are achieved or not. After the evaluation, there must be some modification on the plans of implementation to ensure that the program really serves its purpose, that is to improve the reading level of the students.

2. Remedial program can be delivered 3 times a week better else to implement it daily.

3. Conduct reading sessions to the recipients categorized thru their reading profile.

4. Conduct Reading Instruction using Reading Strategies.

5. Identify, gather or purchase materials for the Program

6. Conduct Monitoring and Evaluation after every month of implementation of the reading activities

ACTIVITIES (Every End of the Month)	**EXPECTED OUTPUT**	**RESPONSIBLE PERSONS**	**EXPECTED IMPACT**
• Conduct Reading Assessment	• Identify the number of non- or slow readers	• Principal • Reading Teacher	• Identify issues that need appropriate actions and solutions
• Remediation Activities	• Intervention Activity Plan • Purchase or prepare needed reading materials	• Principal • Reading Teacher • Reading specialist • Supply Officer	• Successful conduct of the program • Teachers and recipient-readers use the materials
• Meeting with parents to monitor home	• Monitor recipients through their advisers	• Principal • Reading Teacher/s • Adviser/s	• Successful conduct of the program

reading tasks			
• Conduct reading Evaluation	• Identify the number of students who improved in reading	• Principal • Reading teacher/s • Adviser/s	• Award Certificates to: Parents Pupils teachers

C. POST-IMPLEMENTATION PHASE

There must be an Impact Evaluation of the Program to be done by the reading teacher or program implementer with the presence and assistance of the following persons:

1. School Principal
2. Stakeholders, such as the PTA/PTEA President, SGC President and the Guidance counselors

V-EVALUATION OF THE PROGRAM

- Conduct an EVALUATION to improve the program
- Prepare an action PLAN in Reading
- Plan to INSTITUTIONALIZE the Corrective reading Program

As the third skill in language acquisition, it requires great deal of concentration on the material to be read, taking

appropriate notes on the words and their pronunciation and also the punctuation marks that guide the reading for meaningful comprehension (Straus, 2015).

School children often encounter difficulty in reading especially when they are faced with difficult and ambiguous words. Sometimes it makes them lose interest in reading thereby making them not to get the content of the text due to high level of vocabulary associated with the test (Azikiwe, 2007, Straus, 2015).

However, in reading a text there is need for one to pay attention in the words used and then find the meaning of the words as they will aid the reader to get the message in the text and as well give account of what one has read.

> Children who find it difficult to read as a result of obscurity of words are to be guided always by their teachers who will help to explain some words and also make them to read and retell what they have read. To this end, the teacher needs to exercise patience especially with those children who are not fast in learning so as to move everyone along.

I. Feature, Target and Description:

TARGET STUDENT

This enhanced corrective reading program is designed for students with problems in decoding (e.g., frequent word identification errors, add and omit words, confuse high-frequency words, and/or have a poor grasp of grapheme-phoneme relationships) and/or problems with comprehension (e.g., associated with problems in decoding, auditory memory and statement repetition skills, analytical skills required to process arguments, deficient vocabulary, lack of background or domain knowledge, and/or motivation).

This is also for students who read at a laboriously slow rate, are unable to comprehend because of inaccurate reading, need comprehension intervention, do not write well, do not think or speak with clarity, and/or are not highly motivated.

This system can also be used for students who cannot follow multi-step directions, exhibit poor auditory memory and statement repetition skills, lack the analytical skills required to process arguments, have a deficient vocabulary, and/or lack background or domain knowledge.

- ✓ Selected grade 7 students or classes
- ✓ Students shall be classified in terms of reading comprehension levels, which was adapted from the Phil-IRI as follows;
  - ❖ Independent Level
  - ❖ Instructional Level
  - ❖ Frustration Level
- ✓ The inclusion of the fast reader in the program is optional but measure have to be undertaken to ensure that no one left behind and no one is discriminated in a class.

DESCRIPTION

Corrective Reading provides intensive direct instruction-based reading intervention for students in Grades -7 who are reading below grade level. This Direct Instruction reading intervention program delivers scripted, tightly sequenced, carefully planned lessons that give struggling students the structure and practice necessary to become skilled, fluent readers and better learners. Four levels for decoding plus four for comprehension address the varied reading deficits and skill levels found among older students.

FEATURES

The Corrective Reading program provides educators with the tools to help close the achievement gap by addressing deficiencies in both decoding and comprehension. Two major strands and four instructional levels address a wide range of reading problems. Decoding and comprehension can be used as a supplemental intervention or combined for use as a comprehensive program. Multiple points of entry appropriately address skill levels of students in all Grade levelT. Fully

integrated assessments monitor progress and guide movement through the program.

II. TIME / DURATION:

Three Month implementation will be followed with quarter assessment:

III. IMPLEMENTATION PHASE:

A. Pre-Implementation Phase

The Corrective Reading program provides educators with the tools to help close the achievement gap by addressing deficiencies in both Decoding and Comprehension.

• Two major strands and four instructional levels address a wide range of reading problems. • Decoding and Comprehension can be used as a supplemental intervention or combined for use as a comprehensive program.

• Multiple points of entry appropriately address skill levels of students in Grades 4–Adult.

• Fully integrated assessments monitor progress and guide movement through the program. When You Need Decoding Intervention Students who need Decoding intervention typically have little reading experience and are not familiar with the vocabulary, sentence structure, text organization, and concepts of “book” language. Without intervention, their comprehension skills decline, they develop negative attitudes toward reading, and they become poor spellers and writers. Students with Decoding problems:

• Make frequent word identification errors

• Add and omit words • Confuse high-frequency words

• Have a poor grasp of grapheme-phoneme relationships

• Read at a laboriously slow rate • Are unable to comprehend because of inaccurate reading When You Need Comprehension Intervention Students who need Comprehension intervention do not write well, do not

think or speak with clarity, and are not highly motivated. Students with Comprehension problems:

- Cannot follow multi-step directions
- Exhibit poor auditory memory and statement repetition skills
- Lack the analytical skills required to process arguments
- Have a deficient vocabulary
- Lack background or domain knowledge

The Pre-Implementation is the stage where in depth and assessment of the needs of Grade-7 students is to be undertaken.

These shall be done during this stage:

1. Conduct School Advocacy on the number of the learners needing remedial activities based on their reading level and learning style.
2. Conduct planning conference with the school reading teachers, Department Head, and the School Heads;
3. Identify the number of the session based on the number of students-recipients; and
4. Establish / appoint or assign school remedial teachers.

B. Implementation Phase

The students undergo the remedial instruction with the help of the knowledgeable remedial teacher focusing on the following:

1. Manage remedial session to the student-recipients;
2. Prepare session with clear steps to be undertaken;
3. Follow the 4As for an effective remedial instruction; activity, abstraction, analysis, and application;
4. Evaluate students learning after which reflect on its result whether the target is achieved or needed further enhancement;

5. Submit a monthly report to the school head on the progress of the students and the effectiveness of the remedial program; and
6. Conduct monitoring and evaluation after every quarter to assess the impact of the remedial program.
7.

SAMPLE OF AN INTERVENTION TOOL AND STRATEGY

- **COMPREHENSION**

MATERIALS

reading passages

3H poster

TARGET STUDENT

Students who have difficulty answering comprehension questions due to insufficient knowledge of question-answer relationships

DESCRIPTION

3H is a mnemonic learning strategy that students can use to remember how to answer different types of comprehension questions. It involves the three types of question-answer relationships: here, hidden, and in my head.

FEATURES

3H is a learning strategy. After students have been taught how to use them, learning strategies are to be used by students independently. Use explicit instruction (explanation, modeling, guided practice, independent practice) to teach this strategy.

Using Explicit Instruction to Teach the 3H Strategy

Explain why students should learn this strategy. Using the 3H poster, explain each type of question. "Here" refers to answers that are found in the text directly "on the lines." These answers are typically found in one place. "Hidden" refers to answers that are found "between the lines." These answers can be found by joining together information that is

found in different places in the text. “In My Head” refers to answers that are found “beyond the lines.” These answers come from background knowledge or may involve opinions or what a reader thinks. Give an example of each type of question from a current movie or fairy tale students are familiar with or use relevant examples from the school’s culture.

Model the strategy. After explaining the strategy, proceed with modeling- Use a think aloud strategy, and voice out the thought process behind each stage. Instruct the students to write “Here,” “Hidden,” or “In My Head” next to each comprehension question. Repeat this activity with different passages and different comprehension questions. This may need to occur over the course of several days based on the needs of the students

Guided practice: Guide students in performing the strategy in small groups or in pairs. If students need additional support, they can orally recite the description of the three H’s or use notecards with a description written on them. Monitor student progress. During this time, scaffold the learning and support students who need assistance in using the strategy. They can also model the think aloud strategy (when in pairs) to strengthen comprehension and learning of the steps involved.

Independent practice: After guided practice, students should only use the strategy independently, once they have shown they have mastered the strategy. Students can also be given the opportunity to reflect on the strategy.

C. Post Implementation Phase

The school must conduct the impact evaluation of the remedial program to be done by the following:

1. School Head/ Department Head;
2. Division Supervisor in English/ Filipino
3. Division Program Specialist; and
4. Stakeholders, like PTA, SGC, and the Guidance advocate

IV. MONITORING AND EVALUATION:

The School must conduct an Action Research to improve the reading remediation program.

Then, based on the research result there will be a preparation on action plan for the sustainability of the program.

Lastly, the implementation and institutionalization of the reading remediation program.

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A P P E N D I C E S

APPENDIX A

REQUEST FOR APPROVAL OF RESEARCH TITLE

SAMAR COLLEGE
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

June 11, 2018

Dr. NIMFA T. TORREMORO
Dean, College of Graduate Studies
Samar College
City of Catbalogan

M a d a m e:

The undersigned will enroll in thesis writing this 1st Semester, School Year 2018-2019. In this regard, he would like to present the following proposed thesis titles, preferably Number 1, for your evaluation, suggestions and recommendation.

1. Learning Style and Reading Level of Grade 7 students: Basis for Enrichment Activities.
2. Problems of School Leavers in Selected Schools, in Wright II-SJDB, Samar Division their Implication to the Guidance Program.
3. Correlates of Reading Speed and Comprehension abilities among Grade VII students of San Jose de Buan National High School, San Jose de Buan,Samar, Wright II- SJDB, Samar Division.

(SGD.) LEMAR C. DE GUIA
Researcher

Recommended Title No.

1 **(SGD.) GUILLERMO D. LAGBO, DPA**
Evaluator
1 **(SGD.) PEDRITO G. PADILLA, PhD**
Evaluator
1 **(SGD.) NATALIA B. UY, PhD**
Evaluator

Approved Title No.: # 1

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

APPENDIX B

Republic of the Philippines
Commission on Higher Education
Region VIII
Samar College
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

ASSIGNMENT OF ADVISER

NAME : LEMAR C. DE GUIA

COURSE : Master of Arts in Education

SPECIALIZATION : Reading

TITLE OF THESIS PROPOSAL : Learning Styles and Reading Level of Grade 7 students in the Secondary Schools of Wright II-SJDB District: Basis for Enrichment Activities.

NAME OF ADVISER : Guillermo D. Lagbo, DPA

(SGD.) LEMAR C. DE GUIA
Researcher

CONFORME:

(SGD.) GUILLERMO D. LAGBO, DPA
Adviser

APPROVED:

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

APPENDIX C

QUESTIONNAIRE
(For Student-Respondent)

Republic of the Philippines
Commission on Higher Education
Region VIII
Samar College
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

August 11, 2018

Dear Respondent,

The undersigned is currently conducting a study entitled, "Learning Styles AND Reading Level of Grade 7 Students in the Secondary Schools of Wright II- SJDB District: Basis for Enrichment Activities", as one of the requirements for the degree, Master of Arts in Education (MAEd) major in Reading with the College of Graduate Studies of Samar College, City of Catbalogan.

As potent source of information, the undersigned requests your cooperation in answering the attached questionnaire.

Rest assured that any information given in this questionnaire will be held in strict confidentiality and shall be used solely for the purpose of this study.

Thank you very much for the usual cooperation.

Very truly yours,

(SGD.) LEMAR C. DE GUIA
Researcher

PART I. PROFILE OF RESPONDENT

Direction: Kindly supply the information asked for by writing on the space provided or by checking appropriate box.

1. Name (optional): _____

2. Age: _____ 3. Sex: ☐ Male ☐ Female

4. Gross Monthly Family Income:

☐ Less than P10,000	☐ P50,000-P69,999
☐ P10,000-P29,999	☐ P70,000-P99,999
☐ P30,000-P49,999	☐ P100,000 and over

5. Parents' Highest Educational Attainment:

Father		Mother
☐	Post Graduate	☐
☐	College Graduate	☐
☐	College Level	☐
☐	Techno-Vocational	☐
☐	High School Graduate	☐
☐	High School Level	☐
☐	Elementary Graduate	☐
☐	Elementary Level	☐
☐	No Schooling	☐

6. Parents' Occupation:

Father: _____

Mother: _____

PART II. READING CAPACITY (To be supplied by the researcher)

Direction: Kindly supply information on the Reading Capacity of the student-respondents using the instrument.

_____

PART IV. LEARNING STYLES

Direction: Below are indicators related to the learning styles of students. Kindly assess each indicator by checking appropriate column using the following scale:

5 – Outstanding	(O)
4 – Very Satisfactory	(VS)
3 – Satisfactory	(S)
2 – Unsatisfactory	(US)
1 – Poor	(P)

Indicator	5 (O)	4 (VS)	3 (S)	2 (US)	1 (P)
A. Auditory					
9. Can remember more about a subject through the lecture method with information, explanation and discussion					
10. Requires explanations of diagram, graphs or visual directions.					
11. Can tell if sounds match when presented with pairs if sounds.					
12. Do better at academic subject by listening to lectures and tapes as opposed to reading a textbook.					
13. Learn to spell better by repeating the words out loud than by writing the word on papers.					
14. Would rather listen to a good lecture or speech than read about the same material in a text.					
15. Remember more by listening to the news on the radio rather than reading about it in the newspaper.					
16. Follow oral directions better than written ones					
B. Visual					
1. Prefer information to be presented with the use of visual aids.					
2. Can understand and follow direction on maps.					
3. Can better understand a news article by reading about it in the paper than by listening to the radio.					
4. Feel the best way to remember is to picture it in your head.					
5. Obtain information on an interesting subject by reading relevant materials.					
C. Tactile					
1. Like to write things down or to take notes for visual review.					
2. Prefer to make posters, physical models, or actual					

practice and some activities in class.					
3. Enjoy working with my hands or making things					
4. Skillful with an enjoy developing and making graphs and charts.					
5. Remember best by writing things down several times.					
6. Play with coins or key in pockets.					
7. Chew gum, smoke or snack during studies.					
8. Learn spelling by tracing the letters with fingers.					
9. Good at working and solving jigsaw puzzle and mazes.					
10 . Play with objects in hands during learning period.					
11 . Feel very comfortable touching others, hugging handshaking, etc.					

Thank You . . .

The Researcher

APPENDIX D

LETTER REQUEST TO SCHOOLS DIVISION SUPERINTENDENT

Republic of the Philippines
COLLEGE OF GRADUATE STUDIES
SAMAR COLLEGE
City of Catbalogan

September 1, 2018

MARIZA S. MAGAN, EdD, CESO V
Schools Division Superintendent
Department of Education
Division of Samar
City of Catbalogan

Madame:

Greetings.

The undersigned is writing his thesis on "LEARNING STYLES AND READING LEVEL OF GRADE 7 STUDENTS IN THE SECONDARY SCHOOLS OF WRIGHT II-SAN JOSE DE BUAN DISTRICT: BASIS FOR ENRICHMENT ACTIVITIES," as one of the requirements for the degree Master of Arts in Education major in Educational Management with the Samar College, College of Graduate Studies.

In this regard, he is seeking your permission to conduct the pilot testing of the instrument in Casandig National High School, Paranas, Samar; and to field the instrument in San Jose de Buan National High School, San Jose de Buan, Samar.

Rest assured that all information gathered will be held in strict confidentiality and will be used solely for this study and will be presented statistically with no reference to a particular person.

Thank you for your favorable action.

Respectfully yours,

(SGD.) LEMAR C. DE GUIA
Researcher

C U R R I C U L U M V I T A E

Name	:	LEMAR C. DE GUIA
Sex	:	Male
Date of Birth	:	August 17, 1985
Age	:	34 Year Old
Civil Status	:	Married
Place of Birth	:	Mondragon, Northern Samar
Height	:	5’ 2’’
Weight	:	58 kgs
Citizenship	:	Filipino
Father’s Name	:	Judito A. De Guia (Deceased)
Occupation	:	Farmer
Mother’s Name	:	Ledilita B. Cardenas
Occupation	:	Housewife
Home Address	:	Eco (Pob)Mondragon N. Samar
Present Position	:	Makabayan Dept. Head/ HT Des.
Station	:	SJDB National High School
Degree Pursued	:	Master of Arts in Education MAEd)
Specialization	:	Reading

EDUCATIONAL BACKGROUND

ELEMENTARY	:	MONDRAGON I CENTRAL SCHOOL Mondragon Northern Samar English Schoolastic Awardee March 22, 1998
SECONDARY	:	MONDRAGON AGRO INDUSTRIAL HS Mondragon, Northern Samar 5th Academic Honor

March 23, 2002

TERTIARY	:	EAST PACIFIC COMP COLLEGE,INC Catarman, Northern Samar Cum Laude March 29, 2006
		ASIA COLLEGE, INC. Bobon, Northern Samar BSEd- Teaching Units
GRADUATE STUDIES	:	SAMAR COLLEGE, INC. City of Catbalogan

ELIGIBILITY

Civil Service Eligible
CSC MC # II (Category I)
Eligibility No. 26080259

Lic. Examination for Teachers
CSC Prof. Rating : 76.00%
Lic. No. 1229653

License Radio Armature Operator
National Telecommunication Commission (NTC)
Nov. 17, 2018
Tacloban, City

NC I, II and III HOLDER
PC Operation, CHS, Horticulture, Event Management
Tourism Promotion and Customer Services

Trainers Methodology Certificate-I
Tourism Promotion

National TVET Trainer Certificate
Tourism Promotion, Customer Services
and Event Management

HONOR/AWARD/RECOGNITION

Cum Laude
Practicumer of the Year & Academic Excellence Awardee
Most Outstanding BSCS Graduate
East Pacific Computer College, Inc.

March 29, 2006

Mr. CARD Inc. 2009 1st Runner Up
Mr. CARD, Inc. 2009- **Best in Swim Wear**
KAMALIG Inn Calbayog City
December 20-22, 2009

Outstanding SPTA Officer Awardee **(District I Level)**
Mondragon I Central School
Mondragon N. Samar
December 6, 2011

1st Place Coach, 39th Nutri Quiz Bee
Municipal Nutrition Action Committee
July 25, 2013

Outstanding Alumni
2nd Homecoming Grand Alumni
Mondragon Agro Industrial High School
Feb 28, 2013

4TH Place Coach, DSPC 2015- CCMSF Sta. Margarita
Copy Reading and Headline Writing

5TH Place Coach, DSPC 2016- WNHS Paranas, Samar
Copy Reading and Headline Writing

5TH Place Coach,

- SciTech Writing
- Sports News Writing
- Feature Writing

3rd Place Coach, DSPC 2017
Editorial Cartooning English Category

3rd Place Coach, DSPC 2017
Feature Writing

5th Place Coach, Division Sining Tanghalan 2017
Pintahusay, held at Wright II
Paranas,Samar

10th Place Coach, Div. Statistics Competition
Jiabong National High School, Jiabong Samar

2nd Runner Up, Most Popular Parent 2018
MAIHS- Stakeholders Night
September 7, 2018

4Th Place Coach, DSPC 2018
SciTech Writing g English Category, CCMSF, Sta. Margarita

4Th Place Coach, DSPC 2018
Pagsulat ng Balita at Lathalain,CCMSF, Sta. Margarita

7th Place Coach, RSPC 2018
SciTeach Writin, Ormoc Superdome, Ormoc, City.

WORK EXPERIENCE

On the Job Trainee
Philippines National Bank
Catarman Branch
March 7, 2005- May 13, 2005

Clerk
LGU Mondragon
Mondragon Northern Samar
March 1, 2008-December 2008

Reporter I / Writer
Catarman Weekly Tribune
Catarman, Northern Samar
June 21, 2004- Feb. 12, 2006

Account Officer IV
CARD Inc. Sta. Margarita Br.
CARD MRI-Sta. Margarita Br.
Feb. 02, 2009-May 28, 2010

Administrative Staff
East Pacific Comp.College
Catarman N. Samar
April 1, 2006- Aug 17, 2006

Pre-School Teacher
MILearning Center
Mondragon,Northern Samar
June 7,2010-March 31, 2011

IT Staff
AVON Cosmetic Inc.
Catarman SC
November 5, 2006-March 1, 2008

Elementary Grade Teacher
Mondragon I Central School
Mondragon I District
Sept. 15, - Dec. 12, 2013

Elementary Grade Teacher
San Isidro Prim. School
Mondragon I District
Jan. 6, 2014- March 31, 2014

TVE and Entrep. Teacher
MAIHS
Mondragon I District
June 6, 2014- Aug. 31, 2014

CE-Facilitator
DS Welfare and Dev't.
CDDC- Laoang, Northern Samar
Sept. 9, 2014- Feb.28, 2015

Secondary School Teacher/ Department Head, MAKABAYAN Dep't.
San Jose de Buan National High School
Division of Samar
Catbalogan City
March 3, 2015- to Present

SEMNAR, WORKSHOPS AND TRAINING ATTENDED

Pagsasanay sa ibat-ibang Dulog sa Filipino sa Piling Larangan
Bulwagan Redaja, Sangay ng Samar
Agosto 22-24, 2018

Regional Training for MAPEH in Critical Content
Leyte Park, Tacloban City
July 18-24, 2018

Trainers Training on Cardiopulmonary Resuscitation
Ibabao Hall, Catarman Northern Samar
June 15-16, 2018

Division Training of Career Advocates for the CGP-11 Implementation
Redaja, Hall Catbalogan City
March 19-21, 2018

Division Training of Career Advocates for the CGP-12 Implementation
Redaja, Hall Catbalogan City
March 12-14, 2018

Otso-Otso: In Service training for Culture Based Education
Redaja Hall, Catbalogan City
Oct. 19-21, 2017

Seminar Workshop on the Supervision and Industry Based Work Immersion
Maquida Bay Hotel, Catbalogan City
Oct. 17-18, 2017

Seminar Workshop on Project ROAD MAP
Redaja Hall, Catbalogan City
Oct. 6-8, 2017

3-day Roll Out Training on the Implementation of Project HI-TEACH
Wright II- Paranas, Samar
Sept.21-23, 2017

2017 Regional Training of Division Campus Journalism Trainers
Leyte High, Tacloban City
July 21-23, 2017

SPARK SAMAR SHS Tourism Specialization Capacity Development
Intramuros, Metro Manila

May 5-28, 2017

Gender Sensitivity & Gender Responsive Planning and Legislation
Leyte Park, Tacloban City
March 23-25, 2017

International Seminar on Japanese Methodologies for 21st Century
Gracelane Hotel, Pampanga City
Nov. 26-28, 2018

Division Training on Coaching and Schools Sports
SSU Mercedes Campus, Catbalogan City
Oct. 21-23, 2018

Writing Workshop for DSSPC Winners
Redaja Hall, Catbalogan City
Oct. 1-2, 2016

Division Campus Journalism Enhancement Training for SPA's
Redaja Hall, Catbalogan City
Sept. 2-4, 2016

Regional Enhancement Training of Division Mentors for Campus Journalism
Leyte High, Tacloban City
June 6-10, 2016

1st Division Summer Camp in Campus Journalism
Redaja Hall, Catbalogan City
May 31- June 2, 2016

Department of Science & Technology Certification Program for BEI's
Pink City, Catarman Northern Samar
Nov. 21-23, 2015

Division TLE Training for Grade -10
Jardin de Elena, Catbalogan City
Aug. 26-28, 2015

Training on Accelerated Community Empowerment Activity and ME Geotagging and Database
Ciriaco Hotel, Calbayog City
Sept. 5-11, 2014

School Based Training Workshop on Physical Educ., Music, Arts and Dance
Mondragon I Central School, Mondragon I District, N. Samar
Nov. 21-22, 2013

Badminton Clinic
University Eastern Philippines, University Town, N. Samar
July 21, 2013