# READING COMPREHENSION OF ELEMENTARY STUDENTS: BASIS FOR AN INTERVENTION PROGRAM

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In Partial Fulfillment

of the Requirements for the Degree

**MASTER OF ARTS IN EDUCATION**

(Educational Management)

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**JENNIFER BALLOS UY**

April 2020

**APPROVAL SHEET**

In partial fulfillment of the requirements for the degree in **MASTER OF ARTS IN EDUCATION** major in **EDUCATIONAL MANAGEMENT**, this thesis entitled, **"READING COMPREHENSION OF ELEMENTARY STUDENTS: BASIS FOR AN INTERVENTION PROGRAM"**, has been prepared and submitted by **JENNIFER BALLOS UY** who, having passed the comprehensive examination, is hereby recommended for Final Defense

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**DEDICATION**

I dedicate this thesis to all the people who inspire and bear with me to make this study materialized.

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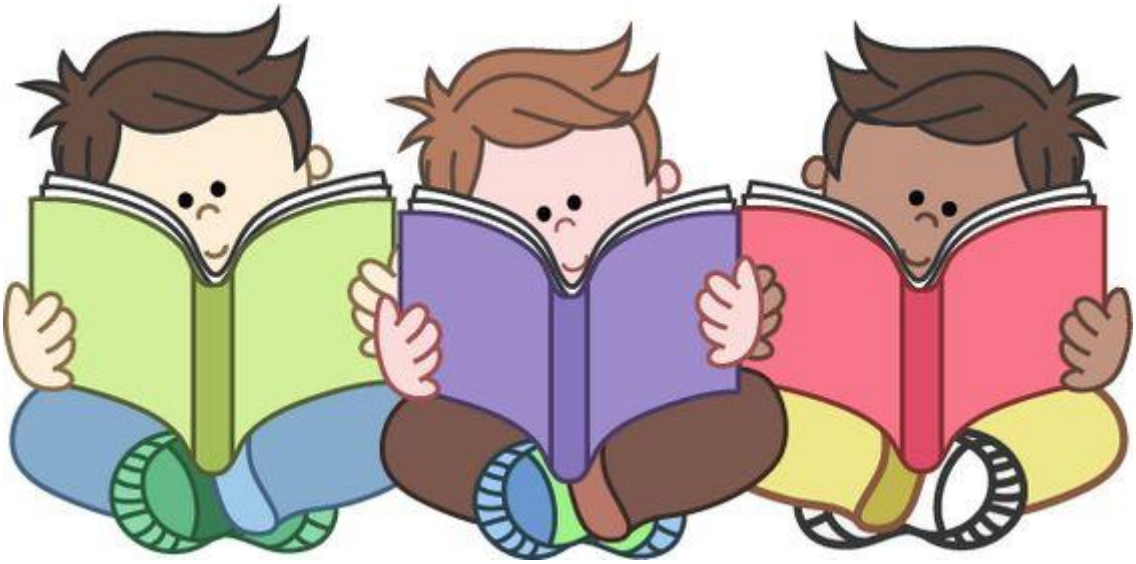

# THESIS ABSTRACT


| | | |
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| **Author** | : | JENNIFER BALLOS UY |
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This study determined the level of reading comprehension of elementary students in the District of Zumarraga basis for an Intervention Program for the school year 2019-2020.

Specifically, this study sought to answers the following questions: What is the profile variates of the

student-respondents in terms of: age and sex, grade level, nutritional status, size of the family, parents' gross monthly family income, parents' highest educational attainment, parents' occupation, number of available reading materials used at School, reading level of the student-respondents based on the Phil-IRI results, number of attendance during the first and second quarters, and reading habit?

What is the level of reading comprehension of the student-respondents based on the PHIL-IRI as: literal, inferential, critical? Is there a significant relationship between the profile variates of the student-respondents and their level of reading comprehension?

What is the academic performance of the student-respondents in reading based on the mean grade of the first and second quarters in terms of the following areas: English and Filipino? Is there a significant relationship between the academic performance of the student-respondents and their level of reading comprehension in terms of the identified areas? What intervention program may be developed based on the findings of the study?

Based on the specific problems, the following hypotheses were tested: There is no significant relationship between the profile variates of the student-

respondents and their level of reading comprehension. There is no significant relationship between the academic performance of the student-respondents and their level of reading comprehension in terms of the identified areas.

The student-respondents appraised their reading habits as "sometimes" practiced being indicated by the level of reading comprehension of the student-respondents based on the Phil-IRI was: along literal, independent; along inferential, frustration, and along critical, instructional.

In associating linear relationship between the level of reading comprehension of student-respondents and their profile variates, the following was the evaluation: age, significant; sex, significant; grade level, not significant; size of the family, not significant; gross monthly family income, not significant; parents' highest educational attainment, not significant; parents' occupation, not significant; reading level of the student-respondents based on the Phil-IRI pre-test results, significant; number of available reading materials used at school, significant and reading habit, significant.

In associating linear relationship between the academic performance in the learning area of English and the level of reading comprehension of student-respondents, the

following evaluation was noted: along literal, significant; inferential, significant; and critical, significant. In associating linear relationship between the academic performance in the learning area of Filipino and the level of reading comprehension of student-respondents, the following evaluation was noted: along literal, significant; inferential, significant; and critical, significant.

# TABLE OF CONTENTS

Page

TITLE PAGE . . . . . i

APPROVAL SHEET. . . . . ii

ACKNOWLEDGMENT . . . . . iii

DEDICATION . . . . . iv

ABSTRACT . . . . . v

TABLE OF CONTENTS . . . . . Vi

LIST OF TABLES. . . . . ix

LIST OF FIGURES. . . . . xi

Chapter

1 THE PROBLEM AND ITS BACKGROUND . . . . . 1

Introduction. . . . . 1

Statement of the Problem . . . . . 5

Hypotheses . . . . . 6

Theoretical Framework . . . . . 7

Conceptual Framework . . . . . 10

Significance of the Study. . . . . 12

Scope and Delimitation . . . . . 14

Definition of Terms . . . . . 15

**2 REVIEW OF RELATED LITERATURE AND STUDIES** . . . . . 20

Related Literature. . . . . 20

Related Studies . . . . . 31

**3 METHODOLOGY** . . . . . 39

Research Design. . . . . 39

Locale of the Study . . . . . 40

Instrumentation . . . . . 43

Validation of Instrument . . . . . 44

Sampling Procedure . . . . . 45

Data Gathering Procedure . . . . . 47

Statistical Treatment of Data . . . . . 47

**4 PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA** . . . . . 54

Profile Variates of Student-Respondents. . . . . 54

Level of Reading Comprehension Based on the Phil-IRI. . . . . 64

Relationship Between the Level of Reading Comprehension of Student-Respondents and their Profile Variates . . . . . 67

Academic Performance of the Student-Respondents in Reading Based on the Mean Grade of the First and Second Quarters. . . . . 83

Relationship Between the Academic Performance and the Level of Reading Comprehension of Student-Respondents. . . . . 84

**5 SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

Summary of Findings. . . . . 94

Conclusions. . . . . 96

Recommendations. . . . . 100

**6 INTERVENTION SCHEME** . . . . . 101

**BIBLIOGRAPHY** . . . . . .

**APPENDICES** . . . . . 109

A Letter-Request for Approval of Research Title. . . . . 110

B Letter to the Adviser. . . . . 111

C Questionnaire . . . . . 112

D Letter-Request for Permission from the Schools Division Superintendent to Field the Survey Questionnaire. . . . . 115

E Letter-Request for Permission from the District Supervisor to Field the Survey Questionnaire . 116

F Letter-Request for Permission from the Principal to Field the Survey Questionnaire. 117

**CURRICULUM VITAE** . . . . . 118

# LIST OF TABLES


| Table | | Page |
|---|---|---|
| 1 | Respondents of the Study. . . . . | 45 |
| 2 | Table of Linear Association. . . . . | 46 |
| 3 | Age and Sex Distribution of Student-Respondents.. . . . . | 54 |
| 4 | Grade Level of Student-Respondents. . . . . | 55 |
| 5 | Size of the Family of Student-Respondents . . . | 56 |
| 6 | Gross Monthly Family Income of Student-Respondents . . . . . | 57 |
| 7 | Parents' Highest Educational Attainment of Student-Respondents . . . . . | 58 |
| 8 | Parents' Occupation of Student-Respondents. . . | 59 |
| 9 | Reading Level of the Student-Respondents Based on the Phil-IRI Pre-Test Results. . . . . | 61 |
| 10 | Number of Available Reading Materials Used at School by Student-Respondents . . . . . | 62 |
| 11 | Reading Habits of Student-Respondents . . . . . | 63 |
| 12 | Level of Reading Comprehension of the Student-Respondents Based on the Phil-IRI along Literal . . . . . | 65 |
| 13 | Level of Reading Comprehension of the Student-Respondents Based on the Phil-IRI along Inferential . . . . . | 66 |
| 14 | Level of Reading Comprehension of the Student-Respondents Based on the Phil-IRI along Critical. . . . . | 67 |

15 Relationship Between the Level of Reading Comprehension of Student-Respondents and their Profile Variates. . . . . 68

16 Academic Performance of the Student-Respondents in Reading Based on the Mean Grade of the First and Second Quarters . . . . . 81

17 Relationship Between the Academic Performance in English and the Level of Reading Comprehension of Student-Respondents. . . . . 82

18 Relationship Between the Academic Performance in Filipino and the Level of Reading Comprehension of Student-Respondents. . . . . 88

# LIST OF FIGURES


| Figure | | Page |
|---|---|---|
| 1 | The Conceptual Framework of the Study. . . . . | 11 |
| 2 | The Map of the Locale of the Study . . . . . | 41 |

# Chapter 1

## THE PROBLEM AND ITS BACKGROUND

### Introduction

In order to accomplish success, one needs to have good reading and comprehension skills. Without these skills, he will struggle to grow academically as reading is the foundation to all academic subjects such as English and Filipino which influence his ability to write.

Reading is the foundation for all academic learning. Learning to read, write, and count is crucial to a child's success in school and in later life. Literacy improvement is one of the priorities of the Department of Education (DepEd). It is anchored on the flagship program of the Department: "Every Child A Reader Program," which aims to make every Filipino child a reader and a writer at his/her grade level (DepEd Order No. 14, s 2015).

Reading comprehension is the ability to read text, process it and understand its meaning. An individual's ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inferences. If word recognition is difficult, students use too much of their processing capacity to read individual words, which

interferes with their ability to comprehend what is read. This problem may lead to poor academic performance of the students (Nielsen, 2013).

Accordingly, the primary purpose for reading is to comprehend the ideas in the material or text. Without comprehension, reading would be empty and meaningless. In a reading practicum, you may have witnessed cases where students are capable of reading the words, but face much difficulty in expressing their comprehension of the main ideas.

Morga (2003:20) mentioned that reading comprehension skills increase the pleasure and effectiveness of reading. Strong reading comprehension skills help in all the other subjects and in the personal and professional lives. The high stake tests that control advancement through elementary, middle, and high school and that determine entrance to college are in large parts, a measure of reading comprehension skills. Also, while there are test preparation courses which will provide a few short-cuts to improve test-taking strategies, these standardized tests tend to be very effective in measuring readers reading comprehension skills. In short, building reading comprehension skills requires a long term strategy in which all the readers' skills areas (phonics, fluency, and

vocabulary) will contribute to success (http:/homeschool-curriculum/phonics, September 26, 2018),

Similarly, from the Schema theory, in order for the reading to be effective, the student must have knowledge of the subject they are to discuss (Alibaba, 2008). It may assume that if a child has little background knowledge on a subject, he will have difficulty in comprehending readings regarding that subject. Students sharing with the class their own schemas could alleviate this. If a student had no prior knowledge of a subject, they could begin to build their schema based on their classmate's experiences.

According to the Simple View of Reading by Wesley Hoover and Philip Gough (1990:128) the simple view does not deny that the reading process is complex. Linguistic comprehension is certainly a complicated process, whether accomplished in reading or auding; and decoding, as evidenced by the extreme difficulty some have in acquiring it, is also no simple matter.

Moreover, the simple view does not reduce reading to decoding, but asserts that reading necessarily involves the full set of linguistic skills, such as parsing, bridging, and discourse building; decoding in the absence of these skills is not reading. At the same time, the simple view holds that decoding is also of

central importance in reading, for without it, linguistic comprehension is of no use. Thus, a second central claim of the simple view is that both decoding and linguistic comprehension are necessary for reading success, neither being sufficient by itself. However, learning to read requires many building-block skills such as phonological awareness and alphabet understanding. What is not as widely acknowledged is that reading comprehension, an even more complex process, also requires different building-block skills. The problem in reading comprehension would result to poor academic performance like most of them got below 75 percent during quarterly examinations on some learning areas specifically on English and Filipino during the School Year 2017-2018 and School Year 2018-2019 and even to the real life of the students in which out of 983 students almost half of them have problem on alphabet understanding and reading comprehension (http:/document/373/Comprehension/RessultPHIL-IRI-Post-Test-Zumarraga-ES--2018-2019,September 28, 2018).

## Statement of the Problem

This study determined the level of reading comprehension of elementary students in the District of

Zumarraga basis for an Intervention Program for the school year 2019-2020.

Specifically, this study sought to answers the following questions:

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

1.1 age and sex;

1.2 grade level;

1.3 nutritional status;

1.4 size of the family;

1.5 parents' gross monthly family income;

1.6 parents' highest educational attainment;

1.7 parents' occupation;

1.8 number of available reading materials used at School;

1.9 reading level of the student-respondents based on the Phil-IRI results;

1.10 number of attendance during the first and second quarters; and

1.11 reading habit?

2. What is the level of reading comprehension of the student-respondents based on the PHIL-IRI as:

2.1 literal;

2.2 inferential;

2.3 critical?

3. Is there a significant relationship between the profile variates of the student-respondents and their level of reading comprehension?

4. What is the academic performance of the student-respondents in reading based on the mean grade of the first and second quarters in terms of the following areas:

4.1 English; and

4.2 Filipino?

5. Is there a significant relationship between the academic performance of the student-respondents and their level of reading comprehension in terms of the identified areas?

6. What intervention program may be developed based on the findings of the study?

**Hypotheses**

Based on the specific problems, the following hypotheses were tested.

1. There is no significant relationship between the profile variates of the student-respondents and their level of reading comprehension.

2. There is no significant relationship between the academic performance of the student-respondents and their

level of reading comprehension in terms of the identified areas.

## Theoretical Framework

This study was anchored on several theories that served as guide for the researcher such as: Three Levels and Dimension of Reading Comprehension Theory (Gunning, 2008), Traditional View of Reading Theory (Dole et al. 1991:112) and Multiple Intelligences Theory (Gardner, 1991).

According to Three Levels and Dimension of Reading Comprehension by Gunning, there are three levels of reading comprehension namely: literal, interpretative and applied.

When children read the text to gain facts and knowledge based learning, the reader is said to be literal reader. Usually, tests in this category are objective tests dealing with true or false, multiple choice and fill-in-the blank questions. Common questions used to illicit this type of thinking are who, what, when, and where questions.

Furthermore, Gunning (2008) suggested that when a child read with interpretation beyond the text of a reading material, the child is already at interpretive level of comprehension.

To support Gunning theory is a model which explains

the Grade Level Interactive Activation Model for Word Identification and Reading Comprehension Sohlberg, 2008. According to the model, reading is an iterative, interactive process. Moreover, models were developed that represented the reading process as either bottom-up, starting with the perceptual processing of text and moving upward through word recognition to comprehension, or top-down, starting with activation of prior knowledge and proceeding downward. Moreover, McCormick (1988) developed the model from decades of research in the fields of psychology and education, interactive models of reading suggest that bottom-up and top-down processes are active simultaneously. The model suggested that at word identification level, orthographic and phonological processes occur more or less simultaneously to lead to word retrieval (McClelland & Rumelhart, 2001); importantly, both processes interact with higher level processes to resolve ambiguities. Afterwards, word identification leads to the process of activating and constructing meaning at the next level of reading: comprehension processes. Comprehension processes result in three levels of representation of a text's meaning. Moreover, the first model is the sentence level representation (sometimes called the surface level), which is literally a word-for-word rendering of the

text being read. Second is the proposition level of representation, in which the reader extracts the core ideas from the literal text. With word meaning available, syntax is parsed to establish relations between words leading to construction proposition level meaning.

Furthermore, the model is the situation model, which is the highest level representation of the text's meaning and represents the integrated situation described in a text. Extending beyond literal and propositional representations, situation models describe the representation constructed when readers integrate and update what they already know about the topic into a more complex and holistic conceptualization of it.

According to Dole et al. (1991:112), in the Traditional View of Reading Theory, espouses that novice readers acquire a set of hierarchically ordered sub-skills that sequentially build toward comprehension ability. Having mastered these skills, readers are viewed as experts who comprehend what they read. Readers are passive recipients of information in the text. Meaning resides in the text and the reader has to reproduce meaning.

Lastly, the Mental Model Theory (Johnson-Laird & Savary 1996:69) assumes that people do not innately rely on

formal rules of inference, but instead rely on their mental models which are based on their understanding of the premises and their general knowledge. A foundational principle of the Mental model theory is the principle of truth which states that reasoners represent as little information as possible in explicit models and, in particular, that they represent only information what is true.

**Conceptual Framework**

Figure 1 shows the conceptual framework of the study. As reflected in the diagram, the study determined the level of reading comprehension of elementary students in the District of Zumarraga basis for an Intervention Program for the School Year 2019-2020.

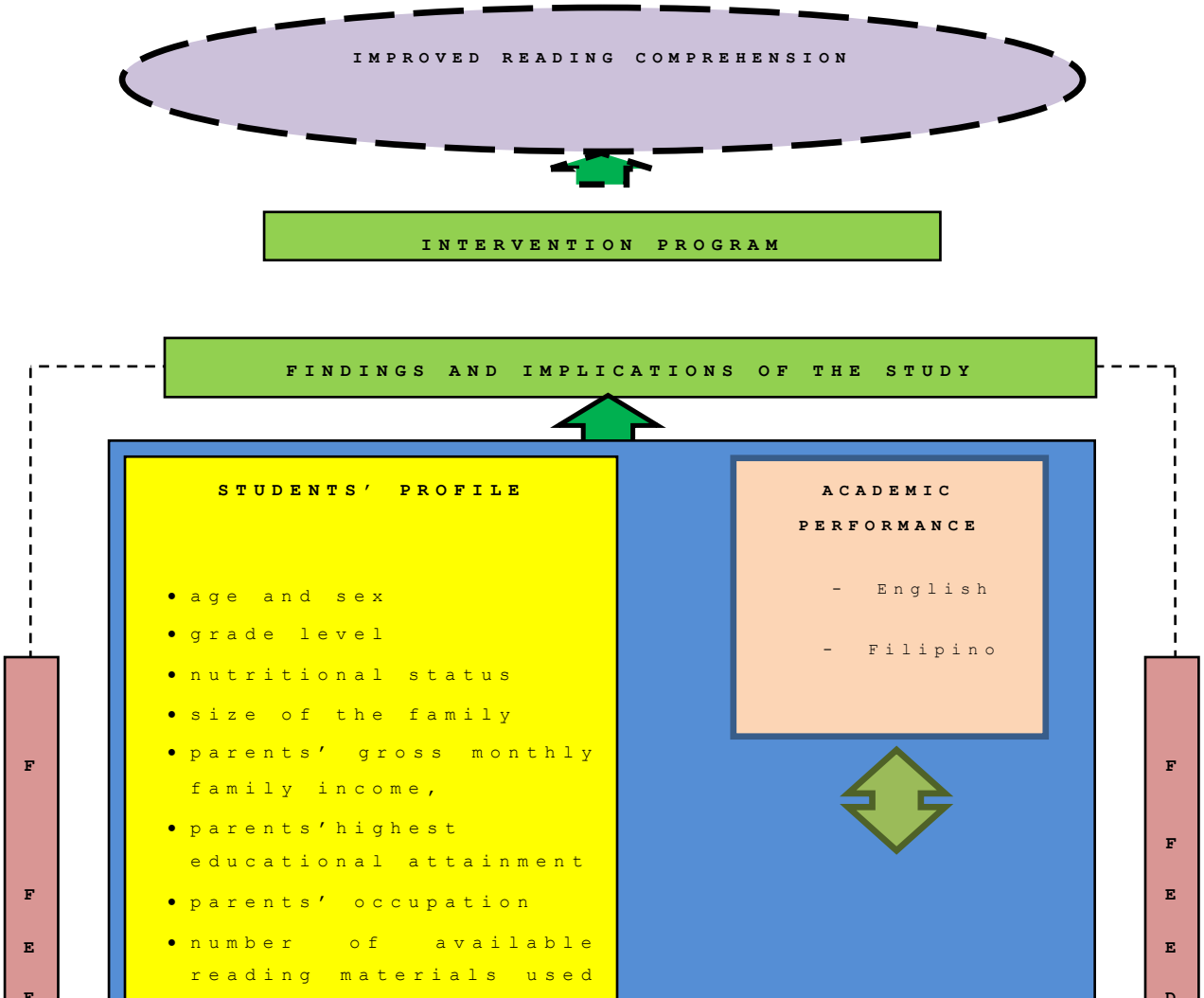
The diagram at the bottom shows the research environment which is the District of Zumarraga, Schools Division of Samar with the elementary students as respondents.

The upper big box which contains three small boxes indicates the processes and relationships of the different variables. At the left side is the students' profile variates which includes: age and sex, grade level, nutritional status,

size of the family, parents' gross monthly family income, parents' highest educational attainment, parents' occupation, number of attendance during the first and second quarters, reading level of the student-respondents based on the Phil-IRI results, reading habit, and number of available reading materials used at school.

At the upper right side shows the academic performance of elementary students in English and Filipino.

Below is the student-respondents' level of reading comprehension as to: literal, inferential and critical level these three boxes at the center which are students' profile



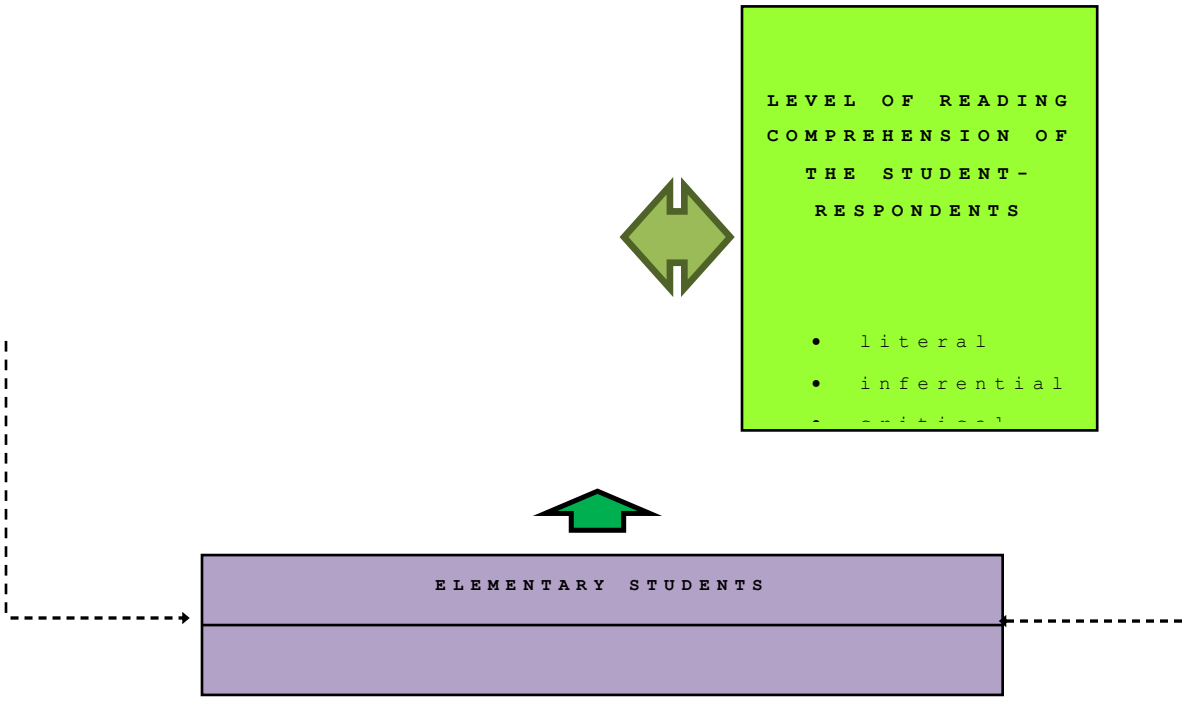



**Figure 1.** The Conceptual Framework of the Study

foregoing levels of reading comprehension as shown by variates test the correlational relationship to the the two-way arrow.

Moreover, a feedback mechanism would be provided to the respondents. The findings and implications of the study served as basis in crafting the intervention program and attainment of the ultimate goal of this study which is improved reading comprehension among elementary students in District of Zumarraga, Schools Division of Samar.

## Significance of the Study

This study would be significantly important to the

reading specialists, school administrators, students, parents, students, teachers, the future researchers, and the DepEd Key Officials.

**To the Reading Specialists**. This study would help the reading speacialists to provide advanced preparation that would be beneficial to the struggling readers in particular.

**To the School Administrators**. This study would be beneficial to the school administrators for this would give them information based on the feedback of the teachers' attitude toward teaching reading, and this would give them a view for further recommendations so as to improve the reading levels of the students.

**To the Parents**. The parents would be the major benefactor of this study by gaining knowledge of the present situation regarding the reading comprehension of their child which in turn would also do their part as parents to improve their children's reading comprehension.

**To the Students**. This study would provide the students idea on the level of their reading comprehension which would be a way for them to improve their reading performance in school. The intervention program is a source

of information for the activities that they involve to enhance their reading ability of the students.

**To the Teachers.** This study would help teachers come up with teaching strategies and methodologies which will foster the reading comprehension of the pupils. Teachers can also use the result of this research in make-up classes for the benefit of those who are slow readers and low in reading comprehension. The reading teachers would be guided for the integration of reading activities in their class scheduled in the reading intervention program.

**To the Future Researchers.** Future researchers could make use of the results of this study related literature for their research in the future.

**To the DepEd Key Officials.** This study would provide them valuable inputs or information that would contribute in solving the problem on reading from among the students in the school. Policy may be recommended to further address the problem on reading.

## Scope and Delimitation

This research primarily focused on determining the level of reading comprehension of elementary students in the District of Zumarraga: Basis for an Intervention Program.

The student's personal profile served as variables such as age and sex, grade level, nutritional status, size of the family, parents' gross monthly family income, parents' highest educational attainment' parents' occupation, number of attendance during the first and second quarter, reading level of the student's respondents based on Phil-IRI for the pre-test and post-test, reading habit, and number of reading materials at school.

The level of reading of comprehension based on Phil-IRI instruments would be included namely: literal, inferential and critical. This study was conducted in the District of Zumarraga, Schools Division of Samar. This was conducted during the school year 2019-2020.

**Definition of Terms**

The following terms were defined conceptually and operat

-ionally in this study for the readers better understand

**Appreciative**. Conceptually, this term refers to which means you approach the contents of the books in an appreciative manner, rather than looking for their weaknesses (https://positivepsychologynews.com, August 12, 2019). Operationally, this term refers as one of the

variable of the study to determine the reading level of reading comprehension of the intermediate students.

**Critical**. Conceptually, this term refers to a careful analysis of an argument to determine what is said, how well the points are made, what assumptions underlie the argument, what issues are overlooked, and what implications are drawn from such observations. It is a systematic, yet personal response and evaluation of what you read. (https://www.hws.edu › academics 2018). Operationally, this term refers as one of the variables of the study to determine the level of reading comprehension of the elementary students.

**English**. Conceptually, it refers to a subject and is often split into two main topics which, obviously, can help a student improve his skills in English. These two topics are English Literature and English Language (https://www.hws.edu › academics 2018). When talking about English Literature it is simply the study of different books and writings from authors past and present. Operationally, this was used as the main subject for the research process. **Essential**. Conceptually, this term refers to that something is required reading for a particular group of people, mean that you think it is essential for them to read it because

it will give them information which they should have. (https://study.com › academy › lesson › reading-comprehension-essential 2018). Operationally, this term refers as one of the variables of the study to determine the level of reading comprehension of the intermediate students. **Evaluative**. Conceptually, this term refers to what the text tells us about the world outside the story. (https://study.com › academy › lesson › reading-comprehension-literal 2018). Operationally, this term refers as one of the variables of the study to determine the level of reading comprehension of the intermediate students.

**Filipino.** Conceptually, It refers as the Tagalog-based official language of the Republic of the Philippines (https://Filipinodefinition). Operationally, This was referred as one of the Subject under this research undertaking.

**Inferential**. Conceptually, this term refers to the comprehension is the ability to process written information and understand the underlying meaning of the text. This information is then used to infer or determine deeper meaning that is not explicitly stated. Inferential comprehension requires readers to: combine ideas. (https://owlcation.com › academia › Literal-Inferential-

and-Critical-Comprehension 2018). Operationally, this term refers as one of the variables of the study to determine the level of reading comprehension of the intermediate students. **Elementary Students**. Conceptually, this term refers to students belong to the grade level of 4 to 6, known as K-12 in the K to 12 curriculum (https://Department of Education/curriculum). Operationally, this term refers as the main respondents of the study.

**Literal**. Conceptually, this term refers to the comprehension involves what the author is actually saying. The reader needs to understand ideas and information explicitly stated in the reading material. The reader is trying to better understand what is actually happening within the text. (https://owlcation.com › academia › Literal-Inferential-and-Critical-Comprehension 2018). Operationally, this term refers as one of the variables of the study to determine the reading comprehension of the intermediate students.

**Reading Comprehension**. This term is defined as the level of understanding of a text/message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text/message (Aurora, 2001). In this study, this was the

level of which pupils answer the reading comprehension test. **Reading Level**. Conceptually this term means the criteria in identifying the reading levels of the students either independent, instructional or frustration of the learners, (http://unesdoc.unesco.org/images/0013/001351/135162eo.pdf August 5, 2017). Operationally, this term refers to the main variable of the study which is reading level.

**PHIL-IRI**. As used in this study, it pertains to an assessment tool that evaluates the reading proficiency level of elementary school students. It is an informal measure that assesses the student's word recognition, vocabulary and comprehension skills in oral reading (Phil-IRI, 2004) **Reading Habit**. It refers to the pattern of behavior that is repeated so often that it becomes typical of somebody, although one may not be aware of it (http://www.the freedictionary.com). As used in this study, the term refers to the actions repeatedly done by the student-respondents in the course of classroom reading activities, although they may not be conscious of it.

**Intervention Program**. It provides students with an opportunity to increase reading, writing, test taking and study skills at their instructional level (http://www.umasd.org). As used in this study, each class

is designed to meet the individual needs of students within a small group setting.

## Chapter 2

# REVIEW OF RELATED LITERATURE AND STUDIES

Significant literature and studies that take into some aspects of this research had been surveyed and reviewed to acquire better insights on the conduct of the present study. These included both foreign and local literature and studies done in relation to reading approaches. This chapter presented the review of literature and studies conducted by the researcher to support the problem under this study such as books, theses, journals, periodicals, magazines, and other reading materials including electronic access.

## Related Literature

The following related literature were taken from the different reading materials that are relevant to the present study.

Reading skills in the child is fundamentally important, by Tejero (2010:2-3), reading is a key to success in school, to the development of out-of-school interests, to the enjoyment of leisure time and to personal and social adjustment. However, while the development of reading skills is considered important, teaching such skills is not an easy task. Oftentimes, reading teachers are faced with insurmountable difficulties in teaching not

only in such phrases as decoding language symbols, word recognition but also in teaching comprehension skills.

Clark (1976:221-222) said that the purpose of early and subsequent literacy instruction in school education is to help students master the challenges of linking written and spoken language. These include acquiring knowledge about the alphabetic system, learning to decode new words, building a vocabulary that can be read on sight from memory, and becoming facile at constructing, integrating, interpreting and remembering meanings represented in text - in whatever form such representations are presented. For students, at any level, to be able to link their knowledge of spoken language to their knowledge of written language, they must first master the alphabetic code - the system of grapheme-phoneme correspondences that link written words to their pronunciations (www.research.acer.edu.au,September22, 2017). Moreover, the changing concept of reading, which emphasizes the interactive model, has encouraged a shift from traditional approaches in teaching reading to a greater emphasis on methodologies reflecting cognitive principles. It stresses the importance of language exposure and experience to children's growth and cognitive development, helping to arouse interest in modifying reading experience of young

children, and fostering literacy development across grades (UNESCO,2013:12-13).

More recently, the areas of emergent literacy, the literacy behaviors and concepts of young children that precede conventional reading and writing, and phonemic awareness, the awareness of the sounds - phonemes that make-up spoken words are being emphasized to encourage and accelerate the literacy development of young children. The need for rich language experiences is critical to the cognitive and language development of young children, and while this must be encouraged in homes, teachers also need to continue to provide these experiences for children when they start their formal education.

However, while students will likely have read numerous books, magazines, newspapers, blogs, graphic novels, and essays, by the time they enter university or college, academic reading has different purposes, expectations and responsibilities. It requires a different approach. In addition, being an undergraduate often means having a huge reading load to accomplish in a short period of time. Having so much to read, and so much content to absorb, can be daunting. It can be hard to know what to focus on. There are two common mistakes. One is to read the book, chapter, or article as if it were a novel, focusing on the

plot, characters and ending. This is especially true for reading ethnographies or case studies. Secondly, when trying to take notes, without some framework for filtering and organizing the information they are reading, it is easy for a student to fall into the trap of re-writing practically the entire article into their study notes. That is such a waste of energy and time (https://a-5-step-approach-to-reading-scholarly-literature, August 3, 2017). Moreover, due to the demands of a global modern world, the ability to understand and interpret information, both in the mother tongue and in other languages - especially in English - has become a main concern, as most academic information necessary for tertiary education is written in English. According to Anderson (2000:173), reading is an essential skill for students learning English as a foreign language, as the development of good reading abilities will greatly help them progress in the development of their academic areas. Reading is a means of language acquisition, of communication, and of sharing information and ideas. Like all languages, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community. From time to time people have wondered why reading is important. There seem

so many other things to do with one's time. Reading is important for a variety of reasons. Some say that reading is sign of high intelligence, but it is important to realize that struggling with vital reading skills in not a sign a low intelligence (Davis, 2001:7,85-97). For example, John Corcoran, who wrote The Teacher Who Couldn't Read, is a very intelligent man. He graduated from High School and College, became a popular High School teacher and later a successful business man all without being able to read. Many highly intelligent people have struggled with reading although, when properly taught, most people can learn to read easily and quickly.

Reading is a significant part of learning. It is a fundamental requirement in any field or subject - from language to Science and Math. However, many people fail to realize. Many students and even adults think that reading is boring and just a waste of time (Smarttools, 2009:35).

Morrison cited that reading is fundamental to function in today's society. There are many adults who cannot read well enough to understand the instructions on a medicine bottle. That is a scary thought - especially for their children. Filling out applications becomes impossible without help. Reading road or warning signs is difficult. Even following a map becomes a chore. Day-to-day activities

that many people take for granted become a source of frustration, anger and fear. The route of the bus or jeep, the name of the restaurant, the instructions on how to cook your food, the label of medicine – every minute of your life, you read words and numbers. That is how important reading is. Similarly, according to Simone (2002:16) reading is a vital skill in finding a good job. Many well-paying jobs require reading as a part of job performance. There are reports and memos which must be read and responded to. Poor reading skills increase the amount of time it takes to absorb and react in the workplace. A person is limited in what they can accomplish without good reading and comprehension skills. Reading, for Rapp (2009:11,289-312), is important because it develops the mind. The mind is a muscle. It needs exercise. Understanding the written word is one way the mind grows in its ability. Teaching young children to read helps them develop their language skills. It also helps them learn to listen. Everybody wants to talk, but few can really listen. Lack of listening skills can result in major misunderstandings which can lead to job loss, marriage breakup, and other disasters - small and great. Reading helps children and adults focus on what someone else is communicating. Brain muscles are used in reading. What you

use in your body continuously develops. This is why reading is associated with academic success. Moreover, reading develops the imagination. With reading, a person can go anywhere in the world even out of it! They can be a king, or an adventurer, or a princess. The possibilities are endless. Non-readers never experience these joys to the same extent. Furthermore, the more they read, the more they gain knowledge of the world. They learn new things, new places, new people, and new culture. Constant reading helps improve their vocabulary and grammar; thus, give them an edge in improving their writing and comprehension. In line with the above, reading develops the creative side of people. When reading to children, stop every once in a while and ask them what they think is going to happen next. Get them thinking about the story. When it is finished, ask if they could think of a better ending or anything that would have improved it. If they really liked the story, encourage them to illustrate it with their own drawings or to make up a different story with the same characters. When reading, they make the most creative representation of the words they read in their heads; thus improving thei imagination. The fact of the power of written ideas communicated through reading is a foundational reason why some governments

oppose free and honest communication. Illiterate people are easier to control and manipulate. They cannot do their own research and thinking. They must rely on what they are told and how their emotions are swayed. There is a good possibility that this is one of the main reasons phonics was removed from the schools about 100 years ago. However, classrooms across the nation are interspersed with students who experience the same type of frustration every day De Ocampo (2004:28). Learners do not possess adequate reading comprehension skills to do what is expected of them. Without comprehension, reading is simply following words on a page from left to right while sounding them out. The words on the page have no meaning. And while people read for many different reasons, the chief goal is to derive some understanding of what the writer is trying to convey and make use of that information - whether for fact gathering, learning a new skill, or for pleasure. That is why reading comprehension skills are so important. Without them, the reader cannot gather any information and use it to efficiently function and enjoy the richness of life.

Rand (2009:39) recognize that reading is a multifaceted process that develops only with practice. There are certain aspects of reading, such as fluency and word recognition, which can be learned in a few years.

These basics must be mastered but at the same time reading comprehension should be emphasized in the process.

Students can parrot words on a page all day long but if they do not have the necessary comprehension skills they will not be able to make predictions about what will happen next, monitor their understanding of content, sequence or characters, clarify confusing parts of the text, or connect what they are reading to their own experience or prior knowledge. And that is what true comprehension is all about. Comprehension occurs, from Kinthch (2005:27,367-384), as the reader builds a mental representation of a text message. The comprehension processes that bring about this representation occur at multiple levels across units of language: word level, (lexical processes), sentence level (syntactic processes), and text level. Across these levels, processes of word identification, parsing, referential mapping, and a variety of inference processes all contribute, interacting with the reader's conceptual knowledge, to produce a mental model of the text.

The atoms of meaning are extracted from sentences, aggregated through the reading of other sentences of the text and supplemented by inferences necessary to make the text coherent (Larrison, 2001:10). The bare bones of the text - its literal meaning or "text

base" - consist of propositions (nouns and predicates or modifiers) derived from sentences. They are largely linguistic, based on the meanings of words and the relations between them (predicates and modifiers), as expressed in a clause. The reader's mental model can be considered an extended set of propositions that includes inferences as well as propositions extracted from actual text sentences. A mental model also may represent text information in an integrated non-propositional format (Johnson-Laird, 2000:52), preserving both stated and inferable spatial information in the form of spatial analogues. More typical are texts that are organized, not around space, but about time. Research has clearly shown that readers are very sensitive to the temporal dimension of narratives. From the sociocultural context (Rapp, 2009:88-89), emphasized the environmental backdrop for the reading comprehension process Factors including, economic resources, class membership, ethnicity, neighborhood, and school culture, can be seen in oral language practices, in students' self-concepts, in the types of literacy activities in which individuals engage, in instructional history, and of course in the likelihood of successful outcomes. Sociocultural context also includes factors such as setting variables, such as noise or lighting, or the

timing of the activity. According to the model of word identification, orthographic and phonological processes occur more or less simultaneously to lead to word retrieval (McClelland & Rumelhart, 2009:19); importantly, both processes interact with higher level processes to resolve ambiguities. While debate continues about the relative role of each sub-process within any given word-identification task, a large consensus exists within the research community about the fundamental role of phonological processing in reading development, and the strength of it as a predictor of reading ability, even in adults (Stanovich, 2000:92-94).

In addition, there is general agreement that as reader skill develops, there is less reliance on top-down processes to facilitate the word-identification process in particular. That is, the bottom-up processes involved in word recognition become automatic over time for skilled readers. If this does not occur, the continued reliance on top-down processes to support word recognition means that word identification involves a higher cognitive load for less-skilled readers. Babbit (2010:98) posed strategies in developing learning's reading comprehension. He cited cooperative learning, a strategy that maximizes student engagement, reduces class tensions, and promotes

student learning. Typically, students work in groups of four. If you plan to use cooperative learning frequently in classes, consider arranging your classroom to facilitate learning in small groups.

Furthermore, graphic organizers, which provide a visual map for the reader, can be placed next to the text as learners read in groups or individually, aloud or silently. They are particularly useful in helping readers to understand the structure of a narrative or of an argument.

Lastly, the typical approach to question answering is to answer comprehension questions upon completion of the selection, but questions can be a part of a reading lesson at many points. As mentioned before, previewing questions can help students focus their reading. In addition, story stems that prompt students to complete a question can organize a cooperative learning experience as students read. Partners can take turns using story stems to quiz one another on the reading.

Based on the literature stated, reading was a vital part of society. Civilization may fall without it, so the researcher broadens her insights from the concept of literature that very much related to the study.

**Related Studies**

The following are studies conducted by several researchers which were found related and useful to the present study. The researcher read related studies to get ideas and only those texts found to be similar in some variables were cited in this section.

A study conducted by Abayan (2014) on "Academic Performance and Reading Ability of Grade VI Pupils from Complete and Incomplete Elementary Schools in Wright I District", it disclosed that the reading ability of the pupil-respondents was influenced by their attitude along personality, intelligence, conscientiousness, and intellectual engagements, which could also be a strategy on how to improve reading ability.

The study of Abayan is similar to the present study in the sense that both treated reading, however, they differ in terms of variables. Abayan covered academic performance while the present study dealt with reading comprehension for elementary students of Zumarraga District.

Another study conducted by Bacsal (2013), on "Verbal and Non-Verbal Abilities of Grade III Pupils in Daram II District: Basis for a Corrective Reading Program", it found out that the pupil-respondents manifested remarkable reading abilities in verbal and non-verbal aspects. The

pupil-respondents were found essentially despaired in the language they used at home. Those who used a second language in addition to the first language used at home manifested higher non-verbal reading abilities.

This study of Bacsal has a relationship with the present study. Bacsal dealt with verbal and non-verbal reading while the present study will focus on the reading comprehension for elementary students of Zumarraga District. The corrective Reading program employed by the previous research covered varied teaching reading strategies which will make it related to the present study. From the study of Bolukbas (2013) (http://www.academicjournals.org/ERR/article/abstract, July 22, 2017), on "The Effect of Reading Strategies on Reading Comprehension in Teaching Turkish as a Foreign Language", the study revealed that students used reading and pre-reading strategies the most, whereas they used post-reading strategies the least. It was also discovered in the research that in parallel with the increase in the students' level of reading strategy used, their comprehension achievement increased as well. This study of Bolukbas was similar to the present study for it also dealt with reading strategies, however, they both

differed in the strategies used and the respondents of the study. The present study catered on the reading comprehension for elementary students of Zumarraga District. Cekiso (2012) conducted a study entitled, "Reading Comprehension and Strategy Awareness of Grade 11 English Second Language Learners". The results of this study indicate that 1) learners who received reading strategy instruction scored both statistically and practically significantly higher marks on the reading comprehension test than those in the control group, and 2) explicit instruction in the use of reading strategies was essential to bring about the increased use of reading strategies of learners in the experimental group.

This study of Cekiso is related to the present study for it both dealt with strategies in reading. However, they differed in terms of the variables and processes, the previous study emphasized reading comprehension and strategies awareness while the present study revolved on the reading comprehension for elementary students of Zumarraga District, Schools Division of Samar.

The study of Hulya (2012)(https://ac.els-cdn.com.pdf, August 5, 2017), on "Improving Reading Skills Through Effective Reading Strategies", found out that

teaching reading strategies is a key element in developing student comprehension. However, many teachers lack a solid foundation for teaching these reading comprehension strategies. Therefore, teachers need to be prepared on how to design effective comprehension strategies and how to teach these strategies to their students.

The similarity of both studies focus on the improvement of reading skills of the students. The difference on the reading comprehension for elementary students of Zumarraga District, Schools Division of Samar, while the previous study focused on the effectiveness of the teaching strategies of the teachers.

Abantao (2011) conducted a research entitled "A Reading Program in English for the Slow Readers in Grade II in the District of Hinabangan, Division of Samar." It revealed that Grade II pupils showed unfavorable oral reading level, and they need reinforcement to run with the same pace with those whose levels were favorable. In the reinforcement, varied teaching reading strategies were utilized based on the Reading program developed. The study of Abantao has similarity with the present study considering that they both covered about reading, the former study focused on reading program where different teaching reading

strategies were considered while the latter dealt on the reading comprehension for elementary students of Zumarraga District, Schools Division of Samar. The study of Manicani (2011) on "Instructional Program for Oral Reading Activity of Grade III Pupils", revealed that there were oral reading deficiencies committed by the pupil-respondents that need attention from the administrators and teachers. Hence, a reading program was developed to enhance their oral reading performance.

These two studies were similar because they both delved on reading, but they differ in terms of variables like, Manicani made use instructional program to improve the oral reading performance of the pupils while the present study dealt us on the reading comprehension for elementary students of Zumarraga District, Schools Division of Samar. A study conducted by Cho et al. (2010) entitled, "Examining English Language Learners' Motivation of, and Engagement in Reading: A Qualitative Study", found out that there was a significant impact of motivation and engagement on reading activities. High interest, yet challenging reading materials, an interactive and collaborative learning environment, and the quality of instruction and attitude proved to be critical for student engagement in reading. Furthermore, English Language

Learners' (ELLs) particular challenges in oral reading and participation in making predictions were revealed. During reading, students pause at predetermined stops and generate hypotheses in regard to what the story is about or what will happen next. As they continue to read, students' predictions are confirmed, rejected, or modified. Through this cycle, students are encouraged to make a prediction and are asked to reason their predictions. Students do most of the talking, and their ideas are valued to facilitate students' thinking and reasoning skills. This study of Cho et al. has similarities with the present study for both delved into reading. However, the previous study focused on the motivation and engagement of students in reading while the present study present study focused on the reading comprehension for intermediate students of Zumarraga District. They differed in terms of respondents and research environment. Another study conducted by Gaytos (2009) entitled "Reading Abilities and Experiences of Teacher Education Students: A Case Study," revealed that conditions at home and in school affect the reading ability and the reading experiences of students. In school, reading experiences are influenced by people in school, the approaches utilized by the teachers, the availability of reading materials and other facilities, the

physical state and its learning atmosphere. This study is related to the present study in terms of the reading experiences of the students as influenced by the teachers and as it would influence the reading interest of pupils, likewise, the reading materials used by teachers also affected pupils' reading abilities. However, these two researches differed in terms of respondents. The study of Gaytos involved teacher education students in Leyte Normal University while in this present study focused on the reading comprehension for intermediate students of Zumarraga District.

In the study of Lacandazo (2008) on "The Effect of Teacher Organized Reading Material on the Reading Ability of Grade II Pupils", disclosed that the teacher-organized reading skills development materials was effective. It finally revealed that both traditional approach and the teacher-organized teaching material were both effective, the teacher organized reading material was however more effective.

The study of Lacandazo was similar to the present study since both were reading approaches. The teaching reading material was a teacher-made supplementary material for Grade II pupils, focused on the utilization of the teacher organized reading material while the present study

focused on the reading comprehension for intermediate students of Zumarraga District.

The different research literature and studies cited proved to be useful to the present study in terms of the different variables and approaches in reading.

# Chapter 3

# METHODOLOGY

This chapter discusses the method and procedures which used by the researcher in the conduct of the study. It includes research design, locale of the study, instrumentation, validation of the instruments, sampling procedures, data gathering procedure and statistical treatment of data.

## Research Design

This research utilized descriptive-correlational design where it described the relationship between the students' profile variates which includes: age and sex, grade level, size of the family, parents' gross monthly family income, parent's highest educational attainment, parents' occupation, reading level of the student-respondents based on the Phil-IRI results, reading habit, and number of available reading materials used at home and school.

In similar manner, the research design described the relationship between the reading comprehension and student-respondents' level of reading comprehension as to literal, inferential and critical levels.

Descriptive and inferential statistical tools will be used in the treatment of the data which were gathered such as Frequency Count, Percentage, Mean, Standard Deviation, Weighted Mean, Pearson's Product-Moment of Correlation Coefficient, and Fisher's t-Test.

**Locale of the Study**

This study administered in the District of Zumarraga as locale of the Study. The respondent-schools were namely: Alegria, Arteche, Bioso, Boblaran, Botaera, Camayse, Ibarra, Lumalantang, Macalunod, Magaan, Maputi, Marapilit,

Mombon, Mualbual, Pangdan, Poro, San Isidro, Sugod, Talib, Tinaogan, Tubigan and Zumarraga Central Elementary School.

Way down in the western coast of Samar island was Zumarraga, just a speck of island in the province that boasts of teeming aquatic resources and the wonderful greeneries richly endowed by Mother Nature, a municipality peopled by about twenty thousand hardworking inhabitants, the town has a history that extends back to the Spanish era. The tale of early settlement starts with a few villagers who came with their families from Leyte. They discovered the place while they were on their fishing trips and were overtaken by a storm. They anchored and took refuge on the place now known as Rawis. To their amazement, they found the place naturally pleasing due to the presence of bamboos. When they returned to settle, they named the place, Kawayan.

Historical accounts say that the early settlers were

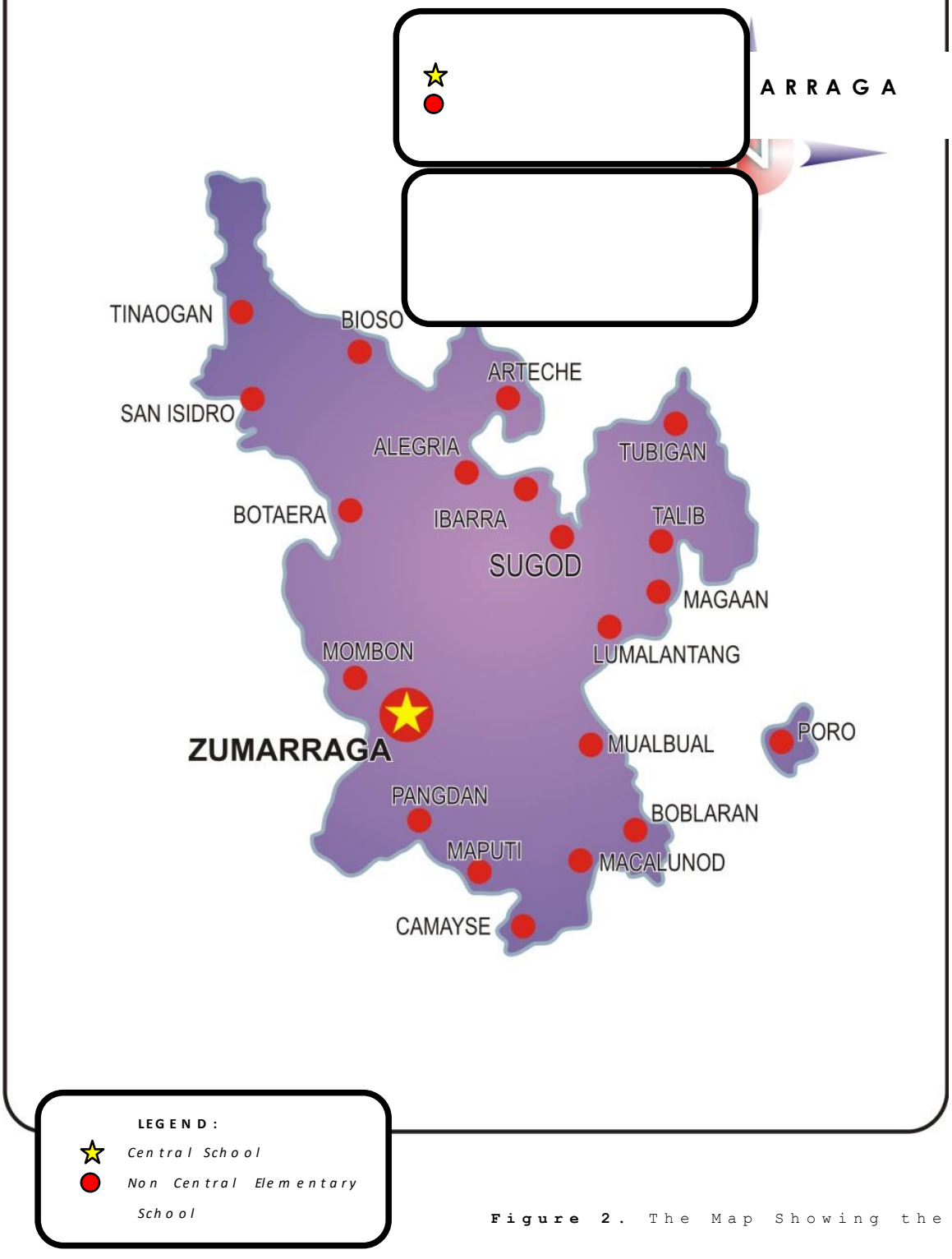



**Figure 2.** The Map Showing the Locale of the Study

seasoned people who had the greatest feats of strength and endurance. They counted on the island's resources which carried them along, gradually increasing the value of living. How Zumarraga grew is an interesting story, which proves once again that everything happens in due time.

The promise of an abundant life soon attracted more people to settle in the village. People frantically tried their best to live their own frugal way against all odds. They stood firmly on the ground and protected the island from the Moro pirates who hotly ruined the aquatic life in the area. They hedged against difficult times by building a fortress, the Campanario and a little later, Sta. Barbara, to shield them from the feared attacks by the enemies. These fortresses are presently lodestones where Zumarraganhons dwell in bittersweet memories.

No one could tell the exact date when the Spaniards came to the island. However, in 1848, a Spanish friar set foot on the place. But even before the Spanish friars, the natives were found to have organized a local governing body and obeyed the rules in the village. The name of the place was Buad, derived from the local dialect, binuwaran, a term used to mean the diggings made by a wild pigs. Zumarraga got its name from the birthplace of the first Spanish priest in the town, Rev. Fr. Martin Yepes

who was born in Zumarraga, Spain. For years, the villagers lived noble and courageous lives, nevertheless, striving to the best of whatever they did. They generated enough momentum to propel themselves for brighter days ahead. The town, on March 13, 1863 became an independent parish by virtue of a decree from the King of Spain. Consequently, a Diocesan decree was issued on October 12, 1865 confirming the town as a parish under the diocese. The parish priest had his jurisdiction over neighboring islands of Buad, Daram and Parasan.

**Instrumentation**

The adapted questionnaire was the major instrument which was used to collect the needed data. The researcher adapted the questionnaires as the principal instruments in data gathering. There was one set of questionnaire, intended for the elementary students in Zumarraga District, Schools Division of Samar.

**Questionnaire**. This instrument was composed of three parts. Part I solicited the personal profile of the students like students' profile variates which includes: age, sex, grade level, nutritional status, size of the family, parents' educational attainment, daily reading time and reading level of the student-respondents based on the

Phil-IRI results, the reading level of the student-respondents would captured through documentary analysis for it would be based on the Phil-IRI results.

Part II was the main instrument which determined the study habits of the elementary students and signify the extent to which they are involved using the 5-point scale:5 for Always, 4 Often, 3 Sometimes, 2 Rarely, and 1 Never.

**Validation of the Instrument**

The questionnaire was developed by the researcher and validated through expert validation. The suggestions of the panel members during the pre-oral defense were considered and incorporated before the final draft were reproduced.

From the time the final draft was produced, it was subjected for dry-run among elementary students in Daram I District. All elementary students considered as try-out samples. Suggestions and recommendations from the dry-run would again incorporated and a one-time test method would administered. The results of the validation were validated and subjected to the Cronbach's Alpha formula (Raagas, 2010: 78-80) and compared and interpreted with the Table of Reliability suggested by Ebel (1965:242).

**Sampling Procedure**

The participants of the study were the elementary students of Zumarraga District, Schools Division of Samar during the school year 2019-2020 which came from 22 elementary schools. The total enrolment of elementary students was 983 and there were 921 who took the Phil-IRI Group Screening Test during the first month of the school year.

**Table 1**

**Respondents of the Study**

| Name of School | Enrolment | Scores (GST) | |
|---|---|---|---|
| | | >14 | <14 |
| Alegria Elementary School | 30 | 12 | 16 |
| Arteche Elementary School | 42 | 10 | 28 |
| Bioso Integrated School | 78 | 33 | 41 |
| Boblaran Elementary School | 27 | 12 | 13 |
| Botaera Elementary School | 45 | 17 | 23 |
| Camayse Elementary School | 43 | 13 | 27 |
| Ibarra Elementary School | 20 | 9 | 11 |
| Lumalantang Elementary School | 43 | 19 | 19 |
| Macalunod Elementary School | 49 | 28 | 18 |
| Magaan Elementary School | 36 | 14 | 20 |
| Maputi Elementary School | 38 | 14 | 20 |
| Marapilit Elementary School | 37 | 14 | 18 |
| Mombon Elementary School | 40 | 18 | 20 |
| Mualbual Integrated School | 44 | 16 | 16 |
| Pangdan Elementary School | 39 | 12 | 22 |
| Poro Elementary School | 25 | 13 | 10 |
| San Isidro Integrated School | 74 | 34 | 40 |
| Sugod Elementary School | 23 | 9 | 13 |
| Talib Elementary School | 15 | 5 | 10 |
| Tinaogan Elementary School | 47 | 18 | 27 |
| Tubigan Elementary School | 40 | 18 | 20 |
| Zumarraga Central Elem. School | 112 | 63 | 45 |

| | | | |
|---|---|---|---|
| **Grand Total** | **947** | **411** | **477** |
| **Retrieval Rate** | | **100%** | |

Generally, as per the interview with the advisers, some of the students were not able to undergo the test due to some reasonable reasons. The purpose of Group Screening Test was to identify who among of the students would undergo Phil-IRI. There were 20 items test questions to read and answer silently. The students who got scores below 14 are subject to undergo Phil-IRI.

**Data Gathering Procedure**

In this study, the researcher asked first the permission from the Schools Division Superintendent of the Department of Education, Schools Division of Samar to conduct the study in the District of Zumarraga. The approved request was served as the researcher reference in seeking permission from the District Supervisor, Principals, Head Teachers or Teacher-in-Charge to field the instrument among their respective elementary students.

To ensure one hundred percent of retrieval of the instrument and to ascertain the adequacy of samples, the researcher personally monitored the administration of the

questionnaire in the nearby barangay schools which took only several minutes to answer. Due to unfavorable weather condition that time, the researcher sent the questionnaire to the respective school heads of the other barangay schools and with the aid of their respective advisers, they helped on the distribution and collection of the accomplished questionnaire from the student-respondents. The data were gathered in the month of January 2020.

**Statistical Treatment of Data**

The data were gathered through the use of the questionnaire and were organized, tallied, tabulated, analyzed, and interpreted using appropriate statistical tools, namely: Frequency Counts, Percentage, Arithmetic Mean, Standard Deviation, Weighted Mean, Pearson's Product-Moment Coefficient of Correlation and the Fisher's t-Test.

**Frequency Count**. This statistic was used to determine the respondents' profile in terms of age, sex, size of the family, parents' educational attainment, daily reading time and reading level of the student-respondents based on the Phil-IRI results, and the reading level of the student-respondents were captured through documentary analysis for it was based on the Phil-IRI results.

**Percentage**. The frequency distribution was expressed in percentages of the subject responses; this was used for interpretation of simple numerical facts like the proportion of the student-respondents having the same profile variates 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 employed to calculate the averages where the measure is applicable like age and years of teaching. The following formula (Freud & Simon, 1992:35) will be used:

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

where: $\bar{X}$ 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 statistical measure was utilized in describing the extent to which the data vary among themselves such as age, sex, size of the family, parents' educational attainment and reading level of the student-respondents based on the Phil-IRI results.

This statistic supports the calculation of the Arithmetic Mean by calculating the deviation of the observation from calculated averages. The following formula (Freud & Simon, 1992:52):

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

where: $s$ refers to the standard deviation;

$f$ refers to the frequency of occurrence;

$X$ refers to the identified variable; and

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

**Weighted Mean**. This statistic was employed to ascertain the group perception of the respondents relative to the reading comprehension among elementary student-respondents. The formula (Pagoso, 1997:111) follows:

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

where: $\bar{X}_w$ 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 Likert or Thurston scales; and

n refers to the sample size.

In interpreting the weighted mean, the following sets of five-point Likert and Thurstone scales as follows:

| **Ranges** | **Interpretation** | **Symbols** |
|---|---|---|
| 4.51-5.0 | Always | (A) |
| 3.51-4.50 | Often | (O) |
| 2.51-3.50 | Sometimes | (S) |
| 1.51-2.50 | Rarely | (R) |
| 1.00-1.50 | Never | (N) |

**Pearson's Product-Moment Correlation Coefficient**. This statistical tool was used to test the significance of the coefficient of correlation (Pearson r) between a set of paired variables and to ascertain the relationship between the reading comprehension among intermediate student-respondents and the students' personal characteristics.

The formula (Walpole, 1997:375) used here will be 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 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; and

n refers to the number of paired scores.

Table 2 was employed to guide the researcher in interpreting the computed r-value (SRTC, 2013:98).

**Table 2**

**Table of Linear Association**

| Correlation Coefficient | Interpretation |
|---|---|
| 0 | No linear association |
| $0 < p < \pm 0.2$ | Very weak linear association |
| $\pm 0.2 \leq p < \pm 0.4$ | Weak linear association |

| | |
|---|---|
| $\pm 0.4 \leq p < \pm 0.6$ | Moderate linear association |
| $\pm 0.6 \leq p < \pm 0.8$ | Strong linear association |
| $\pm 0.8 \leq p < \pm 1.0$ | Very strong linear association |
| $\pm 1.0$ | Perfect linear association |

In ascertaining whether the null hypothesis was accepted or rejected, the researcher was guided by the following decision rule: 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.

**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) to be applied 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.

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

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

## Chapter 4

## PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the findings of the study with the corresponding analysis and interpretation of data. Included in this chapter are the following: profile variates of the student-respondents, level of reading comprehension of the student-respondents based on the Phil-IRI, relationship between the level of reading comprehension of student-respondents and their profile variates, academic performance of the student-respondents in reading based on the mean grade of the first and second quarters and relationship between the academic performance of the student-respondents and their level of reading comprehension.

## Profile Variates of Student-Respondents

This part presents the profile variates of the student-respondents in terms of: age and sex, grade level, size of the family, gross monthly family income, parents' highest educational attainment, parents' occupation, reading level of the student-respondents based on the Phil-IRI pre-test results and number of available reading materials used at school and reading habit.

**Age and Sex**. Table 3 presents the age and sex of student-respondents.

**Table 3**

**Age and Sex Distribution of Student-Respondents**

| Age | Sex | | | Total | % |
|---|---|---|---|---|---|
| | Male | Female | Not Stated | | |
| 12 | 4 | 4 | 0 | 8 | 1.63 |
| 11 | 63 | 52 | 0 | 115 | 23.37 |
| 10 | 54 | 125 | 0 | 179 | 36.38 |
| 9 | 63 | 124 | 0 | 187 | 38.01 |
| Not Stated | 0 | 0 | 3 | 3 | 0.61 |
| **Total** | **184** | **305** | **3** | **492** | **100.00** |
| **%** | **37.40** | **61.99** | **0.61** | **100.00** | |
| **Median** | | | **10 years old** | | |
| **AD** | | | **1 year** | | |

The table shows that a number of the student-respondents, that is, 187 or 38.01 percent were aged nine years old while 179 or 36.38 percent of them were aged 10 years old, 115 or 23.37 percent were aged 11 year old, eight or 1.63 percent were aged 12 years old and three or 0.61 percent did not disclose their age for unknown reason.

The median age of the student-respondents was posted at 10 years old with an average deviation (AD) of about one year. The data signified that the student-respondents homogeneously clustered in terms of age with about one year age difference only. This signified that they have more or

less similar intellectual growth having similar interest, particularly in schooling.

Moreover, majority of the student-respondents were female accounting for 305 or 61.99 percent with the male counterpart being composed of 187 or 37.40 percent only. This manifested the female dominance among the student-respondents whereby in the roster of enrollment this sex group outnumbered the male so that in the data gathering more of them were in school and participated actively.

**Grade Level**. Table 4 shows the grade level distribution of the student-respondents.

The table shows that, out of 492 student-respondents, 244 or 49.60 percent were in Grade 4 while 109 or 22.15 percent were in Grade 5 and 105 or 21.34 percent were in Grade 6.

The foregoing data signified that the student-respondents represented the three grade levels in the elementary level to eliminate bias in the data generated.

**Table 4**

**Grade Level of Student-Respondents**

| Grade | f | % |
|---|---|---|
| 6 | 105 | 21.34 |
| 5 | 109 | 22.15 |

| | | |
|---|---|---|
| 4 | 244 | 49.60 |
| Not Stated | 34 | 6.91 |
| **Total** | **492** | **100.00** |

**Size of the Family.** Table 5 reveals the size of the family of the student-respondents.

**Table 5**

**Size of the Family of Student-Respondents**

| Family Size | f | % |
|---|---|---|
| More than 9 members | 128 | 26.02 |
| 6 members–8 members | 173 | 35.16 |
| Less than 5 members | 186 | 37.80 |
| Not Stated | 5 | 1.02 |
| **Total** | **492** | **100.00** |

The table shows that 186 or 37.80 percent of the student-respondents disclosed to have less than five members in the family while 173 or 35.16 percent have six to eight members in the family and 128 or 26.02 percent had more than nine members in the family.

The data signified that the student-respondents had a bigger family with the modal size of the family exceeding the expected number based on the poverty calculation of the government which is three children with the couple for a total family size of five. This meant that the family would require an income higher than the poverty threshold to

sustain the essential and non-essential needs of each family member.

**Gross Monthly Family Income**. Table 6 discloses the gross monthly family income of student-respondents.

The table discloses that a number of the student-respondents, that is, 123 or 25.00 percent registered a gross monthly family income of ₱7,000-₱8,9999 while 97 or 19.72 percent earned an income of ₱9,000-₱10,999 monthly, 68 or 13.82 percent earned ₱3,000-₱4,999 and the rest were distributed to the other identified income brackets.

The modal gross monthly family income of the student-respondents was calculated at ₱7,999.50 which turned lesser than the poverty threshold of ₱9,628 for the Province of Samar (PSA, 2020). This signified that the student-respondents were living way below the poverty level which denoted that they could hardly make both ends meet.

**Table 6**

**Gross Monthly Family Income of Student-Respondents**

| Income Bracket | f | % |
|---|---|---|
| ₱20,000 or more | 28 | 5.69 |
| ₱18,000-₱19,999 | 30 | 6.10 |
| ₱16,000-₱17,999 | 23 | 4.67 |
| ₱13,000-₱15,999 | 15 | 3.05 |
| ₱11,000-₱12,999 | 46 | 9.35 |

| | | |
|---|---|---|
| ₱9,000-₱10,999 | 97 | 19.72 |
| ₱7,000-₱8,9999 | 123 | 25.00 |
| ₱5,000-₱6,999 | 33 | 6.71 |
| ₱3,000-₱4,999 | 68 | 13.82 |
| Not Stated | 29 | 5.89 |
| **Total** | **492** | **100.00** |

However they put premium on the education of their children that as much as possible the sent them to public schools.

**Parents' Highest Educational Attainment**. Table 7 contains the distribution of student-respondents in terms of their parents' highest educational attainment.

The table shows that a number of the fathers of the student-respondents, that is, 146 or 29.67 percent reached the high school level while 129 or 26.22 percent were elementary graduates, 106 or 21.55 percent were in the elementary level and the rest were distributed to the other identified educational levels. Likewise, Table 7 presents that 174 or 35.36 percent of the mothers of the student-respondents were elementary graduates while 94 or 19.11 percent were college graduates,

**Table 7**

**Parents' Highest Educational Attainment of Student-Respondents**

| Educational Level | Father | | Mother | |
|---|---|---|---|---|
| | f | % | f | % |

| | | | | |
|---|---|---|---|---|
| College Graduate | 14 | | 9 | |
| | | 2.84 | 4 | 19.11 |
| College Level | 44 | | 4 | |
| | | 8.94 | 8 | 9.76 |
| High School Graduate | 48 | | 7 | |
| | | 9.76 | 1 | 14.43 |
| High School Level | 14 | | 5 | |
| | 6 | 29.67 | 4 | 10.98 |
| Elementary Graduate | 12 | | 1 | |
| | 9 | 26.22 | 74 | 35.36 |
| Elementary Level | 10 | | 4 | |
| | 6 | 21.55 | 5 | 9.15 |
| Not Stated | 5 | | 6 | |
| | | 1.02 | | 1.21 |
| **Total** | **49** | **100.00** | **492** | **100.00** |

71 or 14.43 percent were high school graduates, 54 or 10.98 percent reached the high school level and the rest were distributed to the other identified educational levels.

The foregoing data signified that the parents of the student-respondents were functional literates, that is, they have the capacity to read, write and understand simple messages including simple calculations which could be an advantage to the schooling of their children being their home tutors, in a way or the other.

**Parents' Occupation**. Table 8 presents the parents' occupation of the student-respondents. The table presents that of the fathers of the student-respondents, majority of them were engaged in fishing/ farming accounting for 322 or 65.45 percent while

**Table 8**

**Parents' Occupation of Student-Respondents**

| Primary Occupation | Father | | Mother | |
|---|---|---|---|---|
| | f | % | f | % |
| Government Employee | 33 | 6.71 | 1 2 | 2.44 |
| Private Employee | 48 | 9.76 | 6 1 | 12.40 |
| Teacher | 4 | 0.81 | 2 8 | 5.69 |
| Self-Employed | 32 | 6.50 | 1 11 | 22.56 |
| OFW /Seafarer | 2 | 0.41 | 5 | 1.02 |
| Laborer | 46 | 9.35 | 0 | 0.00 |
| Sari-Sari Store Owner | 1 | 0.20 | 7 7 | 15.65 |
| Fishing/Farming | 32 2 | 65.45 | 0 | 0.00 |
| Student | 0 | 0.00 | 1 | 0.20 |
| Housewife | 0 | 0.00 | 1 59 | 32.32 |
| Not Stated | 4 | 0.81 | 3 8 | 7.72 |
| **Total** | **49 2** | **100.00** | **4 92** | **100.00** |

the rest were distributed to the other identified occupations.

On the other hand, among the mothers of the student-respondents, Table 8 shows that a number of them, that is, 111 or 22.56 percent were self-employed, 77 or 15.65 percent were sari-sari store owners, 61 or 12.40 percent were private firm employees while 159 or 32. 32 percent

were not engaged in gainful activities being the housekeeper. The remaining numbers of the mothers of the student-respondents were distributed to the other identified primary occupations.

The data proved that the parents of the student-respondents were engaged in gainful activities which served as the main source of their income used to sustain their respective families. The fathers being the head of the family usually were engaged in gainful activities while some of the mothers served as the support system of the family who took good care of the needs of every member of the family.

**Reading Level**. Table 9 shows the reading level of the student-respondents based on the pre-test results of the Phil-IRI.

From the table, it can be gleaned that more than half of the student-respondents, that is, 262 or 53.25 percent were instructional while 126 or 25.61 percent were independent, 98 or 19.92 percent were in the frustration level and six or 1.22 percent were non-readers.

**Table 9**

**Reading Level of the Student-Respondents Based on the Phil-IRI Pre-Test Results**

| Level | f | % |
|---|---|---|

| | | |
|---|---|---|
| Independent | 126 | 25.61 |
| Instructional | 262 | 53.25 |
| Frustration | 98 | 19.92 |
| Non-Reader | 6 | 1.22 |
| **Total** | **492** | **100.00** |

The foregoing data suggested that based on the pre-test results, the student-respondents manifested a bit favorable reading level however, they need to be enhanced to attain the very favorable reading level.

**Number of Available Reading Materials Used at School.**

Table 10 contains the number of available reading materials used at school.

The table shows that majority of the student-respondents used more than eight materials at school while 98 or 19.92 percent used 6-7 reading materials at school and the rest were distributed to the other identified available number of reading materials used at school.

The foregoing data signified that the school have available materials for use of the students to hone their reading skills however, the number may not be adequate to provide a 1:1 ratio thus they need to be provided by additional reading materials such as teacher-made modules and the like.

**Table 10**

**Number of Available Reading Materials Used at School by Student-Respondents**

| Available | f | % |
|---|---|---|
| more than 8 materials | 322 | 65.45 |
| 6 materials–7 materials | 98 | 19.92 |
| 4 materials–5 materials | 16 | 3.25 |
| 2 materials–3 materials | 1 | 0.20 |
| less than 1 material | 1 | 0.20 |
| Not Stated | 54 | 10.98 |
| **Total** | **492** | **100.00** |

**Reading Habits**. Table 11 appraises the reading habits of the student-respondents. Ten reading habits were identified whereby the student-respondents assessed each habit.

Table 11 presents that the student-respondents considered three identified reading habits as "often" practiced by them. These corresponded to the following statements: "I escape reading just to play games," "I devote regular time in reading books and other reference materials" and "I make no effort to read my notes and books to ready for classroom recitation," with weighted means of 3.60, 3.59 and 3.59, respectively. Five reading habits were appraised by the same group of respondents as "sometimes" practiced with weighted means ranging from 2.58 to 3.49. The habits that obtained the higher and the least weighted

means, respectively, corresponded to the statements stating:

**Table 11**

**Reading Habits of Student-Respondents**

| Habit | Weighted Mean | Interpretation |
|---|---|---|
| 1. I devote regular time in reading books and other reference materials | 3.59 | Often |
| 2. I read at least one hour every day | 2.91 | Sometimes |
| 3. I read lots of books and printed materials during my spare time and at night before I sleep | 2.95 | Sometimes |
| 4. I read with sweet music in my room | 1.35 | Never |
| 5. I use my ipod with headphones in my ear while I am reading books at the school campus | 1.15 | Never |
| 6. I utilize my vacant time to read books in the library | 3.21 | Sometimes |
| 7. I avoid reading books at home and in school during my vacant time | 3.49 | Sometimes |
| 8. I make no effort to read my notes and books to ready for classroom recitation | 3.59 | Often |
| 9. I escape reading just to play games | 3.60 | Often |
| 10. I search in the internet relevant reading materials for my assignment if ever books are not available | 2.58 | Sometimes |
| **Grand Weighted Mean** | | **2.84** |
| **Interpretation** | | **Sometimes** |

**Legend:**

| | |
|---|---|
| 4.51-5.00 | Always |
| 3.51-4.50 | Often |
| 2.51-3.50 | Sometimes |
| 1.51-2.50 | Rarely |
| 1.00-1.50 | Never |

"I avoid reading books at home and in school during my vacant time" and "I search in the internet relevant reading

materials for my assignment if ever books are not available."

The remaining habits were considered by the same group of respondents as "never" practiced by them which include the following: "I read with sweet music in my room" and "I use my ipod with headphones in my ear while I am reading books at the school campus," with weighted means of 1.35 and 1.15, respectively.

Taken as a whole, the student-respondents appraised their reading habits as "sometimes" practiced being indicated by the grand weighted mean of 2.84. This signified that the student-respondents manifested a favorable interest in reading that they as much as possible read available reading materials and sometimes avoid it.

## Level of Reading Comprehension Based on the Phil-IRI

This part reveals the level of reading comprehension of the student-respondents based on the Phil-IRI along literal, inferential and critical.

**Literal**. Table 12 reveals the level of reading comprehension of the student-respondents based on the Phil-IRI along literal.

**Table 12**

**Level of Reading Comprehension of the Student-Respondents**

**Based on the Phil-IRI along Literal**

| Level | f | % |
|---|---|---|
| Independent | 193 | 39.23 |
| Instructional | 186 | 37.80 |
| Frustration | 113 | 22.97 |
| **Total** | **492** | **100.00** |

The table shows that a number of the student-respondents, that is, 193 or 39.23 percent were independent while 186 or 37.80 percent of them were instructional and the remaining 113 or 22.97 percent were in the frustration level.

The data manifested that the student-respondents have a very favorable reading comprehension level along literal considering that their modal level was independent. However, the greater majority still needed enhancement through an intervention activity.

**Inferential**. Table 13 shows the level of comprehension of the student-respondents based on the Phil-IRI along inferential.

The table shows that majority of the student-respondents were in the frustration level accounting for 299 or 60.77 while 169 or 34.35 percent of them were instructional and 24 or 4.88 percent of them were independent.

**Table 13**

**Level of Reading Comprehension of the Student-Respondents Based on the Phil-IRI along Inferential**

| Level | f | % |
|---|---|---|
| Independent | 24 | 4.88 |
| Instructional | 169 | 34.35 |
| Frustration | 299 | 60.77 |
| **Total** | **492** | **100.00** |

The data signified that the student-respondents manifested unfavorable level of reading comprehension since the modal level was frustration. This, further signified that the student-respondents needed intervention activity to enhance their reading comprehension level along this area.

**Critical**. Table 14 reveals the level of comprehension of the student-respondents based on the Phil-IRI along critical.

The table shows that a number of the student-respondents, that is, 223 or 45.32 percent were instructional while 156 or 31.71 percent were independent and 113 or 22.97 percent were in the frustration level.

The data denoted that the student-respondents showed a bit favorable reading comprehension level along critical considering that the modal level was instructional.

However, still the greater majority needs enhancement activity to improve their comprehension level along this area.

**Table 14**

**Level of Reading Comprehension of the Student-Respondents Based on the Phil-IRI along Critical**

| Level | f | % |
|---|---|---|
| Independent | 156 | 31.71 |
| Instructional | 223 | 45.32 |
| Frustration | 113 | 22.97 |
| **Total** | **492** | **100.00** |

**Relationship Between the Level of Reading Comprehension of Student-Respondents and their Profile Variates**

Table 15 contains the relationship between the level of reading comprehension of student-respondents and their profile variates in terms of: age and sex, grade level, size of the family, gross monthly family income, parents' highest educational attainment, parents' occupation, reading level of the student-respondents based on the Phil-IRI pre-test results, number of available reading materials used at school and reading habit.

**Age**. In associating linear relationship between the level of reading comprehension of student-respondents and their age using the Pearson's r, the computed value was

posted at .103 denoting a "very weak" linear association. In testing

**Table 15**

**Relationship Between the Level of Reading Comprehension of Student-Respondents and their Profile Variates**

| Variate | Linear Association | | Fisher's t-Value | p-Value | Evaluation/ Decision |
|---|---|---|---|---|---|
| | Coefficient | Degree | | | |
| Age | .103 | Very Weak | 2.292 | .023 | S / Reject Ho. |
| Sex | .113 | Very Weak | 2.517 | .013 | S / Reject Ho. |
| Grade Level | -.080 | Very Weak | 1.777 | .087 | NS / Accept Ho. |
| Size of the Family | .065 | Very Weak | 1.442 | .153 | NS / Accept Ho. |
| Gross Monthly Family Income | -.013 | Very Weak | 0.278 | .787 | NS / Accept Ho. |
| Parents' Highest Educational Attainment | -.049 | Very Weak | 1.086 | .281 | NS / Accept Ho. |
| Parents' Occupation | .058 | Very Weak | 1.286 | .195 | NS / Accept Ho. |
| Reading Level | .265 | Weak | 6.084 | .000 | S / Reject Ho. |
| Number of Available Reading Materials Used at School | .170 | Very Weak | 3.819 | .001 | S / Reject Ho. |
| Reading Habits | -.245 | Weak | 5.594 | .000 | S / Reject Ho. |

Fisher's t-Critical Value = ±1.965 S - Significant
df = 490 α=.05 NS - Not Significant

the significance of the noted linear association between the two variables utilizing the Fisher's t-Test, the computed value was posted at 2.292 with df = 490 and a p-value of .023 at .05 α. The critical t-value was set at ±1.965. Furthermore, the computed value was compared with the critical value and the p-value was compared with the α. In the evaluation, the following decision rule was applied: the association was not significant if and when the computed value turned lesser than the critical value and the p-value turned greater than the α; on the other hand, the association was significant if and when the computed value turned greater than the critical value and the p-value turned lesser than the α.In the comparison of the aforementioned values, it was proven that the computed value turned greater than the critical value and the p-value turned lesser than the α thus the linear association between the two variables was significant which signified that the age of the students did significantly influence their level of reading comprehension. Therefore, the null hypothesis stating that, "there is no significant relationship between the level of reading comprehension of student-respondents and their age," was rejected.

The coefficient being positive signified a direct proportional linear association denoting that the older

students manifested higher level of reading comprehension than the younger ones.

**Sex**. In associating linear relationship between the level of reading comprehension of student-respondents and their sex using the Pearson's r, the computed value was posted at .113 denoting a "very weak" linear association. In testing the significance of the noted linear association between the two variable utilizing the Fisher's t-Test, the computed value was posted at 2.517 with df = 490 and a p-value of .013 at .05 α. The critical t-value was set at ±1.965. Furthermore, the computed value was compared with the critical value and the p-value was compared with the α. In the evaluation, the following decision rule was applied: the association was not significant if and when the computed value turned lesser than the critical value and the p-value turned greater than the α; on the other hand, the association was significant if and when the computed value turned greater than the critical value and the p-value turned lesser than the α. In the comparison of the aforementioned values, it was proven that the computed value turned greater than the critical value and the p-value turned lesser than the α thus the linear association between the two variables was significant which signified that the sex of the students did significantly

influence their level of reading comprehension. Therefore, the null hypothesis stating that, "there is no significant relationship between the level of reading comprehension of student-respondents and their sex," was rejected.

The coefficient being positive signified a direct proportional linear association denoting that the female students manifested higher level of reading comprehension than their male counterpart. **Grade Level**. In associating linear relationship between the level of reading comprehension of student-respondents and their grade level using the Pearson's r, the computed value was posted at -.080 denoting a "very weak" linear association. In testing the significance of the noted linear association between the two variable utilizing the Fisher's t-Test, the computed value was posted at 1.777 with df = 490 and a p-value of .087 at .05 α. The critical t-value was set at ±1.965. Furthermore, the computed value was compared with the critical value and the p-value was compared with the α. In the evaluation, the following decision rule was applied: the association was not significant if and when the computed value turned lesser than the critical value and the p-value turned greater than the α; on the other hand, the association was significant if and when the computed

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

In the comparison of the aforementioned values, it was proven that the computed value turned lesser than the critical value and the p-value turned greater than the α thus the linear association between the two variables was not significant which signified that the grade level of the students did not significantly influence their level of reading comprehension. Therefore, the null hypothesis stating that, "there is no significant relationship between the level of reading comprehension of student-respondents and their grade level," was accepted.

**Size of the Family**. In associating linear relationship between the level of reading comprehension of student-respondents and their size of the family using the Pearson's r, the computed value was posted at .065 denoting a "very weak" linear association. In testing the significance of the noted linear association between the two variable utilizing the Fisher's t-Test, the computed value was posted at 1.442 with df = 490 and a p-value of .153 at .05 α. The critical t-value was set at ±1.965. Furthermore, the computed value was compared with the critical value and the p-value was compared with the α. In

the evaluation, the following decision rule was applied: the association was not significant if and when the computed value turned lesser than the critical value and the p-value turned greater than the α; on the other hand, the association was significant if and when the computed value turned greater than the critical value and the p-value turned lesser than the α.

In the comparison of the aforementioned values, it was proven that the computed value turned lesser than the critical value and the p-value turned greater than the α thus the linear association between the two variables was not significant which signified that the size of the family of the students did not significantly influence their level of reading comprehension. Therefore, the null hypothesis stating that, "there is no significant relationship between the level of reading comprehension of student-respondents and their size of the family," was accepted.

**Gross Monthly Family Income**. In associating linear relationship between the level of reading comprehension of student-respondents and their gross monthly family income using the Pearson's r, the computed value was posted at -.013 denoting a "very weak" linear association. In testing the significance of the noted linear association between the two variable utilizing the Fisher's t-Test, the

computed value was posted at 0.288 with df = 490 and a p-value of .787 at .05 α. The critical t-value was set at ±1.965. Furthermore, the computed value was compared with the critical value and the p-value was compared with the α. In the evaluation, the following decision rule was applied: the association was not significant if and when the computed value turned lesser than the critical value and the p-value turned greater than the α; on the other hand, the association was significant if and when the computed value turned greater than the critical value and the p-value turned lesser than the α. In the comparison of the aforementioned values, it was proven that the computed value turned lesser than the critical value and the p-value turned greater than the α thus the linear association between the two variables was not significant which signified that the gross monthly family income of the students did not significantly influence their level of reading comprehension. Therefore, the null hypothesis stating that, "there is no significant relationship between the level of reading comprehension of student-respondents and their gross monthly family income," was accepted.

**Parents' Highest Educational Attainment**. In associating linear relationship between the level of reading comprehension of student-

respondents and their parents' highest educational attainment using the Pearson's r, the computed value was posted at -.049 denoting a "very weak" linear association. In testing the significance of the noted linear association between the two variable utilizing the Fisher's t-Test, the computed value was posted at 1.086 with df = 490 and a p-value of .281 at .05 α. The critical t-value was set at ±1.965. Furthermore, the computed value was compared with the critical value and the p-value was compared with the α. In the evaluation, the following decision rule was applied: the association was not significant if and when the computed value turned lesser than the critical value and the p-value turned greater than the α; on the other hand, the association was significant if and when the computed value turned greater than the critical value and the p-value turned lesser than the α.

In the comparison of the aforementioned values, it was proven that the computed value turned lesser than the critical value and the p-value turned greater than the α thus the linear association between the two variables was not significant which signified that the parents' highest educational attainment of the students did not significantly influence their level of reading comprehension. Therefore, the null hypothesis stating that,

"there is no significant relationship between the level of reading comprehension of student-respondents and their parents' highest educational attainment," was accepted.

**Parents' Occupation.** In associating linear relationship between the level of reading comprehension of student-respondents and their parents' occupation using the Pearson's r, the computed value was posted at .058 denoting a "very weak" linear association. In testing the significance of the noted linear association between the two variable utilizing the Fisher's t-Test, the computed value was posted at 1.286 with df = 490 and a p-value of .195 at .05 α. The critical t-value was set at ±1.965. Furthermore, the computed value was compared with the critical value and the p-value was compared with the α. In the evaluation, the following decision rule was applied: the association was not significant if and when the computed value turned lesser than the critical value and the p-value turned greater than the α; on the other hand, the association was significant if and when the computed value turned greater than the critical value and the p-value turned lesser than the α.

In the comparison of the aforementioned values, it was proven that the computed value turned lesser than the critical value and the p-value turned greater than

the α thus the linear association between the two variables was not significant which signified that the parents' occupation of the students did not significantly influence their level of reading comprehension. Therefore, the null hypothesis stating that, "there is no significant relationship between the level of reading comprehension of student-respondents and their parents' occupation," was accepted. **Reading Level**. In associating linear relationship between the level of reading comprehension of student-respondents and their reading level using the Pearson's r, the computed value was posted at .265 denoting a "weak" linear association. In testing the significance of the noted linear association between the two variable utilizing the Fisher's t-Test, the computed value was posted at 6.084 with df = 490 and a p-value of .000 at .05 α. The critical t-value was set at ±1.965. Furthermore, the computed value was compared with the critical value and the p-value was compared with the α. In the evaluation, the following decision rule was applied: the association was not significant if and when the computed value turned lesser than the critical value and the p-value turned greater than the α; on the other hand, the association was significant if and when the computed value turned greater than the critical value and the p-

value turned lesser than the α.

In the comparison of the aforementioned values, it was proven that the computed value turned greater than the critical value and the p-value turned lesser than the α, thus, the linear association between the two variables was significant which signified that the reading level of the students did significantly influence their level of reading comprehension. Therefore, the null hypothesis stating that, "there is no significant relationship between the level of reading comprehension of student-respondents and their reading level," was rejected.

The coefficient being positive signified a direct proportional linear association denoting that the students who manifested favorable reading level, showed higher level of reading comprehension also than the students with mediocre reading level.

**Number of Reading Materials Used at School**. In associating linear relationship between the level of reading comprehension of student-respondents and their number of reading materials used at school using the Pearson's r, the computed value was posted at .170 denoting a "very weak" linear association. In testing the significance of the noted linear association between the

two variable utilizing the Fisher's t-Test, the computed value was posted at 3.819 with df = 490 and a p-value of .001 at .05 α. The critical t-value was set at ±1.965. Furthermore, the computed value was compared with the critical value and the p-value was compared with the α. In the evaluation, the following decision rule was applied: the association was not significant if and when the computed value turned lesser than the critical value and the p-value turned greater than the α; on the other hand, the association was significant if and when the computed value turned greater than the critical value and the p-value turned lesser than the α.

In the comparison of the aforementioned values, it was proven that the computed value turned greater than the critical value and the p-value turned lesser than the α thus the linear association between the two variables was significant which signified that the number of reading materials used at school of the students did significantly influence their level of reading comprehension. Therefore, the null hypothesis stating that, "there is no significant relationship between the level of reading comprehension of student-respondents and their number of reading materials used at school," was rejected.

The coefficient being positive signified a direct

proportional linear association denoting that the students who read more reading materials at school manifested higher level of reading comprehension than the students who seldom read at school.

**Reading Habits**. In associating linear relationship between the level of reading comprehension of student-respondents and their reading habits using the Pearson's r, the computed value was posted at -.245 denoting a "weak" linear association. In testing the significance of the noted linear association between the two variable utilizing the Fisher's t-Test, the computed value was posted at 5.594 with df = 490 and a p-value of .000 at .05 α. The critical t-value was set at ±1.965. Furthermore, the computed value was compared with the critical value and the p-value was compared with the α. In the evaluation, the following decision rule was applied: the association was not significant if and when the computed value turned lesser than the critical value and the p-value turned greater than the α; on the other hand, the association was significant if and when the computed value turned greater than the critical value and the p-value turned lesser than the α.

In the comparison of the aforementioned values, it was proven that the computed value turned greater than the critical value and

the p-value turned lesser than the α thus the linear association between the two variables was significant which signified that the reading habits of the students did significantly influence their level of reading comprehension. Therefore, the null hypothesis stating that, "there is no significant relationship between the level of reading comprehension of student-respondents and their reading habits," was rejected.

The coefficient being negative signified an inverse linear association denoting that the students who showed interest in reading manifested higher level of reading comprehension than the students who frequently avoid reading. In summary, of the profile variates of the student-respondents, only age, sex, reading level, number of available reading materials used at school and reading habit posed significant influence to their level of reading comprehension. The other identified variates proved to have nothing to do with it.

**Academic Performance of the Student-Respondents in Reading Based on the Mean Grade of the First and Second Quarters**

Table 16 discloses the academic performance of the student-respondents in reading based on the mean grade of

the first and second quarters in the learning areas of English and Filipino.

From the table, it can be gleaned that the mean academic performance of the student-respondents in reading based on the mean grade of the first and second quarters in the learning area of English was posted at 83.51 with a standard deviation (SD) of 3.96 while in Filipino, they posted a mean grade of 85.47 with a SD of 3.82.

**Table 16**

**Academic Performance of the Student-Respondents in Reading Based on the Mean Grade of the First and Second Quarters**

| Learning Area | Mean | SD |
|---|---|---|
| English | 83.51 | 3.96 |
| Filipino | 85.47 | 3.82 |
| **Over-all** | **84.49** | **3.89** |

The over-all mean performance of the student-respondents in reading based on the mean grade of the first and second quarters ware posted at 84.49 with a SD of 3.89. This signified that the student-respondents manifested favorable academic performance in reading higher than the mastery level set by the DepEd which is 75 percent. The students were more or less manifested similar academic performance with a minimal percentage point difference in between each student.

**Relationship Between the Academic Performance and the Level of Reading Comprehension of Student-Respondents**

This part shows the relationship between the academic performance in the learning areas of English and Filipino and the level of reading comprehension of student-respondents.

**Table 17**

**Relationship Between the Academic Performance in English and the Level of Reading Comprehension of Student-Respondents**

| Area | Linear Association | | Fisher's t-Value | p-Value | Evaluation/ Decision |
|---|---|---|---|---|---|
| | Coefficient | Degree | | | |
| Literal | .264 | Weak | 6.059 | .000 | S / Reject Ho. |
| Inferential | .291 | Weak | 6.733 | .000 | S / Reject Ho. |
| Critical | .215 | Weak | 4.873 | .000 | S / Reject Ho. |

Fisher's t-Critical Value = ±1.965 S - Significant
df = 490 α=.05 NS - Not Significant

**English**. Table 17 presents the relationship between the academic performance in the learning area of English and the level of reading comprehension of student-respondents along literal, inferential and critical.

**Literal**. In associating linear relationship between the academic performance in the learning area of English and the level of reading comprehension of student-

respondents along literal using the Pearson's r, the computed value was posted at .264 denoting a "weak" linear association. In testing the significance of the noted linear association between the two variable utilizing the Fisher's t-Test, the computed value was posted at 6.059 with df = 490 and a p-value of .000 at .05 α. The critical t-value was set at ±1.965. Furthermore, the computed value was compared with the critical value and the p-value was compared with the α. In the evaluation, the following decision rule was applied: the association was not significant if and when the computed value turned lesser than the critical value and the p-value turned greater than the α; on the other hand, the association was significant if and when the computed value turned greater than the critical value and the p-value turned lesser than the α.

In the comparison of the aforementioned values, it was proven that the computed value turned greater than the critical value and the p-value turned lesser than the α thus the linear association between the two variables was significant which signified that the level of reading comprehension along literal of the students did significantly influence their academic performance in English. Therefore, the null hypothesis stating that, "there is no significant relationship between the academic

performance in the learning area of English and the level of reading comprehension of student-respondents along literal," was rejected.

The coefficient being positive signified direct proportional linear association denoting that the students who showed favorable reading comprehension level along literal manifested higher academic performance in English also than the students with less favorable reading comprehension level along this area.

**Inferential**. In associating linear relationship between the academic performance in the learning area of English and the level of reading comprehension of student-respondents along inferential using the Pearson's r, the computed value was posted at .291 denoting a "weak" linear association. In testing the significance of the noted linear association between the two variable utilizing the Fisher's t-Test, the computed value was posted at 6.733 with df = 490 and a p-value of .000 at .05 α. The critical t-value was set at ±1.965. Furthermore, the computed value was compared with the critical value and the p-value was compared with the α. In the evaluation, the following decision rule was applied: the association was not significant if and when the computed value turned lesser than the critical value and the p-value turned greater than

the α; on the other hand, the association was significant if and when the computed value turned greater than the critical value and the p-value turned lesser than the α.

In the comparison of the aforementioned values, it was proven that the computed value turned greater than the critical value and the p-value turned lesser than the α thus the linear association between the two variables was significant which signified that the level of reading comprehension along inferential of the students did significantly influence their academic performance in English. Therefore, the null hypothesis stating that, "there is no significant relationship between the academic performance in the learning area of English and the level of reading comprehension of student-respondents along inferential," was rejected.

The coefficient being positive signified direct proportional linear association denoting that the students who showed favorable reading comprehension level along inferential manifested higher academic performance in English also than the students with less favorable reading comprehension level along this area.

**Critical**. In associating linear relationship between the academic performance in the learning area of English

and the level of reading comprehension of student-respondents along critical using the Pearson's r, the computed value was posted at .215 denoting a "weak" linear association. In testing the significance of the noted linear association between the two variable utilizing the Fisher's t-Test, the computed value was posted at 4.873 with df = 490 and a p-value of .000 at .05 α. The critical t-value was set at ±1.965. Furthermore, the computed value was compared with the critical value and the p-value was compared with the α. In the evaluation, the following decision rule was applied: the association was not significant if and when the computed value turned lesser than the critical value and the p-value turned greater than the α; on the other hand, the association was significant if and when the computed value turned greater than the critical value and the p-value turned lesser than the α.

In the comparison of the aforementioned values, it was proven that the computed value turned greater than the critical value and the p-value turned lesser than the α thus the linear association between the two variables was significant which signified that the level of reading comprehension along critical of the students did significantly influence their academic performance in English. Therefore, the null hypothesis stating that,

"there is no significant relationship between the academic performance in the learning area of English and the level of reading comprehension of student-respondents along critical," was rejected.

The coefficient being positive signified direct proportional linear association denoting that the students who showed favorable reading comprehension level along critical manifested higher academic performance in English also than the students with less favorable reading comprehension level along this area.

In summary, all the areas depicting the level of reading comprehension of the student-respondents, namely: literal, inferential and critical, significantly influence their academic performance in the learning area of English in a direct proportional manner. This signified that these areas should be enhanced through an intervention activity.

**Filipino**. Table 18 presents the relationship between the academic performance in the learning area of Filipino and the level of reading comprehension of student-respondents along literal, inferential and critical.

**Literal**. In associating linear relationship between the academic performance in the learning area of Filipino and the level of reading comprehension of student-respondents along literal using the Pearson's r, the

computed value was posted at .210 denoting a "weak" linear association. In testing the significance of the noted linear association between the two variable utilizing the Fisher's t-Test, the computed value was posted at 4.755 with df = 490 and a p-value of .000 at .05 α. The critical t-value was set at ±1.965. Furthermore, the computed value was compared with the critical value and the p-value was compared with the α.

**Table 18**

**Relationship Between the Academic Performance in Filipino and the Level of Reading Comprehension of Student-Respondents**

| Area | Linear Association | | Fisher's t-Value | p-Value | Evaluation/ Decision |
|---|---|---|---|---|---|
| | Coefficient | Degree | | | |
| Literal | .210 | Weak | 4.755 | .000 | S / Reject Ho. |
| Inferential | .227 | Weak | 5.160 | .000 | S / Reject Ho. |
| Critical | .203 | Weak | 4.589 | .000 | S / Reject Ho. |

Fisher's t-Critical Value = ±1.965 S - Significant
df = 490 α=.05 NS - Not Significant

In the evaluation, the following decision rule was applied: the association was not significant if and when the computed value turned lesser than the critical value and the p-value turned greater than the α; on the other hand, the association was significant if and when the

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

In the comparison of the aforementioned values, it was proven that the computed value turned greater than the critical value and the p-value turned lesser than the α, thus, the linear association between the two variables was significant which signified that the level of reading comprehension along literal of the students did significantly influence their academic performance in Filipino. Therefore, the null hypothesis stating that, "there is no significant relationship between the academic performance in the learning area of Filipino and the level of reading comprehension of student-respondents along literal," was rejected.

The coefficient being positive signified direct proportional linear association denoting that the students who showed favorable reading comprehension level along literal manifested higher academic performance in Filipino also than the students with less favorable reading comprehension level along this area.

**Inferential**. In associating linear relationship between the academic performance in the learning area of Filipino and the level of reading comprehension of student-respondents along inferential using the Pearson's r, the

computed value was posted at .227 denoting a "weak" linear association. In testing the significance of the noted linear association between the two variable utilizing the Fisher's t-Test, the computed value was posted at 5.160 with df = 490 and a p-value of .000 at .05 α. The critical t-value was set at ±1.965. Furthermore, the computed value was compared with the critical value and the p-value was compared with the α. In the evaluation, the following decision rule was applied: the association was not significant if and when the computed value turned lesser than the critical value and the p-value turned greater than the α; on the other hand, the association was significant if and when the computed value turned greater than the critical value and the p-value turned lesser than the α.

In the comparison of the aforementioned values, it was proven that the computed value turned greater than the critical value and the p-value turned lesser than the α thus the linear association between the two variables was significant which signified that the level of reading comprehension along inferential of the students did significantly influence their academic performance in Filipino. Therefore, the null hypothesis stating that, "there is no significant relationship between the academic performance in the

learning area of Filipino and the level of reading comprehension of student-respondents along inferential," was rejected. The coefficient being positive signified direct proportional linear association denoting that the students who showed favorable reading comprehension level along inferential manifested higher academic performance in Filipino also than the students with less favorable reading comprehension level along this area. **Critical**. In associating linear relationship between the academic performance in the learning area of Filipino and the level of reading comprehension of student-respondents along critical using the Pearson's r, the computed value was posted at .203 denoting a "weak" linear association. In testing the significance of the noted linear association between the two variables utilizing the Fisher's t-Test, the computed value was posted at 4.589 with df = 490 and a p-value of .000 at .05 α. The critical t-value was set at ±1.965. Furthermore, the computed value was compared with the critical value and the p-value was compared with the α. In the evaluation, the following decision rule was applied: the association was not significant if and when the computed value turned lesser than the critical value and the p-value turned greater than the α; on the other hand,

the association was significant if and when the computed value turned greater than the critical value and the p-value turned lesser than the α. In the comparison of the aforementioned values, it was proven that the computed value turned greater than the critical value and the p-value turned lesser than the α thus the linear association between the two variables was significant which signified that the level of reading comprehension along critical of the students did significantly influence their academic performance in Filipino. Therefore, the null hypothesis stating that, "there is no significant relationship between the academic performance in the learning area of Filipino and the level of reading comprehension of student-respondents along critical," was rejected. The coefficient being positive signified direct proportional linear association denoting that the students who showed favorable reading comprehension level along critical manifested higher academic performance in Filipino also than the students with less favorable reading comprehension level along this area.

In summary, all the areas depicting the level of reading comprehension of the student-respondents, namely: literal, inferential and critical, significantly influences

their academic performance in the learning area of Filipino in a direct proportional manner. This signified that these areas should be enhanced through an intervention activity.

# Chapter 5

## SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of the findings of the study with the corresponding conclusions drawn 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 median age of the student-respondents was posted at 10 years old with an average deviation (AD) of about one year. Moreover, majority of the student-respondents were female accounting for 305 or 61.99 percent.

2. Out of 492 student-respondents, 244 or 49.60 percent were in Grade 4 while 109 or 22.15 percent were in Grade 5 and 105 or 21.34 percent were in Grade 6.

3. The 186 or 37.80 percent of the student-respondents disclosed to have less than five members in the family.

4. The modal gross monthly family income of the student-respondents was calculated at ₱7,999.50 which

turned lesser than the poverty threshold of ₱9,628 for the Province of Samar (PSA, 2020).

5. A number of the fathers of the student-respondents, that is, 146 or 29.67 percent reached the high school level while 174 or 35.36 percent of the mothers of the student-respondents were elementary graduates.

6. Of the fathers of the student-respondents, majority of them were engaged in fishing/ farming accounting for 322 or 65.45 percent while among the mothers of the student-respondents, a number of them, that is, 111 or 22.56 percent were self-employed and 159 or 32. 32 percent were not engaged in gainful activities being the housekeeper.

7. More than half of the student-respondents, that is, 262 or 53.25 percent were instructional.

8. Majority of the student-respondents used more than eight materials at school.

9. The student-respondents appraised their reading habits as "sometimes" practiced being indicated by the grand weighted mean of 2.84.

10. The level of reading comprehension of the student-respondents based on the Phil-IRI was: along literal, independent; along inferential, frustration, and along critical, instructional.

11. In associating linear relationship between the level of reading comprehension of student-respondents and their profile variates, the following was the evaluation: age, significant; sex, significant; grade level, not significant; size of the family, not significant; gross monthly family income, not significant; parents' highest educational attainment, not significant; parents' occupation, not significant; reading level of the student-respondents based on the Phil-IRI pre-test results, significant; number of available reading materials used at school, significant and reading habit, significant.

12. The academic performance of the student-respondents in reading based on the mean grade of the first and second quarters in the following learning areas was: English, 83.51 with a SD of 3.96 and Filipino, 85.47 with a SD of 3.82 with an overall mean of 84.49 and SD of 3.89.

13. In associating linear relationship between the academic performance in the learning area of English and the level of reading comprehension of student-respondents, the following evaluation was noted: along literal, significant; inferential, significant; and critical, significant.

14. In associating linear relationship between the academic performance in the learning area of Filipino and

the level of reading comprehension of student-respondents, the following evaluation was noted: along literal, significant; inferential, significant; and critical, significant.

**Conclusions**

The following were the conclusions drawn from the findings of the study:

1. The student-respondents homogeneously clustered in terms of age with about one year age difference only. This signified that they have more or less similar intellectual growth having similar interest, particularly in schooling. Furthermore, female dominance existed among the student-respondents whereby in the roster of enrollment this sex group outnumbered the male so that in the data gathering more of them were in school and participated actively. 2. The student-respondents represented the three grade levels in the elementary level to eliminate bias in the data generated.

3. The student-respondents had a bigger family with the modal size of the family exceeding the expected number based on the poverty calculation of the government which is three children with the couple for a total family size of five. This meant that the family would require an income higher than the poverty threshold to

sustain the essential and non-essential needs of each family member. 4. The student-respondents were living way below the poverty level which denoted that they could hardly make both ends meet. However, they put premium on the education of their children that as much as possible the sent them to public schools.

5. The parents of the student-respondents were functional literates, that is, they have the capacity to read, write and understand simple messages including simple calculations which could be an advantage to the schooling of their children being their home tutors, in a way or the other. 6. The parents of the student-respondents were engaged in gainful activities which served as the main source of their income used to sustain their respective families. The fathers being the head of the family usually were engaged in gainful activities while some of the mothers served as the support system of the family who took good care of the needs of every member of the family.

7. Based on the pre-test results, the student-respondents manifested a bit favorable reading level however they need to be enhanced to attain the very favorable reading level.

8. The school have available

materials for use of the students to hone their reading skills however, the number may not be adequate to provide a 1:1 ratio, thus, they need to be provided by additional reading materials such as teacher-made modules and the like. 9. The student-respondents manifested a favorable interest in reading that they as much as possible read available reading materials and sometimes avoid it. 10. The student-respondents have a very favorable reading comprehension level along literal considering that their modal level was independent while along inferential, favorable with a modal level of instructional and along critical, it was less favorable with a modal level of frustration. However, the greater majority still needed enhancement through an intervention activity.

11. Of the profile variates of the student-respondents, only age, sex, reading level, number of available reading materials used at school and reading habit posed significant influence to their level of reading comprehension. The other identified variates proved to have nothing to do with it. 12. The student-respondents manifested favorable academic performance in reading higher than the mastery level set by the DepEd which is 75 percent. The students were more or less manifested similar

academic performance with a minimal percentage point difference in between each student. 13. All the areas depicting the level of reading comprehension of the student-respondents, namely: literal, inferential, and critical, significantly influenced their academic performance in the learning areas of English and Filipino in a direct proportional manner. This signified that these areas should be enhanced through an intervention activity.

## Recommendations

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

1. Inasmuch as the school have a limited number of reading materials for the use of the students, teachers need to develop or construct additional reading materials such as teacher-made modules and the like.

2. Inasmuch as the reading comprehension level of the student-respondents in the three areas was less favorable, an enhancement activity is imperative to raise it.

3. Inasmuch as the academic performance in reading of the students in the learning areas of English and Filipino was significantly affected by their reading comprehension level along literal, inferential, and critical, an intervention program should be developed to enhance their

reading comprehension level in the aforesaid areas, thereby, improving their academic performance in the identified learning areas.

4. Another study may be conducted in other educational districts or in the division to validate the findings of this study with the inclusion of other areas in the level of reading comprehension of the students.

## Chapter 6

## INTERVENTION SCHEME

This chapter presents the intervention of the study to enhance the reading comprehension and academic performance in English and Filipino of elementary students in Zumarraga District, Schools Division of Samar.

### Rationale

The findings of the study revealed that more than half of the student-respondents, that is, 262 or 53.25 percent were instructional, which could be developed to independent level by conducting enhancement activity.

Furthermore, student-respondents manifested a favorable interest in reading that they as much as possible read available reading materials and sometimes avoid it.

Thus, these study habits should be reinforced through an intervention activity to develop it.

**Objectives**

This intervention scheme aims to enhance the study habits and develop reading comprehension of elementary students in Zumarraga District.

Specifically, it is expected to:

1. Develop interest and love in reading among the elementary students on any reading material available at home and school.

2. Develop comprehension skills of elementary students to improve their academic performance in the identified learning areas.

3. Help the elementary students sustain their reading habits at home and school.

**Features of the Program**

The intervention program consists of the following areas: 1) objectives; 2) methods/strategies; 3) resources; 4) time frame; and 5) success indicator.

**Strategy of Implementation**

There are many things that need to be considered before the intervention program can be implemented which

includes: 1) seek an approval from the school head based on the matrix of the program presented; 2) teacher- student conference to seek support from the students that they provide time for the activity; 3) teacher-parent conference to seek support and commitment; and 4) implementation of intervention the program as stated on the matrix.

**Monitoring and Evaluation**

To assist the child development and sustained good study

habits, parents, and teachers should closely monitor the regularity of the students' activity and evaluate the students' progress by asking about their learnings in their previous study.

To make this not routinary for the students, varied strategies should utilize like retelling a story, reciting a poem, and the like.

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# A P P E N D I C E S

## APPENDIX A

## LETTER REQUEST FOR APPROVAL OF RESEARCH TITLE

**Samar College**
**COLLEGE OF GRADUATE STUDIES**
City of Catbalogan

April 22, 2019

**DR. NIMFA T. TORREMORO**
Dean, College of the Graduate Studies
City of Catbalogan

**Madame:**

The undersigned will enroll in Thesis Writing this First Semester, School Year 2019-2020. In this regard, she would like to present the following proposed thesis titles;

preferably number 1, for your evaluation, suggestions and recommendations.

1. Reading Comprehension of Intermediate Students: Inputs for an Intervention Program

2. Reading Readiness of Grade III Pupils of Zumarraga District

3. Reading Comprehension level of Grade III Island Barangay Pupils of Zumarraga District

(SGD.) **JENNIFER BALLOS UY**
Researcher

Recommended Title No.

1 (SGD.) **Dr. PEDRITO G. PADILLA**
Evaluator
1 (SGD.) **Dr. GUILLERMO D.LAGBO**
Evaluator
1 (SGD.) **Dr. IMELDA M. UY**
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

NAME : **JENNIFER BALLOS UY**

COURSE : Master of Arts in Education

SPECIALIZATION : Educational Management

TITLE OF THESIS : Reading Comprehension of Elementary Students: Basis for an Intervention Program

NAME OF ADVISER : **NATALIA B.UY, PhD**

**(SGD.) JENNIFER BALLOS UY**
Researcher

CONFORME:

**(SGD.) NATALIA B.UY, PhD**
**Adviser**

APPROVED:

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

## APPENDIX C

## Questionnaire

### I. PERSONAL INFORMATION

**Direction**: Please write or check the appropriate information needed in each item

NAME: _____

**1. Age**: _____ **2. Sex**: [ ] Male [ ] Female

**3. Grade Level**:[ ] Grade 4 [ ] Grade 5 [ ] Grade 6

**4. Nutritional Status:** ( ) Wasted ( ) Severely Wasted
( ) Normal ( )Overweight ( ) Obese

**5. Size of Family** ( ) Less than 5 members
( ) 6 members – 8 members
( ) More than 9 members

**6. Gross Monthly family Income: (include income of spouse and other members of the family)**

| | |
|---|---|
| [ ] less than 3,000 | [ ] 11,000-12,999 |
| [ ] 3,000-4,999 | [ ] 13,000-15,999 |
| [ ] 5,000-6,999 | [ ] 16,000-17,999 |
| [ ] 7,000-8,9999 | [ ] 18,000-19,000 |
| [ ] 9,000-10,999 | [ ] 20,000 or more |

**7. Parents' Highest Educational Attainment**

| **Father** | | **Mother** |
|---|---|---|
| ( ) | Elementary Level | ( ) |
| ( ) | Elementary Graduate | ( ) |
| ( ) | High School Level | ( ) |
| ( ) | High School Graduate | ( ) |
| ( ) | College Level | ( ) |
| ( ) | College Graduate | ( ) |
| ( ) | Others, please specify | ( ) |
| | _____ | |

**8. Parents' Occupation**

| **Father** | | **Mother** |
|---|---|---|
| ( ) | Government Employee | ( ) |
| ( ) | Private Employee | ( ) |
| ( ) | Teacher | ( ) |
| ( ) | Self-Employed | ( ) |
| ( ) | OFW/Seafarer | ( ) |
| ( ) | Laborer | ( ) |
| ( ) | Sari-Sari Store Owner | ( ) |
| ( ) | Fishing/Farming | ( ) |
| ( ) | Vendor | ( ) |
| ( ) | Others, please specify | ( ) |
| | _____ | |

**9. Number of attendance during first and second quarters**

**10. Reading Level Based on the Phil-IRI scale, the students are categorized into four levels:**

[ ] Non-Reader
[ ] Frustration

[ ] Instructional
[ ] Independent

**11. Number of available Reading Materials used at Home and School:**

[ ] less than 1 material
[ ] 2 materials - 3 materials
[ ] 4 materials - 5 materials
[ ] 6 materials - 7 materials
[ ] more than 8 materials

**10. READING HABITS**

**Direction:** Below are statements which will determine the Reading Habits of intermediate students based from the Reading Habits Questionnaire (Palacio,2013). Kindly assess each statement and signify the extent to which you are involved using the following scale:

**5 - Always (A)**
**4 - Often (O)**
**3 - Sometimes (S)**
**2 - Rarely (R)**
**1 - Never (N)**

| Reading Habits | Extent of Practice | | | | |
|---|---|---|---|---|---|
| | 5 (A) | 4 (O) | 3 (S) | 2 (R) | 1 (N) |
| 11. I devote regular time in reading books and other reference materials | | | | | |
| 12. I read at least one hour every day | | | | | |
| 13. I read lots of books and printed materials during my spare time and at night before I sleep | | | | | |
| 14. I read with sweet music in my room | | | | | |
| 15. I use my ipod with headphones in my ear while I am reading books at the school campus | | | | | |
| 16. I utilize my vacant time to read books in the library | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 17. I avoid reading books at home and in school during my vacant time | | | | | |
| 18. I make no effort to read my notes and books to ready for classroom recitation | | | | | |
| 19. I escape reading just to play games | | | | | |
| 20. I search in the internet relevant reading materials for my assignment if ever books are not available | | | | | |

***Thank you.***

**APPENDIX D**

**Letter-Request for Permission from the Schools Division Superintendent to Field the Survey Questionnaire**

Republic of the Philippines
Commission on Higher Education
Region VIII
SAMAR COLLEGE
College of Graduate Studies

City of Catbalogan

September 9, 2019

**CARMELA R. TAMAYO, Ed.D. CESO VI**
Schools Division Superintendent
Samar Division, Department of Education
Catbalogan City

Madame:

I am presently enrolled in the Master of Arts in Education (MAEd) program of Samar College. In view of which, I am conducting a study entitled **"Reading Comprehension of Elementary Students: Basis for an Intervention Program."**, in partial fulfillment of the requirements for the said degree.

In connection herewith, I would like to request permission to conduct this study among the intermediate students in District of Zumarraga, Schools Division of Samar, including its central school and its satellite schools. Rest assured that the data from this research will be used solely for research purposes.

Thank you very much!

Very truly yours,

**(SGD) JENNIFER BALLOS UY**
Researcher

Noted by:

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

Approved:

**(SGD)CARMELA R. TAMAYO, EdD CESO VI**
Schools Division Superintendent
Division of Samar

**APPENDIX E**

**Letter-Request for Permission from the District Supervisor to Field the Survey Questionnaire**

Republic of the Philippines
Commission on Higher Education
Region VIII

SAMAR COLLEGE
College of Graduate Studies
City of Catbalogan

September 9, 2019

**MELISSA N. MABANGUE**
District -In- Charge
Zumarraga District
Department of Education

Madame:

I am presently enrolled in the Master of Arts in Education (MAEd) program of Samar College. In view of which, I am conducting a study entitled **"Reading Comprehension of Elementary Students: Basis for an Intervention Program."**, in partial fulfillment of the requirements for the said degree.

In connection herewith, I would like to request permission to field my questionnaires intermediate pupils in your district. Rest assured that the data from this research will be used solely for research purposes only.

Thank you very much!

Very truly yours,

**(SGD) JENNIFER BALLOS**
Researcher

**Noted by:**

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

Approved:

**(SGD)MELISSA N. MABANGUE**
District-In-Charge
District of Zumarraga
Department of Education

**APPENDIX F**

**Letter-Request for Permission from the Principal to Field the Survey Questionnaire**

Republic of the Philippines

Commission on Higher Education
Region VIII
SAMAR COLLEGE
College of Graduate Studies
City of Catbalogan

September 9, 2019

**CONSTANCIO R. ISO**
Principal II
**Bioso Elementary_School**
Zumarraga District
Department of Education

Sir/Madam:

I am presently enrolled in the Master of Arts in Education (MAEd) program of Samar College. In view of which, I am conducting a study entitled **"Reading Comprehension of Elementary Students: Basis for an Intervention Program."**, in partial fulfillment of the requirements for the said degree.

In connection herewith, I would like to request permission to field my questionnaires intermediate pupils in your school. Rest assured that the data from this research will be used solely for research purposes only.

Thank you very much!

Very truly yours,

**(SGD) JENNIFER BALLOS**
Researcher

**Noted by:**

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

Approved:

**(SGD)CONSTANCIO R. ISO**
Principal II
Bioso Elementary School
Zumarraga District

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

## PERSONAL INFORMATION

**NAME:** Jennifer Ballos Uy

**BIRTHDAY:** June 21, 1980

**BIRTHPLACE:** Zumarraga, Samar

**OCCUPATION:** Licensed Professional Teacher

**SEX:** Female

**CIVIL STATUS:** Married

**HEIGHT:** 1.48m

**WEIGHT:** 49kgs

**BLOOD TYPE:** "B"

**STATION:** Bioso Elementary School

**CURRICULUM:** Master of Arts in Education

## FAMILY BACKGROUND

**SPOUSE NAME:** Sherwin Iguiran Uy

**OCCUPATION:** Professional Teacher

**BUSINESS ADDRESS:** Tubigan Elementary School

**ADDRESS:** Tubigan, Zumarraga, Samar

**NAME OF CHILDREN:** John Erwin B. Uy

Mark Jade B. Uy

Shannen Jane B. Uy

## EDUCATIONAL BACKGROUND:

**ELEMENTARY:** Bioso Elementary School (1987-1993)

**SECONDARY:** Samar National School (1993-1997)

**COLLEGE:** Samar College (1998-2002)

**GRADUATE STUDIES:** Master of Arts in Education Candidate

Samar College (2019-2020)

## ELIGIBILITY

Licensure Examination for Teachers

## SEMINAR/TRAINING/CONFERENCE ATTENDED

2019 Mind Specialist Training (MEST): International Seminar on Transformational Leadership and Professional Growth and Development, International Fellowship Philippines and International Mind Education Institute, March 29-31, 2019.

Division Training on Coaching and Officiating of School Sports, Division Office, October 21-23, 2016.

Orientation Seminar Workshop on the Utilization of New Early Grades Reading Assessment (EGRA) and the New Philippine Informal Reading Inventory (Phil. 121), Division Office, June 10 2016.

2015 Grade 4 Mass Training of Teachers for the Implementation of K to 12 Basic Education Program, Division Office, may 10-16, 2015.