READING COMPREHENSION OF MULTIGRADE STUDENTS IN THE DISTRICT OF TARANGNAN: BASIS FOR A READING PROGRAM

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SAMAR COLLEGE

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In Partial Fulfillment

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MASTER OF ARTS IN EDUCATION

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AMY ROSE T. MONTERO

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DEDICATION

This study is wholeheartedly dedicated to my beloved parents, who have been my source of inspiration and gave me strength when I thought of giving up, who continually provide me spiritual, emotional and financial support to my brothers, sisters, relatives, mentor and friends who shared their words of advice and encouragement to finish this study. And Lastly, I dedicated this book to the Almighty God, thank you for the guidance, strength, power of mind, skills and for giving me a healthy life. All of these, I offer to you.

Amy Rose

THESIS ABSTRACT

Title of Thesis	:	**READING COMPREHENSION OF MULTIGRADE STUDENTS IN TARANGNAN DISTRICT: BASIS FOR A READING PROGRAM**
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This study determined the reading comprehension of the multigrade learners from among the multigrade classes in the District of Tarangnan, Division of Samar during the School Year 2017-2018.

This study used descriptive correlational research

design. The descriptive method was used to determine the profile of the multigrade students in the District of Tarangnan, Division of Samar in terms of their age and sex; grade level, nutritional status, attendance per quarter (1st to 3rd), parents' highest educational attainment, parents' occupation, gross monthly family income, number of reading materials available at home, and attitude toward reading was identified.

Likewise, the profile of the multigrade teachers in terms age and sex, highest educational attainment, teaching position, number of teaching experience, number of related in-service trainings attended, gross monthly family income, and attitude toward teaching reading was identified.

This study determined the multigrade students' level of reading comprehension in both English and Filipino. This study also examined the reading difficulties encountered by the multigrade students in terms of phonological awareness, decoding, fluency, vocabulary, and reading comprehension.

This study correlated the multigrade students' level of reading comprehension with their profile variates. Likewise, their level of reading comprehension was correlated to the difficulties encountered in reading.

Descriptive and inferential statistical tools were used in the treatment of the data gathered such as frequency count, percentage, mean, standard deviation,

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

As it was revealed in the study, the attitude toward reading affects students' level of reading difficulty. To further support the strong sense of cultivating a positive attitude toward reading, the school should invest into creating new possibilities in modernizing and updating facilities and instructional materials needed by the students.

Promotion of appropriate technology use for teaching, learning and improving reading ability should be a priority to keep everyone abreast with trends and innovation surrounding the subject. Introduction of portability of reading materials and electronic copies of it could be a start for the school.

There should be continual education and training on proper teaching strategies for improving reading ability for the teachers to keep them updated with trends and innovation for the subject.

Another study may be conducted in other districts to validate the findings of this study.

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THE PROBLEM AND ITS BACKGROUND

Introduction

In most of the world's educational systems, formal education is expected to be in a monograde, the general norm in the teaching environment, where one teacher is responsible for a single curriculum grade. Nonetheless, in many countries in the world, there are schools of multigrade classes. These schools implement fully the multigrade teaching.

Multigrade teaching generally refers to a teaching situation where a single teacher has to take responsibility of teaching students across more than one curriculum grade within a timetabled period (Pratt, 2006:112).

According to Berry (2001:561-566), there are important reasons why multigrade teaching may occur in both developed and developing countries. First, multigrading is often associated with small schools in remote and sparsely populated areas like the Philippines. In such schools, there may be only one, two or three teachers, yet they offer a complete cycle of primary education. However, the number of primary schools that do not offer all grade levels remains high. Incomplete schools make up 29 percent of all schools in the

Philippines. The highest percentages of incomplete schools are in Region VI, Region VIII, and the Autonomous Region of Muslim Mindanao. As many of the incomplete schools are multigrade schools in isolated rural areas, improvements in multigrade schooling are seen as a strategy to allow children to receive a complete primary education. (Chesterfield et al., 2005:127)

Although schools with one teacher handling more than one grade have been common in the Philippines since 1920s, the formal Multigrade Program in Philippine Education (MPPE) was launched in 1993. MPPE has the objective of improving access to primary education by providing complete grade levels in all public elementary schools through the organization of multigrade classes.

Research on the effectiveness of multigrade classes compared to monograde classes revealed conflicting results. Mason and Burns (2007:41) confirmed the general picture of no consistent cognitive achievement differences. While in Colombia, the grade 3 learners in the multigrade schools performed better in Mathematics (McEwan 2008:435-452). In a subsequent study, Berry (2001:47) revealed that learners in multigrade schools performed better on a test of reading than those in monograde schools. Veenman's(2010:262-276)

review of studies purported that learning in multigrade was inferior to that in monograde classes.

Pratt (2010:111-115) reviewed 30 studies from the USA and Canada and found no general pattern in the achievement results in Mathematics and reading comprehension. Learners in multigrade classes showed higher achievement in Mathematics and reading comprehension in ten studies, worse in five, and no difference in thirteen.

Indeed, comprehension is one of the most important reading skills students need to possess to master the academic content, read for pleasure, and more importantly to succeed in school endeavors. Unfortunately, comprehension strategy skills are not natural skills of students, but rather must be self-taught or taught by someone else.

The National Reading Panel (2007), cited three important elements needed to promote reading comprehension; first, vocabulary development and vocabulary instruction; second, comprehension strategies and third, teachers' development to learn and help students apply these comprehension strategies.

Furthermore, in Indonesia, Bray (2011:43) reported that learners, in a project designed to support to multigrade teachers, performed better in most subjects than

other students did. Jarousse and Mingat (2011:38) found that learners in multigrade classes performed better than those in monograde classes.

In Pakistan, Rowley (2012:39) found cognitive differences in favor of monograde schools. While, in the Turks and Caicos Islands, Miller, Forde and Smith (2014:41) cited that learners in multigrade schools consistently outperformed those in monograde schools in the terminal grade of primary school. Berry (2001:357- 552) said that multigrade schools are particularly effective at promoting the reading progress of low achieving students, partly because of differences in the approach to instruction in multigrade and monograde classrooms. Berry argues that monograde classrooms are characterised by undifferentiated whole-class teaching; however, in multigrade classes, students have more opportunities to engage in small-group work.

Moreover, from the survey jointly conducted by the Department of Education's Bureau of Elementary and SEAMEO INNOTECH, about the profile of the multigrade schools in the Philippines provides a glimpse of what these multigrade schools currently look like, what curriculum and pedagogies they use, who their teachers are, what is the learning environment, and what challenges they face. According to

this survey, the teachers deployed in multigrade schools lack pre-service preparation which results in ineffective teaching practices. Moreover, surveys revealed that most typical teaching methods utilized by multigrade teachers were the traditional discussion and lecture methods which are not suited for the unconventional grouping and class scheduling in a multigrade school. (www.seamecoinnotech.org, July 16, 2017).

Proofs in these studies were tested from research designs that compared multigrade and monograde classes. However, studies of cognitive achievement like reading comprehension in multigrade classes in countries like the Philippines are scarce. Particularly in Region VIII and specifically in the Division of Samar where studies were centered around monograde reading comprehension, making it limited and one dimensional.

It is along this line and the literature citations and evidences presented that the researcher was challenged to conduct this study to look into the reading comprehension of the multigrade learners in the District of Tarangnan, Division of Samar. In turn, the results of the research study served as an avenue for change and innovation, and basis for the development of a comprehensive reading program.

Statement of the Problem

This study determined the reading comprehension of the multigrade learners from among the multigrade classes in the District of Tarangnan, Division of Samar during the School Year 2017-2018.

Specifically, it sought answers to the following questions:

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

    1.1 age and sex;

    1.2 grade level;

    1.3 nutritional status;

    1.4 attendance per quarter (1st to 3rd quarter);

    1.5 parents' highest educational attainment;

    1.6 parents' occupation;

    1.7 gross monthly family income;

    1.8 attitude toward reading; and

    1.9 number of reading materials available at home?

2. What is the profile of the multigrade teacher-respondents in terms of:

    2.1 age and sex;

    2.2 highest educational attainments;

2.3 teaching position;

2.4 number of years in teaching;

2.5 number of relevant in-service trainings;

2.6 gross monthly family income; and

2.7 attitude toward teaching reading?

3. What is the level of reading comprehension of multigrade student-respondents, based on the Phil-IRI results, along the following areas:

3.1 English; and

3.2 Filipino?

4. Is there a significant relationship between the student-respondents' level of reading comprehension based on the Phil-IRI results along the foregoing areas and their profile variates?

5. What are the level of reading difficulties encountered by the student-respondents, along these areas:

5.1 phonological awareness;

5.2 decoding;

5.3 fluency;

5.4 vocabulary; and

5.5 reading comprehension?

6. Is there a significant relationship between the student-respondents' level of reading difficulty and the following:

6.1 student-related variates; and

6.2 level of reading difficulties?

7. What reading program may be developed from the results of this study?

Hypotheses

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

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

2. There is no significant relationship between the student-respondents' level of reading comprehension and the reading difficulties encountered.

3. There is no significant relationship between teacher-respondents' profile variates and their attitude toward teaching reading.

Theoretical Framework

This study was anchored to the following theories, Piaget's Cognitive Development Theory, Vygotsky's Social Development Theory, and Bandura's Social Cognitive Learning Theory.

This study was primarily anchored on the Cognitive Development Theory of Piaget (Huitt and Hummel, 2003:

www.edpsycinteractive.org, July 16, 2017). The theory describes how an individual adapts to its environment. Behavior is the adaptation to the environment and is controlled through mental organizations called schemes that the individual uses to represent the world and designate actions. This adaptation is driven by a biological drive to obtain balance between schemes and the environment called as equilibration.

Students are born with schemes operating at birth called reflexes. In other animals, these reflexes control behavior throughout life. However, in human beings as the infant uses these reflexes to adapt to the environment, these reflexes are quickly replaced with constructed schemes.

As applied in this study, teachers handling multigrade classes need to target schemes in solving reading problems from an early age. Specialized reading programs such as targeted reading skills and strategies can contribute to students' long term reading ability. Hence, teachers need to determine their reading ability through simple test, or may be directly observed in the classroom. Knowing what the students know can help determine what kind of instruction will help the students move forward most effectively.

Piaget described two processes used by the individual in

its attempt to adapt: assimilation and accommodation. Both of these processes are used throughout life as the person increasingly adapts to the environment in a more complex manner (www.massey.ac., July, 16, 2017)

Assimilation is the process of using or transforming the environment so that it can be placed in pre-existing cognitive structures. Accommodation is the process of changing cognitive structures in order to accept something from the environment. Both processes are used simultaneously and alternately throughout life. An example of assimilation would be when a pupil interacts with the teacher and classmates of the same grade level. An example of accommodation would be when the pupil needs to modify interaction with older pupils of different grade level inside the same classroom.

As schemes become increasingly more complex that are responsible for more complex behavior, they are termed structures. As one's structures become more complex, they are organized in a hierarchical manner that is from general to specific.

The theory further held that the children of primary school age need opportunity to interact with peers, and their environment to enhance learning.

As applied in this study, teachers handling multi-

grade classes need to measure the pupils' level of reading abilities, as students reading comprehension of the text follows an increasing order or sequence, that the meaning of the reading material does not reside in the text itself but the reader has to produce and reproduce meanings using schemata. Since reading is a process event, a person learning to read is developing a schema for reading.

Vygotsky (Slavin, 2013:24) supports the idea that the cognitive development of young children results from a continual effort to adapt to the environment.

As applied in this study, teaching and learning in multigrade classes shall be a continuous process specifically in teaching how to read. Early intervention is crucial and can make a difference in students with limited levels of reading proficiency. In addition, students need to be engaged in different activities such as groupings, peer tutoring and modeling. These activities will improve their skills in reading as they hear and reproduce individual sounds in a word.

In the Social Cognitive Learning Theory of Bandura (2007:61), he stressed the significance of observing and modeling behaviors, attitudes, and emotional reactions among others. The idea of child-centered school is problem solving in nature and stress the pupils' active roles in

their learning plays a major part in the multi-age classroom.

As applied in this study, teaching and learning in the multigrade classes seem to be more challenging; hence, teachers must be able to design divergent, group and collaborative activities for the students to be actively involved in these learning tasks. This likewise implies that teachers have to be proficient in assessing, evaluating and recording student progress using qualitative methods such as portfolios, anecdotal reports and positive group interactions to teach social skills and independent learning skills.

Conceptual Framework

Figure 1 presents the conceptual framework of the study. In the base of the paradigm is the locale of the study, the multigrade classes of Tarangnan District, Division of Samar from where the respondents of the study were taken during the School Year 2017-2018. The upper boxes enclosed in a bigger frame represent the major variables considered in the study. The box at the left portion shows the student-profile variates such as: age, sex, grade level, nutritional status, attendance per quarter (1st to 3rd), parents highest educational

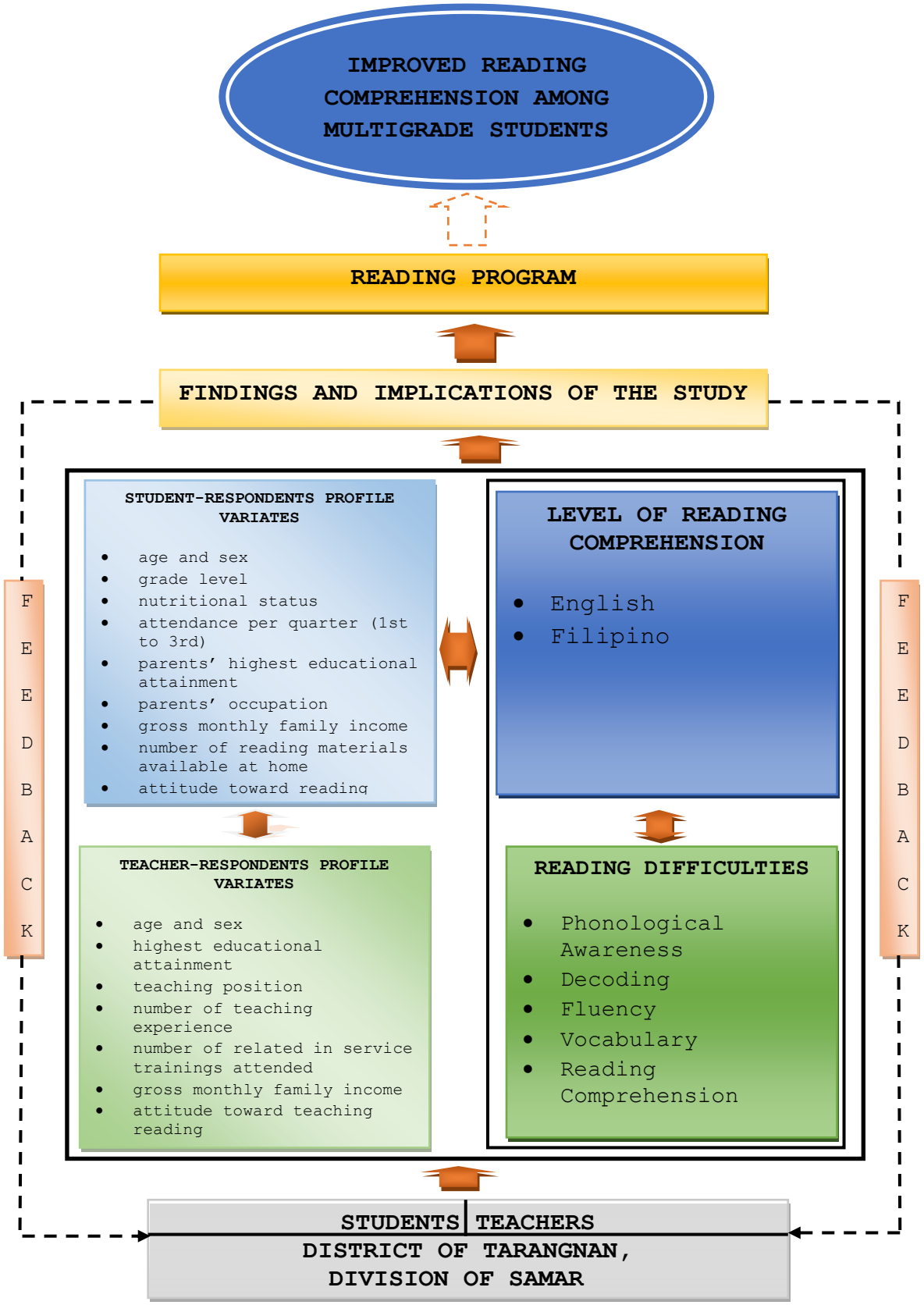

Figure 1. The Conceptual Framework of the Study

attainment, parent's occupation, gross monthly family income, and number of reading materials available at home and attitude towards reading. On the other hand, another box shows the teacher-respondents' profile variates such as age and sex, highest educational attainment, teaching position, length of teaching experience, number of related in service trainings, gross monthly family income and their attitude toward teaching reading. Shown at the right most box in the schema are the reading difficulties encountered by the students, namely; phonological awareness, decoding, fluency, vocabulary, and comprehension; and their reading level, to wit; under English and Filipino. The boxes are connected by the two-way arrows that implied a correlation between the paired variables.

This big frame enclosing the variables is connected to an upper box representing the findings and implications that maybe derived from the study. It is also connected by an arrow to another box, the offshoot of the study which is the reading program. This same box is connected by a broken arrow pointing to the base of the schema indicating the feedback mechanism. It is again connected to an upper frame representing the ultimate goal of the study which is to improve the reading comprehension of the multigrade classes in the District of Tarangnan, Division of Samar

which is enclosed in a perforated oblong.

Scope and Delimitation

The study determined the reading comprehension of the multigrade students from among the multigrade classes in the District of Tarangnan, Division of Samar for the School Year 2017-2018.

This involved the Grades 5 and 6 students among the 17 schools of the said district catering multigrade classes to determine students' level of reading comprehension and reading difficulties encountered.

The research activities of this study was limited to determining the reading difficulties encountered by the students along the following factors: phonemic awareness, decoding, fluency, vocabulary, and reading comprehension.

The questionnaire and Phil-IRI results were used as the principal instrument in gathering the data needed.

This study was conducted during the School Year 2017-2018.

Significance of the Study

The result of this study would be beneficial to the multigrade students, multigrade teachers, parents, school administrators, DepEd officials and future researchers.

To the Multigrade Students. The findings of this study

would provide data on the reading comprehension abilities of the multigrade student which would sprung more support from stakeholders who believe on the essence of education especially with students from places with lesser number of learners who shall only be educated through fused classes or multigrade classes. The results of this study would shed light on the necessities of multigrade classes and the importance of improving the learners' reading comprehension in these schools.

To the Multigrade Teachers. The results of this study would help the multigrade teachers to be aware of the significant role they play in educating the children from remote areas that need more care and attention specifically on the reading comprehension abilities as an essential skill in developing other life skills.

To the Parents. From this study, the parents may come to know about their children's ability or inability to read. They would somehow give special attention to their children's education and activities at home. And thus, gather from them the strongest support morally, socially and financially in order to help them improve their reading comprehension.

To the School Administrators. The findings would be helpful to the administrators as it would serve as the

basis for them to have close and intensive instructional monitoring if teachers deliver the competencies that learners need to master in each grade level be it mono or multigrade classes for the schools to produce the best quality education.

To the Department of Education Officials. The findings of this study would benefit the Department of Education (DepEd) officials in the sense that they would be aware about the factors that have to be attended just to help the teachers, which would result to better performance of multigrade students. This study would also provide inputs to check if DepEd officials attained the goals of providing quality education through quality reading instruction.

Future Researchers. The findings of this study would give information to the future researchers who will be interested in investigating deeply into multigrade teaching. It would also serve as a rich source of information and ideas on multigrade learners, their reading comprehension abilities and other variates not tackled in this study.

Definition of Terms

To provide a common frame of reference, the following terms were defined conceptually and operationally for easy

understanding of the study.

Attitude Toward Reading. Conceptually, this term refers to the attitude of an individual's feelings about reading, will cause learner to approach or avoid a reading situation (Ortiz, 2013:87). Operationally, this term refers to opinions and feelings of the Grades 5 and 6 multigrade students toward reading.

Attitude Toward Teaching Reading. Conceptually, this term refers to the perception of teachers about teaching reading (Ortiz, 2013:87). Operationally, this term refers to how multigrade teacher teach reading, either in a positive or negative manner.

Conscientiousness. Conceptually, this term refers to the act of putting a lot of effort into one's work (Cambridge University Press, 2018:56). Operationally, this term refers to multigrade teachers' concerns in doing what is right and what they expected toward the improvement of the students' reading performance.

Decoding. Conceptually, this term refers to the process of reading letters or letter patterns in a word to determine the meaning of the word; for students, it is a strategy for reading unknown words (NRP, 2000:43; TEA, 2000:18). Operationally, this term refers to the reading comprehension of the students in District of Tarangnan,

Division of Samar in terms of their ability in interpreting letters, patterns and words.

English. Conceptually, this term refers to a course of study that concentrates on the development of critical thinking, reading, formal writing, skills, and introductory literature analysis (www.camosun.ca, July 16, 2017). Operationally, this term refers to the English subject of the students in District of Tarangnan, Division of Samar wherein the focus is checking their ability in reading, reading assignments and reading comprehension.

Filipino. Conceptually, this term refers to a course of study that concentrates on the development of four Filipino language skills: speaking, listening, writing, and reading (www.hilo.hawaii.edu, July 16, 2017). Operationally, this term refers to the Filipino subject of the students in District of Tarangnan, Division of Samar wherein the focus is checking their ability in reading, reading assignments and reading comprehension.

Fluency. Conceptually, this term refers to the ability to read with speed, accuracy, and proper expression (Reading Rockets, 2017:121). Operationally, this term refers to the reading comprehension of the students in District of Tarangnan, Division of Samar in terms of their ability to read sentences, phrases and words correctly and

accurately.

Gross Monthly Family Income. Conceptually, this term refers to the total monthly income consists of all the money that comes in to the household budget (www.quora.com, July 16, 2017). Operationally, this term refers to the income earned on a monthly basis by the parents of the student-respondents and multigrade teacher respondents.

Highest Educational Attainment. Conceptually, this term refers to the highest level of education that a person has successfully completed after achievement of the learning objectives of that level, typically validated through the assessment of acquired knowledge, skills and competencies (www23.statcan.gc.ca, July 16, 2017). Operationally, this term refers to the highest scholastic achievement parents of the student-respondents and multigrade teacher respondents.

Intellectual Engagement. Conceptually, this term refers to the involvement in the design of authentic tasks that develop students' critical and creative thinking, teamwork, negotiation, decision-making, synthesis and problem solving skills (State Government of Victoria, Australia, 2017:1). Operationally, this term refers to the ability to engage in organic, creative and critical skills of the students in District of Tarangnan, Division of

Samar.

Intelligence. Conceptually, this term refers to the ability to learn, understand, and make judgments or have opinions that are based on reason (Cambridge University Press, 2018:21). Operationally, this term refers to the ability to understand, especially in reading comprehension of the students in District of Tarangnan, Division of Samar.

Level of Comprehension. Conceptually, this term refers to the ability to process information based on what have been read (www.study.com, July 16, 2018). Operationally, this term refers to the assessment in determining the levels of reading comprehension ability of the student-respondents in District of Tarangnan, Division of Samar.

Multigrade Student. Conceptually, this term refers to the settings where one teacher has the responsibility of teaching two or more grade levels concurrently (Little, 2007:67). Operationally, this term refers to the classes in the District of Tarangnan, Division of Samar where the students of different grade levels are handled or taught by a single teacher who were used as a subject in this study.

Number of Available Reading Materials used at Home and in School. Conceptually, this term refers to a variety of reading resources accessible at home and in school to

supplement students' learning (www.thefreedictionary.com, July 16, 2017). Operationally, this term refers to the reading materials available in student-respondents' homes that help them improve their reading skills.

Number of Related In-Service Trainings Attended. Conceptually, this term refers to the series of connected training program participated in support to secure advancement in an industry or occupation (www.thefreedictionary.com, July 16, 2017). Operationally, this term refers to the series of training program attended to support advancement in teaching multigrade learners.

Nutritional Status. Conceptually, this term refers to the condition of the body in those respects influenced by the diet; the levels of nutrients in the body and the ability of those levels to maintain normal metabolic integrity (www.thefreedictionary.com, July 16, 2017). Operationally, this term refers to condition of the body and physical and metabolic integrity of the students in District of Tarangnan, Division of Samar.

Parents' Occupation. Conceptually, this term refers to the mother, father, or guardian's job by which he/she earns a living (www.freedictionary.com, July 16, 2017). Operationally, this term refers to the parents' profession or job to provide not only for the basic necessities but

also the educational needs of the students in District of Tarangnan, Division of Samar.

Personality. Conceptually, this term refers to individual differences in characteristic patterns of thinking, feeling and behaving (American Psychological Association, 2018:3). Operationally, this term refers to the ways of behaving in reading of the students in District of Tarangnan, Division of Samar.

Philippine Informal Reading Inventory (Phil-IRI). Conceptually, this term refers to an informal reading inventory composed of graded passages designed to determine the individual student's performance in oral reading, silent reading and listening comprehension (www.teacherph.com, August 5, 2017). Operationally, this tool is used to assess the reading speed and comprehension of pupils in oral and silent reading in both English and Filipino (Department of Education Memorandum 266 series 2010).

Phonemic Awareness. Conceptually, this term refers to an understanding of the sound structure of language—that is, that language is made up of words, syllables, rhymes, and sounds (phonemes) (Adams et al., 1998:24). Operationally, this term refers to the reading comprehension of the students in District of Tarangnan,

Division of Samar in terms of their ability in understanding of the sound structure.

Reading. Conceptually, this term refers to the process of constructing meaning from written texts. It is a complex skill requiring the coordination of a number of interrelated sources of information (Anderson et al., 1985:18). Operationally, this term refers to the activity helpful in defining the reading abilities of multigrade students in Tarangnan District, Division of Samar.

Reading Comprehension. Conceptually, this term refers to the ability to read text, process it, and understand its meaning (www.dictionary.com, July 16, 2017). Operationally, this term refers to the ability to read, process and understand text of the students in the District of Tarangnan, Division of Samar.

Teaching Experience. Conceptually, this term refers to the sum total of somebody's background in the teaching profession (www.thefreedictionary.com, July 16, 2017). Operationally, this term refers to the collective background in teaching and capability to handle classes by the multigrade teachers in District of Tarangnan, Division of Samar.

Teaching Position. Conceptually, this term refers to the rank or status of practice of an educator

(www.thefreedictionary.com, July 16, 2017). Operationally, this term refers to the rank or salary grade point of the multigrade teacher respondents in District of Tarangnan, Division of Samar.

Vocabulary. Conceptually, this term refers to the words one must understand to communicate effectively. Reading vocabulary refers to the words one need to know to understand what was read (Reading Rockets, 2017:34). Operationally, this term refers to the terminologies encountered by the multigrade students in Tarangnan District, Division of Samar in terms of the words they need to know, understand and utilize as they read.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter deals with the review of literature and researches from books, periodicals, research, journal and master's theses which helped the researcher in conceptualizing the present study. These also include the findings from unpublished materials that are related to the present study.

Related Literature

Reading is a very important language skill. It is the foundation of academic success (Aquino, 2014:1). Education is so much important for the success in life. It is for the personal, social and economic development of the nation. However, to establish and maintain high-quality education system, proper investment must be made.

In Philippine context, education plays an important role in the country's progress. Different studies have been done by the government to attain quality education for all. After all, the Philippine education still leaves much room for improvement especially in teaching reading of students in multigrade classes. The school, in partnership with the government, perceived needs of the education. The

Department of Education (DepEd) declared November every year as National Reading Month. As part of the agency's move to promote its Every Child A Reader Program and to support the ten-point education agenda of the Aquino administration (Okabe, 2013:1).

DepEd has proposed series of activities to celebrate the National Reading Month. These include: Read-A-Thon, Drop Everything and Read; Shared Reading (Big Brother or Sister/Kaklase Ko, Sagot Ko); Intensified Remedial Reading; Five Words A Week / A Paragraph A Day; and Reading Camp. It is in this light, that schools from both elementary and secondary are encouraged to hold varied reading activities during the whole month of November (Okabe, 2013:2).

According to Stake and Mares (2011:1065), the task of the school is to design curricula that help students become scientifically and technologically literate. However, the problem is that not all school-age children can go to school especially those that are living in remote and small barangays. This problem was solved by the Philippine government by adopting the so called multigrade classes pursuant to the provision in the Constitution that the State shall protect and promote the right of all citizens to quality education at all levels and make elementary accessible to all (DECS Order No. 38, s. 1993).

Since determining the reading comprehension was the focus of the present study, the concepts of Stakes and Mares were helpful because it showed that a teacher handling multigrade classes need to consider student's place of living and focus on teaching strategies where instructional materials are contextualized which lead in improving students' reading skills.

Tejero (2010:3) in his book on Teaching Reading Methodologies, stated that reading involves much more recognition of the graphic symbol; and it includes even more than arousal of meaning or the gaining of meaning from printed symbols. Effective reading includes experiencing, learning, and thinking. It frequently requires reflection, judgment, analysis, synthesis, selection, and the critical evaluation of what is being read. The reader is stimulated by the author's words with his own meaning. The reader must select one specific meaning from the numerous meanings that he has acquired.

Rasinski and Padak (2013:5) cited in their book about approach in reading instruction from a balanced prospective. They said that all reading instruction should be aimed at getting students to read independently in order to ultimately find satisfaction and meaning reading. Additionally, they said that many children, reaching that

point requires a considerable amount of direct instruction in words work in texts. Thus, although they subscribe to the notion that learning to read requires attention to words and learning how words work.

These ideas of Rasinski and Padak were helpful because it provided students with state-of-the-art instruction in decoding words and reading with exceptional fluency. In other words, it helped students take one important step toward successful, lifelong, and meaningful reading.

Reading readiness is a purposeful process of preparing a child for reading. It also refers to the stage when child changes from being non-reader to reader. Reading readiness includes encouraging or motivating a child to read and engaging them in more reading tasks. In this stage the child can recognize and react to the sounds of language and start to develop imitative reading (Bernardo, 2015:17).

Additionally, materials for reading are important consideration for developing the love for reading. Aside from the intrinsic factors for reading achievement, there are also some extrinsic factors to consider. The first one is the reading material itself. It should be remembered that a good book provides opportunities for children to feel the excitement of discovery and performance in school. Since reading materials are considered instructional and

learning materials, they should allow children to interact with words, images, and ideas in ways that develop their abilities in reading. Because reading materials are good resource for learning, they should be selected appropriately (Aquino, 2014:151).

On the other hand, Miller (2010:1-8) reviewed 13 experimental studies assessing academic achievement in single-grade and multigrade classrooms and found there to be no significant differences between them. The data clearly support the multigrade classroom as a viable and equally effective organizational alternative to single-grade instruction.

According to Rosenshine and Meister (2014:471-530), a method that may be used to teach comprehension strategies is the reciprocal teaching method. The main focus of this teaching approach is thorough explanation and the ability to teach multiple strategies in helping the student become successful in learning comprehension strategies. If teaching question asking, the teacher may say good readers ask questions when reading which will help them remember and understand what they read. If a good reader finds they do not know the answers to their questions, they will stop and reread to look for the answers before they continue with reading.

This result made teachers realize that it is not on the number of grade levels the teacher is handling but on how effective the strategies they are using inside the classroom to make learning achievable for all the students. Recent studies of teachers in developing countries highlight their generally negative perceptions of multigrade classes and multigrade teaching. In a study of teachers in the Nuwakot and Kavre districts of Nepal, 50/56 teachers with experience of multigrade teaching think that multigrade teaching presents them with more difficulties than monograde teaching. Moreover, Berry (2011:562) in the Turks and Caicos Islands, teachers reserved their most negative comments for the burden of lesson planning imposed by the multigrade classroom.

However, there is limited evidence that suggests on the significant differences depending on varied subjects or grade levels. Primarily, these studies reflect the complex and variable nature of school life. Yet, there are not enough such studies to make safe generalizations about which subjects or grade levels are best for multigrade instruction like reading comprehension.

In view of the impact that reading comprehension has on students' success in content area classes, it is essential that effective comprehension strategies be taught

by teachers whether in a monograde classes or multigrade classes.

For children to learn effectively, teachers need to be well organized and well trained (Hoffman, 2013:7). However, if the teacher lacks the skill needed for effective multigrade teaching in reading comprehension, he or she will succeed if the teacher possesses a positive attitude toward the effectiveness of multigrade education.

Based on the aforementioned literature, it is important to assess how teachers teach reading to the multigrade learners to create a pleasurable learning environment as well as to produce learners who possess the skills in comprehending any reading text, a skill useful in all the learners' endeavors. Much of these issues have been pointed out, key among which is the issue of areas for further research into multigrade pedagogy.

Related Studies

The researcher read related studies to get ideas and only those texts found to be similar in some variables were cited in this section.

Barsony (2016) conducted a study entitled, "Predictors of English Reading Comprehension and Performance in College-level Composition of First Generation Immigrants"

during the year 2015 at Miami Dade College. Study revealed that English language knowledge was significantly and positively correlated to both reading comprehension and ENC 1101 performance. The results of the regression analysis showed that English language knowledge accounted for nearly 50 percent of the variance in generation 1.5 students' English comprehension; however, none of the independent variable contributed to significant amount of variance in ENC 1101 performance in the regression model. This study contributed to provide better understanding of the numbers, the literacy foundations, and the instructional needs of generation 1.5 students.

The above study was considered similar to the present primarily because the topic of study was on reading comprehension. However, it is different because it also studied the variable on performance on composition writing which was not be treated in the present study. Furthermore, the participants of the previous study were generation 1.5 students who were enrolled in English Composition, Developmental Education Reading, or Developmental Education Writing at Miami Dade College while, the participants of present are Multigrade classes particularly Grade 5 and Grade 6 in the District of Tarangnan, Division of Samar.

Mulaudzi (2016) did a study entitled, "Challenges Experienced by Teachers of Multigrade Classes in Primary Schools at Nzhelele East Circuit". Results of the study revealed that multigrade teaching has a potential to improve the quality of teaching and it is essential in ensuring basic education for all. However, multigrade teachers experience a number of challenges. Some of the challenges identified through this study are curriculum organization, work overload, classroom management, learner performance and lack of support.

The above study is related to the present study since both studies were on multigrade. The study differed to the present study primarily in terms subjects and research locale. The previous study was focused on the challenges of multigrade teachers' experiences in multigrade teaching while the present study focused on reading comprehension of multigrade students.

A study entitled, "Development of Reading Comprehension Skills Among Students With Intellectual Disabilities Using Technologically-Based Reading Programs" was undertaken by Macklin (2016). The study examined the students' academic performance and integrated commentary from educational leaders and other stakeholders. Data were collected via surveys from stakeholders to inform the work

of education focus groups, curriculum developers and technologically-based reading comprehension program designers. It offered a design for action using an Improvement Science Model to address the issue which culminated in a discussion for a student-centered technologically-based reading comprehension curriculum that integrates reading comprehension skills development and technological skills. The investigation concluded with recommendations for implementing the plan to improve reading comprehension instruction for students with intellectual disabilities through improvement inquiry in the field of Educational Leadership.

The above study is about reading comprehension just like the present study. The difference between the above of Macklin and the present study was in the research design employed. The study of Macklin is experimental in nature while the present study is descriptive in nature.

A study entitled, "Reading Practices in Two Urban Multigrade Foundation Phase Classes" was conducted by Sampson in (2015). The study answered one main question: How do teachers in two urban multigrade classrooms teach reading in the Foundation Phase. The study revealed that reading can be taught successfully in urban multigrade classes. Teaching reading in multigrade classes may foster

the emotional, intellectual, social and academic well-being of learners. Secondly, although the two urban multigrade teachers faced many challenges, with the necessary support structures in place, these challenges were minimized.

The studies were deemed similar because the focus was on multigrade classes. The two studies differed in terms of respondents and research design. The study of Sampson is a qualitative interpretive case study which involved teachers, while the present study involved students using a descriptive type of research design.

Pawluk (2014) conducted a study entitled, "A Comparison of the Academic Achievement of Students in Multigrade Elementary Classrooms and Students in Self-contained Single-grade Elementary Classrooms". The data indicate that there is no significant difference at the .05 level, between the academic achievement of students in multigrade classrooms and those in single grade classrooms. Thus, the configuration of the classroom, in and of itself, becomes an inconsequential variable when structuring or choosing schools or classrooms. The data further indicated that no statistically significant differences existed between the achievement scores of the students in multigrade classrooms and those of students in single grade classrooms, even when analyzed according to

the gender of the student or the content area.

The study of Pawluk is similar to the present study in the sense it focused on multigrade class. However, it differs from the study in terms of research design. The study Pawluk compared the academic achievement of between students enrolled in multigrade classes and single grade classes. On the other hand, the present study surveyed the reading comprehension of students in multigrade classes.

Miller (2014) conducted a study entitled, "The Effects of Extended Time on Reading Comprehension Performance for English as a Second Language College Students: Is There a Need for Accommodations?". Results revealed that under standard time conditions ESL students with low Cognitive Academic Language Proficiency (CALP) in English access significantly fewer test items and answer significantly fewer items correctly than non-ESL peers. ESL students with high CALP levels have access to the same amount of the test as non-ESL peers and have comparable levels of accuracy. All three groups improved reading comprehension performance under extended time conditions, especially those with higher levels of English language proficiency. Low proficiency students are able to surpass the performance of non-ESL peers at standard time when allotted 50% to 100% extra time. These results suggest extended

time, in allocations less than 50%, may be appropriate for some ESL students.

The study of Miller is similar to present study because it is about multigrade classes. The difference of the study to the present study is again in terms of research design. The study of Miller is an experimental research since it determined the effect of extended time on reading comprehension. On the other hand, the present study surveyed the reading comprehension of students in multigrade classes.

The foregoing study is related to the present study because both studies focused on teachers' perception about multigrade teaching. However, the two differed since the present is conducted locally while the former is a foreign study.

A study was conducted by Reveche (2014) entitled, "Factors Influencing the Reading Ability of Multigrade Pupils of Wright I District: Basis for a Corrective Program." In her study she showed that the factors influencing their reading ability were slightly influential. This factors include: Psychological, intellectual, physiological, linguistic and sociological. Additionally, from the reading ability of the pupil-respondents it can be deduced that they need enhancement so

that intervention activity should be administered to them.

Moreover, the first five reading habits that the student-respondents practiced were: rank 1, "never read lessons at home; rank 2, "Read lessons every night;" rank 3, Read a book before going to bed;" rank 4, " Never mind about reading when at home;" and rank 5, "Sometimes do reading tasks at home."

The present study showed similarity with the study of Reveche in the sense that: both studies delved on reading of Grade 5 and 6 multigrade pupils, used questionnaire to measure the reading difficulties encountered by the students and it involved both teachers and students as the respondent of the study. The former study focused on the corrective reading program of the Grades 5 and 6 students in the district of Wright I, while the present study focused on the basis for a reading program for the multigrade students.

Rowe (2011) embarked on a study entitled, "Reading Comprehension in the Secondary Classroom". The results showed that students understand text by using comprehension strategies that have been learned. Students need direct instruction in a variety of techniques in how to read and understand text. Reading comprehension strategies are a necessary teaching element in the content area classroom. A

necessary component in teaching comprehension strategies is also teaching students the different text structures found in expository text. The research showed that text structure was as important as knowing comprehension strategies in determining whether someone has the necessary skills to comprehend expository texts most commonly found in the secondary classroom.

The study of Rowe is deemed similar to present study since both involved the research variable on reading comprehension which is also the main variable of the present study. The difference is in terms of the respondents employed in the both studies. The study of Rowe involved students in regular classes while the present study involved students in multigrade classes.

A study was conducted by Salazar (2014) entitled, "Reading Comprehension Level of Grade I Pupils in Wright I District: Input to a Reading Comprehension Material Development." In her study, it was also found out that the student-respondents showed a favorable level of reading comprehension along the three areas, namely: word-picture combination, picture and article recognition, and picture-sentence matching. She mentioned that as the level of reading comprehension of the student-respondents was significantly affected by their reading difficulties: it is

recommended that an intervention program be developed and implemented among them to raise their level of reading comprehension.

The present study found similar with the study of Salazar considering that both studies put emphasis on the level of reading comprehension of students. Furthermore, the two studies differed in terms of respondents. The former used grade 1 pupils of Wright I District, while the present study used the multigrade students of grade 5 and 6 classes in the District of Tarangnan, Division of Samar.

The different studies herein cited guided the researcher in the organization of the present study, the development of the instrument, and variables to be considered in this study.

Chapter 3

METHODOLOGY

This chapter presents the methodology employed in this study, such as the: research design, locale of the study, instrumentation, validation of instruments, sampling procedure, data gathering procedure and statistical treatment of data.

Research Design

This study used descriptive correlational research design. The descriptive method was used to determine the profile of the multigrade students in the District of Tarangnan, Division of Samar in term of the age and sex; grade level, nutritional status, attendance per quarter (1st to 3rd), parents' highest educational attainment, parents' occupation, gross monthly family income, number of reading materials available at home, and attitude toward reading.

Likewise, the profile of the multigrade teachers' age and sex, highest educational attainment, teaching position, number of teaching experience, number of related in-service trainings attended, gross monthly family income, and attitude toward teaching reading.

This study determined the multigrade students' level of reading comprehension in both English and Filipino. This study also examined the reading difficulties encountered by the multigrade students in terms of phonological awareness, decoding, fluency, vocabulary, and reading comprehension.

This study correlated the multigrade students level of reading comprehension with their profile variates. Likewise, their level of reading comprehension was correlated to the difficulties encountered in reading.

Descriptive and inferential statistical tools were 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

Figure 2 presents the map showing the locale of the study. It involved Grade 5 and 6 Multigrade students and teachers taken from the following complete elementary schools in Tarangnan, District, namely: Alcazar Elementary School, Bahay Elementary School, Balonggaas Elementary School, Balugo Elementary School, Bangon Elementary School Baras Elementary School, Binalayan Elementary School, Bisitahan Elementary School, Cagtutulo Elementary School,

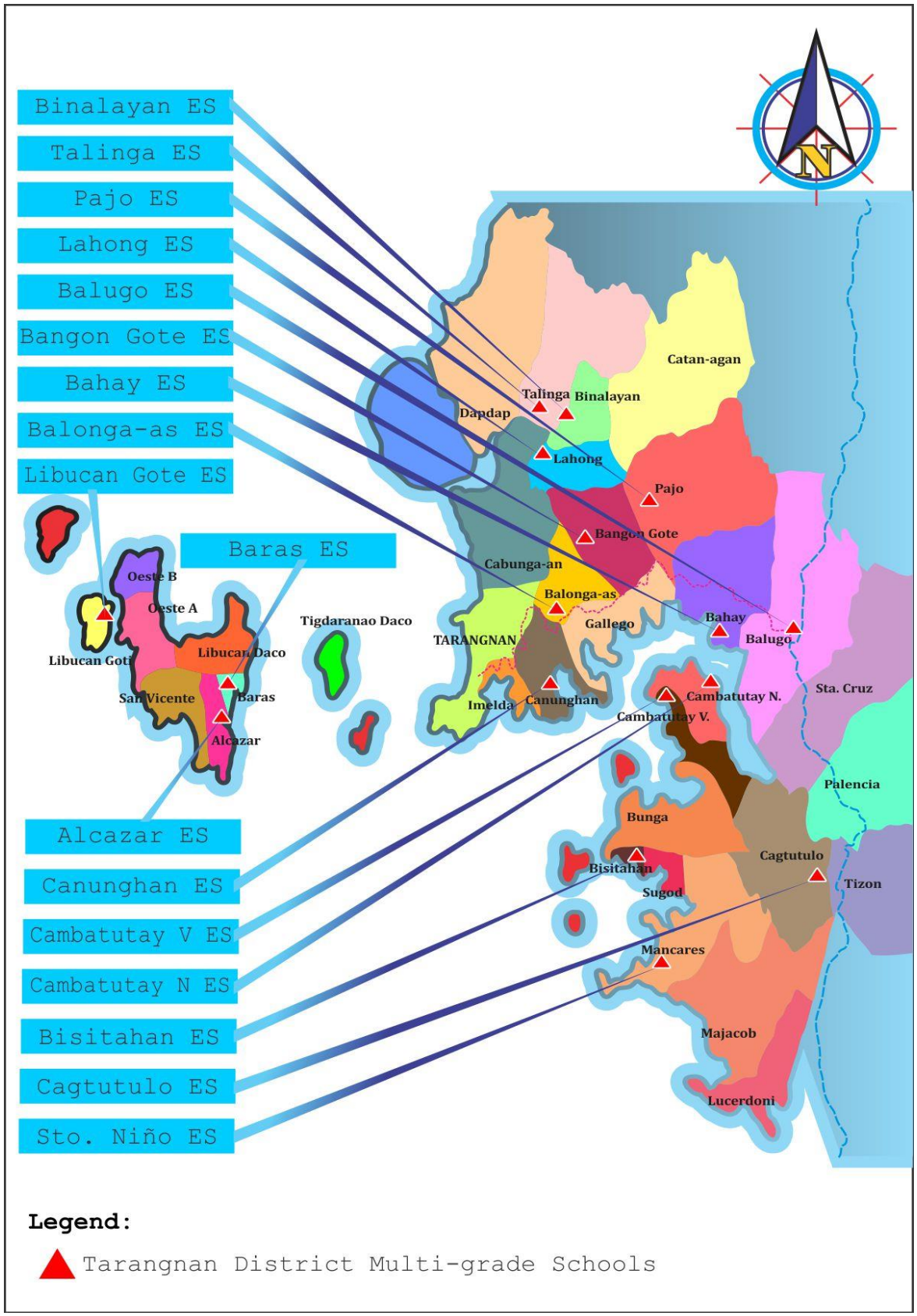

Figure 2. The Map Showing the Locale of the Study

Cambatutay Viejo Elementary School, Cambatutay Nuevo Elementary School, Canunghan Elementary School, Lahong Elementary School, Libucan Gote Elementary School, Pajo Elementary School, Sto. Niño Elementary School, and Talinga Elementary School.

The map that follows shows and highlights the research environment, Tarangnan District, Tarangnan, Samar. Tarangnan is a fifth (5th) class municipality in the province of Samar, Philippines. According to the 2000 census, it has a population of 20,538 people and 4,020 households (www.enacademic.com, July 16, 2017). It is situated on the western coast of Samar Island, to the south-east of the ancient town of Bangahon (now Gandara) and to the north of Samar's capital Catbalogan. During the earlier part of the 17th century, Tarangnan or Tinago was the first settlement of Jesuit missionaries on the island of Samar. Tinago was the first cabecera on Samar where the first Jesuits have arrived that is October 15, 1596 (www.ipfs.io, July 16, 2017).

Some years back, Tarangnan was estimated to have a low literacy rate, but with the opening of primary education in some barangays and with the expansion of secondary education (Tarangnan National High School) in Brgy. Oeste, its literacy rate rose dramatically to 89.95 percent, as

recorded in the NSO 1995 survey.

Instrumentation

The study employed a questionnaire as its main data-gathering tool. As a whole, the questionnaire was composed of two parts.

Questionnaire. The questionnaire was used as the main data gathering instrument. There were two sets of questionnaires for the student-respondents and questionnaire for teacher-respondents. The questionnaire for the student-respondents was composed of three parts: Part I gathered data on the personal profile of the student-respondents and reading comprehension level based on the Phil-IRI results. Part II elicited data about their attitude toward reading. Part III elicited data about reading difficulties encountered by the student-respondents.

The other set of questionnaire was for the teacher-respondents. The questionnaire was composed of two parts, namely: Part I elicited the data on the profile of the teacher-respondents and Part II elicited data on their attitude toward teaching reading. To ascertain attitude toward teaching reading and the reading difficulties encountered by the student-respondents the five-point scale

was be used, to wit: 5 as Strongly Practiced (SP), 4 as Practiced (P), 3 as Moderately Practiced (MP), 2 as Slightly Practiced (P), and 1 as Never Practiced (NP) and to determine the student-respondents perception regarding the reading difficulties encountered, the five-point scale was used: to wit: 5 as Almost Always (AA), 4 as Always (A), 3 as Moderate (M), 2 as Seldom (S), and 1 as Never (N). On the other hand, to ascertain teachers' attitude toward teaching reading the five-point scale was used, to wit: 5 as Strongly Agree (SA), 4 as Agree (A), 3 as Uncertain (U), 2 as Disagree (D), and 1 as Strongly Disagree (SD).

Phil-IRI. The Phil-IRI results were used to evaluate the reading proficiency level of the grades 5 and 6 multigrade students along the areas in Filipino and English. treatment of data.

Validation of Instrument

The main instrument utilized in this study were the questionnaire and Phil-IRI result. The questionnaire used in the study was developed by the researcher herself. Considering that it was a researcher-made questionnaire, it passed through a validation process. First, it was initially drafted as a result of several readings and consultation. The draft was presented to the researcher's

research adviser and Dean of the College of Graduate Studies for comments. After the adviser corrected the questionnaire, the researcher improved and revised it and subjected it for expert validation through the members of the panel of oral examiners, who are professors of Samar College and experts in doing researches. During the pre-oral defense, comments and suggestions of the board of examiners were reflected in the revised copy.

To ascertain the reliability of the instrument, the researcher subjected the revised copy for pilot testing. It was pilot tested twice, last October 19, 2017 and November 20, 2017 respectively, to the same group validators among the ten multigrade student-respondents and one multigrade teacher-respondent in San Juan Elementary School in the District of San Jorge, Division of Samar. Suggestions and recommendations from the dry-run were again incorporated and a one-time test method was administered (Broto,2001):

$$\alpha = \left(\frac{K}{K-1}\right)\left(1-\frac{\sum V_i}{V_T}\right)$$

where:

K refers to the number of item;

V_i refers to the variations of points;

V_T refers to the total variation of score.

The validation was subjected to the Cronbach's Alpha formula (Raagas, 2010:78-80) and was compared and

interpreted with the Table of Reliability suggested by Ebel (1965:242).

Table 1
Table of Reliability

Reliability Coefficient	Degree of Reliability
0.95 – 0.99	Very high
0.90 – 0.94	High
0.80 – 0.89	Fairly high, adequate for individual measurements
0.70 – 0.79	Rather low, adequate for group measurements
Below 0.70	Low, entirely inadequate for individual measurements although useful for group average and school surveys

After the results were correlated and the coefficient of reliability was calculated, the coefficient of reliability was posted at 0.92, for the student-respondents' questionnaire which was interpreted as high reliability and for the teacher-respondents' questionnaire it was pegged as 0.912 which was interpreted as high reliability.

Sampling Procedure

The researcher selected a sample of student-respondent using Slovin's formula while total enumeration was applied for the teacher-respondents of all grade 5 and 6 teachers

teaching multigrade in Tarangnan District, Division of Samar. Likewise, in selecting the sample size, the Slovin's formula was used.

To determine the sample size out of the population, the following computational formula was used in this study (Broto,2001):

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

where:

n refers to the sample size;

N refers to the total population;

e refers to the margin of error or the desired level of significance which is set at .05.

Based on the computation made, the study involved 181 multigrade students taken from grades 5 and 6 multigrade student-respondents in 17 schools in Tarangnan District, Division of Samar.

The table at the next page shows the distribution of the respondent-schools, the name of school, the enrollment data particularly Grade 5 and 6, the total population and the number of respondents for this study.

The researcher utilized total enumeration in selecting the teacher-respondents. This means that it involved all the teachers teaching Grades 5 and 6 multigrade students in

Table 2

Sampling Frame of the Study List of Teacher and Student-Respondents

School	Multigrade Teachers	Multigrade Students
Alcazar Elementary School	1	11
Bahay Elementary School	1	19
Balonggaas Elementary School	1	10
Balugo Elementary School	1	15
Bangon Elementary School	1	6
Baras Elementary School	1	7
Binalayan Elementary School	1	9
Bisitahan Elementary School	1	9
Cagtutulo Elementary School	1	10
Cambatutay Viejo Elementary School	1	7
Cambatutay Nuevo Elementary School	1	14
Canunghan Elementary School	1	10
Lahong Elementary School	1	11
Libucan Gote Elementary School	1	10
Pajo Elementary School	1	5
Sto. Niño Elementary School	1	14
Talinga Elementary School	1	14
TOTAL	**17**	**181**
Response Rate	**100%**	

the District of Tarangnan, Division of Samar as respondents in this study.

There were 17 teachers, who were dispersed among the 17 schools respondent-schools. These schools were Alcazar Elementary School, Bahay Elementary School, Balonggaas Elementary School, Balugo Elementary School, Bangon

Elementary School, Baras Elementary School, Binalayan Elementary School, Bisitahan Elementary School, Cagtutulo Elementary School, Cambatutay Viejo Elementary School, Cambatutay Nuevo Elementary School, Canunghan Elementary School, Lahong Elementary School, Libucan Gote Elementary School, Pajo Elementary School, Sto. Niño Elementary School and Talinga Elementary School with 17 teachers, respectively.

Data Gathering Procedure

In gathering the pertinent data for this study, the researcher asked permission from the Dean of College of Graduate Studies, where the researcher was enrolled, to allow the researcher to field the questionnaire to the two groups of respondents in Tarangnan District, Division of Samar.

Then a letter addressed to the Schools Division Superintendent of Samar Division, to secure permission to conduct the study in Tarangnan District, which was under her jurisdiction to allow the researcher to conduct the study. The researcher likewise asked permission from the school heads of the multigrade schools involved in this study.

The researcher personally visited the schools and talked to the principals regarding the study and seek their assistance on scheduled dates in the administration of the questionnaire.

The researcher personally administered the questionnaire to the respondents to obtain a higher percentage of retrieval.

The following constraints were encountered in the data gathering process, namely, unfamiliarity of the place and the identification of key informants, proximity of the locale of the study to the researcher's current place of work, availability of the respondents and, time taken in answering the questionnaires.

This was accomplished by visiting the identified schools in February 2018.

Statistical Treatment of Data

To ensure better and reliable results, the following statistical treatments were employed in analyzing the raw data which were collected, namely, frequency count, percentage, mean, standard deviation, weighted mean, Pearson's Product Moment of Correlation Coefficient, and Fisher's t-test. The data which were gathered through the use of questionnaires was tabulated, analyzed and inter-

preted using appropriate statistical tools.

Frequency Count. This was used in reporting the number of multigrade student-respondents as to; age and sex; grade level; nutritional status; attendance per quarter (1st to 3rd); parents' highest educational attainment; parents' occupation; gross monthly family income; number of reading materials available at home; and attitude toward reading. Likewise, the multigrade teacher-respondents as to their age and sex; highest educational qualification; teaching position; number of teaching experience; number of relevant in-service trainings attended; gross monthly family income; and attitude toward teaching reading. This would also be utilized in recording the responses of the student-respondents towards the difficulties encountered in reading.

Percentage. Frequency distribution, is expressed in percentages of the subject responses, this was used for interpretation of simple numerical facts. In this particular study, this was used to quantify respondents' personal characteristics, such as, for the multigrade student-respondents as to; age and sex; grade level; nutritional status; attendance per quarter (1st to 3rd); parents' highest educational attainment; parents' occupation; gross monthly family income; number of reading

materials available at home; and attitude toward reading. Likewise, the multigrade teacher-respondents as to their age and sex; highest educational qualification; teaching position; number of teaching experience; number of relevant in-service trainings attended; gross monthly family income; and attitude toward teaching reading. This would also be utilized in recording the responses of the student-respondents towards the difficulties encountered in reading. The formula used (Sevilla, et al. 1992:200):

$$P = \left(\frac{f}{N}\right) x\ 100$$

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 measures were applicable like age, attendance per quarter, and number of reading materials available at home for the students and for the teachers, age, number of teaching experience, number of relevant in-service trainings attended and gross monthly family income.

The following formula (Freud and Simon, 1992:35) was used:

$$\bar{X} = \frac{\sum fx}{n}$$

where: $\bar{X}$ refers to the arithmetic mean;

f refers to frequency of occurrence;

x refers to identified variable;

n refers to the sample size.

Standard Deviation. The statistical measure was utilized in describing the extent to which the data vary among themselves such as age, attendance per quarter, and number of reading materials available at home for the students and for the teachers, age, number of teaching experience, number of relevant in-service trainings attended and gross monthly family income. The following formula (Freud and Simon, 1992:35) was used:

$$S^2 = \sqrt{\frac{\sum f\,(X - \bar{x})^2}{n - 1}}$$

where: S^2 refers to the standard deviation;

$\sum f$ refers to the summation of frequency of occurrence;

X refers to the identified variable; and

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

Weighted Mean. This was used to express the collective percentage of each group of respondents.

$$X_w = \frac{\Sigma f_i X_i W_i}{n}$$

where: 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.

The scales used in the questionnaire were as follows:

Range	**Interpretation**
4.51 – 5.00	Strongly Practiced/ Always
3.51 – 4.50	Practiced/Almost Always
2.51 – 3.50	Moderately Practiced/ Moderate
1.51 – 2.50	Slightly Practiced/ Seldom
1.00 – 1.50	Never Practiced/ Never

Pearson's Product-Moment Correlation Coefficient. This statistical tool was used to ascertain the relationship between student-respondents' profile, attitude toward reading, and reading difficulties encountered. The formula used (Walpole, 1982:376):

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

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.

In interpreting the degree of correlation, the following table was used.

Table 3

Table of Coefficient of Correlation

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

Fisher's t-test. To determine the significance of the computed correlation coefficient, the Fisher's t-test was applied. The Fisher's t-test (Walpole, 1982:382) formula

used:

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

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.

For accuracy and precision in the analysis and interpretation of the data, the researcher employed both manual and machine processing with the use of the available statistical software package and applications, namely Microsoft Excel and SPSS.

The acceptance or rejection of the hypothesis was based on the relation between the computed value and the critical or tabular value as guided by the following decision rule: the hypothesis was accepted if and when the computed value turned lesser than the critical or tabular value; on the other hand, the hypothesis was rejected if and when the computed value turned equal or greater than the critical or tabular value.

Or it was based on the p-value against the α that if and when the p-value turned equal or lesser than the α, the null hypothesis was rejected and if it turned the otherwise

the null hypothesis was accepted.

Finally, in all cases of testing the hypotheses, the $\alpha = .05$ level of significance was employed.

Chapter 4

PRESENTATION ANALYSIS AND INTERPRETATION OF DATA

This chapter discusses the results of the study with emphasis on the presentation, analysis and interpretation of data.

Profile of the Student-Respondents

Table 4 to 15 age and sex, grade level, nutritional status, attendance per quarter, parents' highest educational attainment, parents' occupation, gross monthly family income, attitude toward reading, and number of reading materials available at home.

Age and Sex. Table 4 presented the distribution of student-respondents according to their age and sex.

Table 4

Age and Sex of the Student-Respondents

Age	Sex		Total	Percent
	Male	Female		
10 years old and below	18	18	36	19.90
11-13 years old	62	79	141	77.90
14-17 years old	0	4	4	2.20
18 years old and above	0	0	0	0.00
Total	**80**	**101**	**181**	**100.00**
%	**44.20**	**55.80**	**100.00**	
Mean	**12.43**	**11.17**		
SD	**0.42**	**0.45**		

As shown in the table, there were 80 male student-respondents and 101 female student-respondents. Moreover, seventy-nine or 78.22 percent of the student-respondents have an age of 11 to 13 years old, which is the highest numbered category among the female group, while there were 18 or 17.82 percent of them belonged 10 years old and below category. Lastly, four or 3.96 percent of them were 14 to 17 years old. The female student-respondents have a mean age of 12.43 years with a standard deviation of 0.42.

Moreover, there were 62 or 77.50 percent of the student-respondents have an age of 11 to 13 years old, which is the highest numbered category among the male group. Lastly, eighteen or 22.50 percent were 10 years old and below. The male student-respondents have a mean age of 11.17 years with a standard deviation of 0.45.

The oldest student-respondents registered an age of 17 years old while the youngest was 9 years old whereby the mean age of the student-respondents was calculated at 11.79 years old with a standard deviation (SD) of 0.43 years. Moreover, majority of the student-respondents were female accounting for 101 or 55.80 percent.

The data signified that most of the students in the District of Tarangnan is at their adolescent years and are of the right age for intermediate years.

Grade Level. Table 5 discussed the grade level of the student-respondents.

As described in the table, 114 or 61.10 percent belong to the Grade 6 level, which is the highest numbered category. It is followed by 57 or 33.10 percent who were at their Grade 5 level. Lastly, ten or 5.80 percent were under the Grade 4 level.

Majority of the student-respondents belong to the 6th Grade accounting for 114 or 61.10 percent.

Table 5

Grade Level of the Student-Respondents

Grade Level	Frequency	Percentage (%)
Grade 4	10	5.80
Grade 5	57	33.10
Grade 6	114	61.10
Total	**181**	**100.00**

Nutritional Status. Table 6 discussed the nutritional status of the student-respondents.

As described in the table, one hundred forty-seven or 81.00 percent have a normal nutritional status, which is the highest numbered category. It is followed by 21 or 11.70 percent who were classified as wasted for a nutritional status and 8 or 4.50 for severely wasted. Lastly, five or 0.50 percent of were classified as over-

weight under the nutritional status category.

Majority of the student-respondents have a normal nutritional status accounting for 147 or 81.00 percent.

Table 6

Nutritional Status of the Student-Respondents

Nutritional Status	Frequency	Percentage (%)
Severely Wasted	8	4.50
Wasted	21	11.70
Normal	147	81.00
Overweight	5	2.80
Total	**181**	**100.00**

Attendance Per Quarter. Table 7 discussed the attendance per quarter of the student-respondents.

As described in the table, one hundred ten or 60.77 percent have a complete attendance for the first quarter, which is the highest numbered category. It has a mean of 50.86 and a standard deviation of 0.48.

Furthermore, ninety-eight or 54.14 percent have a complete attendance for the second quarter, which is the highest numbered category. It has a mean of 39.98 and a standard deviation of 0.54.

Lastly, ninety or 49.72 percent have a complete attendance for the third quarter, which is the highest numbered category. It has a mean of 46.05 and a standard deviation of 0.58.

Table 7

Attendance per Quarter of the Student-Respondents

Attendance per quarter	Frequency	Percentage (%)
First Quarter		
53	110	60.77
47 – 52	71	39.23
Less than 46	0	0.00
Total	**181**	**100.00**
Mean	**50.87**	
SD	**0.48**	
Second Quarter		
42	98	54.14
36-41	80	44.20
Less than 36	3	1.66
Total	**181**	**100.00**
Mean	**39.98**	
SD	**0.54**	
Third Quarter		
48	90	49.72
42-47	85	46.92
Less than 42	6	3.31
Total	**181**	**100.00**
Mean	**46.05**	
SD	**0.58**	

Majority of the student-respondents have a perfect attendance per quarter accounting for 110 or 60.77 for the first quarter, 98 or 54.14 percent for the second quarter and 90 or 49.72 percent for the third quarter.

The data signified that most of the students in the District of Tarangnan have a complete attendance for all

three quarters.

Parents' Educational Attainment. Table 8 discussed the parents' educational attainment of the student-respondents.

Table 8

Parents' Highest Educational Attainment of the Student-Respondents

Educational Attainment	Father		Mother	
	Frequency	Percent	Frequency	Percent
No Schooling	0	0.00	2	1.10
Elementary Level	116	64.09	70	38.67
Elementary Graduate	34	18.78	48	26.52
High School Level	20	11.05	32	17.68
High School Graduate	6	3.31	16	8.84
College Level	0	0.00	11	6.08
College Graduate	4	2.21	2	1.10
With Masteral Units	1	0.55	0	0.50
Masteral Graduate	0	0.00	0	0.00
With Doctoral Units	0	0.00	0	0.00
Doctoral Graduate	0	0.00	0	0.00
Total	**181**	**100.00**	**181**	**100.00**

As presented in in the table, the fathers' educational attainment of the student-respondents who were elementary

level has the highest frequency of 116 or 64.09 percent. It is followed 34 or 18.78 percent of the fathers of the student-respondents who were elementary graduate. Moreover, 20 or 11.05 percent of the fathers of the student-respondents were high school level, 6 or 3.31 percent were high school graduate, and 4 or 2.21 percent were college graduate. Furthermore, one or 0.90 percent has masteral units. Lastly, those with no schooling, college level, masteral graduates, doctoral units and doctoral graduates have the lowest frequency of 0 or 0.00 percent.

Meanwhile, in the mothers' educational attainment, 70 or 38.67 percent of them both belong to the elementary level, which is the highest frequency bracket. It is followed by 48 or 26.52 percent of the mothers who were elementary graduate. Moreover, 32 or 17.68 percent of the mothers were high school level, 16 or 8.84 percent of them were high school graduates, 11 or 6.08 percent were college level, and 2 or 1.10 percent both belong to the following categories college graduate and no schooling. Lastly, those with masteral units, masteral graduate, doctoral unit holders and doctoral graduate have the lowest frequency of 0 or 0.00 percent.

The data signified that most of the students' parents in the District of Tarangnan were until elementary level.

Parents' Occupation. Table 9 discussed the parents' occupation of the student-respondents.

Table 9

Parents' Occupation of the Student-Respondents

Occupation	Father		Mother	
	Frequency	**Percent**	**Frequency**	**Percent**
Farmer	87	48.07	6	3.32
Fisherman	56	30.94	0	0.00
Tricycle Driver	18	9.94	0	0.00
Laborer	12	6.63	12	6.63
Government Employee	0	0.00	5	2.76
Soldier	2	1.10	0	0.00
OFW	0	0.00	6	3.31
Housekeeper/Housewife	6	3.32	152	83.98
Total	**181**	**100.00**	**181**	**100.00**

As presented in the table, the fathers' occupation of the student-respondents who were farmers has the highest frequency of 87 or 48.07 percent. It is followed 56 or 30.94 percent of the fathers of the student-respondents who were fisherman. Moreover, eighteen or 9.94 percent were tricycle driver, 12 or 6.63 percent were laborers, and 6 or 10.50 percent of them were housekeepers. Lastly, two or 1.10 percent were soldiers.

Meanwhile, in the mothers' occupation, 152 or 83.98 percent of them were housewives, which is the highest

frequency bracket. It is followed by 12 or 6.63 percent of the mothers both belong to the following categories: farmers and Overseas Filipino Workers (OFW). Lastly, five or 2.76 of the mothers were government employees.

The data signified that most of the students' parents in the District of Tarangnan were farmers for their fathers and housewife, for the mothers.

Gross Monthly Family Income. Table 10 discussed the gross monthly family income of the student-respondents.

As presented in the table, the gross monthly family income of the student-respondents less than Php P10,000 has the highest frequency of 178 or 98.10 percent. Lastly, three or 1.90 percent of them have a gross family monthly income between Php 10,000 to Php 29,999.

Table 10

Gross Monthly Family Income of the Student-Respondents

Gross Monthly Family Income	Frequency	Percentage (%)
Less than Php 10,000	178	98.10
Php 10,000 to Php 29,999	3	1.90
Total	**181**	**100.00**
Mean	**7,234.85**	
SD	**1,382.20**	

The mean monthly family income of the student-respondents is Php 7,234.85 with a standard deviation of 1,382.20, respectively.

The gross monthly family income of the student-respondents was less than Php 10,000 accounting for 178 or 98.10 percent.

The data signified that the family of the student-respondents earned regular monthly income which they used to support the basic, educational and nutritional needs of the students and their siblings.

Student-Respondents' Attitude toward Reading

Tables show the student-respondents' attitude towards reading in terms of personality, intelligence, conscientiousness, intellectual engagement.

Personality. Table 11 discussed the attitude towards reading as perceived by the student-respondents in terms of personality.

As presented in the table, the student-respondents' attitude towards reading in terms of personality statements "I actively participate in all reading activities in class", has the interpretation of strongly practiced with a weighted mean of 4.28.

Moreover, statements "I prefer reading alone either in school or at home", "I look at reading as an avenue of improving myself", "I need much motivation to join in class reading activities", "I love reading during free time", "I

like reading witty and humorous stories", "I get interested in every group reading activity", "I enjoy acting as leader-reader in class reading activities", "I easily get annoyed reading with my naughty classmates" and "I seldom join in group reading activity", have the same interpretation of practiced with the weighted means of 4.17, 4.13, 4.12, 4.11, 4.10, 4.04, 3.97, 3.85, and 3.84, respectively.

Table 11

Attitude Toward Reading of the Student-Respondents in terms of Personality

Attitude Statement	Weighted Means	Interpretation
1. I actively participate in all reading activities in class.	4.28	Strongly Practiced
2. I need much motivation to join in class reading activities.	4.12	Practiced
3. I get interested in every group reading activity.	4.04	Practiced
4. I seldom join in group reading activity.	3.84	Practiced
5. I enjoy acting as leader-reader in class reading activities.	3.97	Practiced
6. I look at reading as an avenue of improving myself.	4.13	Practiced
7. I prefer reading alone either in school or at home.	4.17	Practiced
8. I like reading witty and humorous stories.	4.10	Practiced
9. I easily get annoyed reading with my naughty classmates.	3.85	Practiced
10. I love reading during free time.	4.11	Practiced
Grand Mean	**4.06**	**Practiced**

Legend: 4.21 to 5.00 – Strongly Practiced
3.41 to 4.20 – Practiced

2.61 to 3.40 – Moderately Practiced
1.81 to 2.60 – Slightly Practiced
1.00 to 1.80 – Never Practiced

Majority of the student-respondents have few reading materials at home accounting for 110 or 60.30 percent.

The grand mean of attitude toward reading in terms of personality as perceived by the student-respondents is 4.06 with the interpretation of practiced.

Intelligence. Table 12 discusses the attitude toward reading as perceived by the student-respondents in terms of intelligence.

As presented in the table, the student-respondents' attitude toward reading in terms of intelligence statements "I easily understand stories in Filipino", "I enjoy reading and answering brain teaser activities", "I enjoy reading and memorizing lessons in school", and "I like reading books in English", have the same interpretation of strongly practiced with the weighted means of 4.54, 4.36, 4.35, and 4.29, respectively.

Moreover, statements "I spend time in reading and reviewing difficult lessons at home", "I consider reading as an avenue to improve my knowledge in all subject areas", "I help my classmates in solving reading problems", "I easily understand reading lessons in English", "I am quick in answering questions after reading" and "I read for

lessons that I hardly understand in school", have the same interpretation of practiced with the weighted means of 4.20, 4.14, 4.04, 3.94, 3.87, and 3.84, respectively.

Table 12

Attitude Toward Reading of the Student-Respondents in terms of Intelligence

Attitude Statement	Weighted Means	Interpretation
1. I am quick in answering questions after reading.	3.87	Practiced
2. I consider reading as an avenue to improve my knowledge in all subject areas.	4.14	Practiced
3. I help my classmates in solving reading problems.	4.04	Practiced
4. I read for lessons that I hardly understand in school.	3.84	Practiced
5. I easily understand reading lessons in English.	3.94	Practiced
6. I like reading books in English.	4.29	Strongly Practiced
7. I easily understand stories in Filipino.	4.54	Strongly Practiced
8. I enjoy reading and answering brain teaser activities.	4.36	Strongly Practiced
9. I enjoy reading and memorizing lessons in school.	4.35	Strongly Practiced
10. I spend time in reading and reviewing difficult lessons at home.	4.20	Practiced
Grand Mean	**4.16**	**Practiced**

Legend: 4.21 to 5.00 – Strongly Practiced
3.41 to 4.20 – Practiced
2.61 to 3.40 – Moderately Practiced
1.81 to 2.60 – Slightly Practiced
1.00 to 1.80 – Never Practiced

The grand mean of attitude toward reading in terms of intelligence as perceived by the student-respondents is

4.16 with the interpretation of practiced.

The data signified that student-respondents' attitude toward reading as to their intelligence as perceived to be more effective in terms of being constantly done and mastered by the respondents.

Conscientiousness. Table 13 discussed the attitude toward reading as perceived by the student-respondents in terms of conscientiousness.

Table 13

Attitude Toward Reading of the Student-Respondents in terms of Conscientiousness

Attitude Statement	Weighted Means	Interpretation
1. I always try to compete with others especially in reading.	3.96	Practiced
2. I always want to be the best reader in class.	4.17	Practiced
3. I actively participate in all reading contests.	3.97	Practiced
4. I always look forward to reading new stories in class.	4.07	Practiced
5. I want to be aware of what is happening in the community through reading newspapers.	3.94	Practiced
6. I like to read books for the higher-grade level.	3.81	Practiced
7. I do excellent research outputs through reading books.	3.75	Practiced
8. I enjoy reading captions in English movies.	3.62	Practiced
9. I read for entertainment.	4.19	Practiced
10. I read to explore the different places of the world.	4.04	Practiced
Grand Mean	**3.95**	**Practiced**

Legend: 4.21 to 5.00 – Strongly Practiced
3.41 to 4.20 – Practiced

2.61 to 3.40 – Moderately Practiced
1.81 to 2.60 – Slightly Practiced
1.00 to 1.80 – Never Practiced

Majority of the student-respondents have Mathematics as their favorite subject accounting for 170 or 77.25 percent.

As presented in the table, the student-respondents' attitude toward reading in terms of conscientiousness statements "I read for entertainment", "I always want to be the best reader in class", "I always look forward to reading new stories in class", "I read to explore the different places of the world", "I actively participate in all reading contests" "I always try to compete with others especially in reading", "I want to be aware of what is happening in the community through reading newspapers", "I like to read books for the higher-grade level", "I do excellent research outputs through reading books" and "I enjoy reading captions in English movies", have the same interpretation of practiced with the weighted means of 4.19, 4.17, 4.07, 4.04, 3.97, 3.96, 3.94, 3.81, 3.75, and 3.62, respectively.

The grand mean of attitude toward reading in terms of conscientiousness as perceived by the student-respondents is 3.95 with the interpretation of practiced.

The data signified that student-respondents' attitude toward reading as to their conscientiousness as perceived

to be more effective in terms of being constantly done and mastered by the respondents.

Intellectual Engagement. Table 14 discussed the attitude toward reading as perceived by the student-respondents in terms of intellectual engagement.

Table 14

Attitude Toward Reading of the Student-Respondents in terms of Intellectual Engagement

Attitude Statement	Weighted Means	Interpretation
1. I enjoy reading stories written by American authors.	3.54	Practiced
2. I love reading novels.	3.88	Practiced
3. I love reading mystery books.	4.12	Practiced
4. I enjoy reading history books.	4.27	Strongly Practiced
5. I enjoy reading detective stories.	4.12	Practiced
6. I want to read adventure stories.	4.01	Practiced
7. I enjoy reading magazine.	3.70	Practiced
8. I love reading short stories.	4.28	Strongly Practiced
9. I love reading dictionaries.	4.22	Strongly Practiced
10. I love reading language books.	4.24	Strongly Practiced
Grand Mean		**Practiced**

Legend: 4.21 to 5.00 – Strongly Practiced
3.41 to 4.20 – Practiced
2.61 to 3.40 – Moderately Practiced
1.81 to 2.60 – Slightly Practiced
1.00 to 1.80 – Never Practiced

As presented in the table, the student-respondents' attitude towards reading in terms of intellectual engagement statements "I love reading short stories", "I

enjoy reading history books", "I love reading language books", and "I love reading dictionaries", have the same interpretation of strongly practiced with the weighted means of 4.28, 4.27, 4.24, and 4.22, respectively.

Moreover, statements "I love reading mystery books", "I enjoy reading detective stories", "I want to read adventure stories", "I love reading novels", "I enjoy reading magazine" and "I enjoy reading stories written by American authors", have the same interpretation of practiced with the weighted means of 4.12, 4.12, 4.01, 3.88, 3.70, and 3.54, respectively.

The grand mean of attitude toward reading in terms of conscientiousness as perceived by the student-respondents is 4.04 with the interpretation of intellectual engagement.

Number of Reading Materials. Table 15 discussed the number of reading materials available at home of the student-respondents.

Table 15

Number of Reading Materials at Home of the Student-Respondents

Number of Reading Materials	Frequency	Percentage (%)
Few	110	60.30
Many	71	39.70
None	0	0.00
Total	**0.62**	

As presented in the table, the number of reading materials at home of the student-respondents with few reading materials has the highest frequency of 110 or 60.30 percent. It is followed by 71 or 39.70 percent of them having only many reading materials at home. Lastly, zero or 0.00 percent of them has no reading materials available at home.

Profile of the Teacher-Respondents

Table 16 to 22 discussed the age and sex, highest educ -ational attainment, teaching position, length of teaching experience, number of relevant in-service trainings, gross monthly family income, and attitude towards teaching reading of the teacher-respondents.

Age and Sex. Table 16 present the distribution of teacher-respondents according to their age and sex.

Table 16

Age and Sex of the Teacher-Respondents

Age Bracket	Sex		Total	Percent
	Male	Female		
21 - 25	1	2	3	14.30
26 - 30	2	6	8	20.00
31 - 35	1	2	3	20.00
36 - 40	0	0	0	17.10
41 - 45	1	0	1	20.00
46 - 50	0	2	2	5.70
Total	**5**	**12**	**17**	**100.00**
%	**29.40**	**70.60**	**100.00**	
Mean	**30.80**	**31.25**		
SD	**7.46**	**8.15**		

As shown in the table, the age and sex of respondents. There were 5 male respondents and 12 female respondents. Moreover, six or 50.00 percent of the teacher-respondents belonged to the 26 to 30 years old category, which is the highest-numbered bracket among the female group. Lastly, two or 16.67 percent belong to the following categories of 21 to 25 years old, 31 to 35 years old and 46 to 50 years old. It has a weighted mean of 31.25 years and standard deviation of 8.15 respectively.

Meanwhile, two or 40.00 percent of the teacher-respondents were under the 26 to 30 years old category, which is the highest-numbered bracket among the male group. Lastly, one or 20.00 percent belong to following categories 21 to 25 years old, 31 to 35 years old and 41 to 45 years old. It has a weighted mean of 30.80 years and standard deviation of 7.46 respectively.

Table 17

Highest Educational Attainment of Teacher-Respondents

Highest Educational Attainment	Frequency	Percentage (%)
BEED/BSED Graduate	4	23.50
MA/MS/MAT/MAEd Units	10	58.80
MA/MS/MAT/MAEd Graduate	3	17.60
Total	**17**	**100.00**

The data are an implication that most of the teachers in the District of Tarangan are at their late twenties and are young practitioners of teaching profession handling reading subjects.

Highest Educational Attainment. Table 17 discussed the highest educational attainment of the teacher-respondents.

As presented in the table, ten or 58.80 percent of the teacher-respondents earned MA/MS/MAT/MAEd units, which is the highest numbered category. Moreover, four or 38.50 percent were BEED/BSED graduate. Lastly, three or 3.80 percent of the respondents were MA/MS/MAT/MAEd graduate. Therefore, most of the teacher-respondents were earners of masteral units at that time of the data collection.

Teaching Position. Table 18 presents the teaching position of the teacher-respondents.

Table 18

Teaching Position of Teacher-Respondents

Teaching Position	Frequency	Percentage (%)
Teacher I	14	82.40
Teacher III	3	17.60
Total	**17**	**100.00**

As described in the table, fourteen or 82.40 percent of the teacher-respondents were Teacher I, which is the

highest numbered category. Lastly, three or 17.60 percent of the teacher-respondents were Teacher III. Therefore, most of the teacher-respondents were holding the Teacher I at that time of the data collection.

Length of Teaching Experience. Table 19 discussed the length of service of the teacher-respondents.

Table 19

Length of Teaching Experience of the Teacher-Respondents

Length of Teaching Experience	Frequency	Percentage (%)
Less than a Year	1	5.90
1-5 Years	13	76.50
6-10 Years	2	11.80
11-15 Years	1	5.90
Total	**17**	**100.0**
Mean	**6.53**	
SD	**0.64**	

As presented in the table, 13 or 76.50 percent of the teacher-respondents have been working for 1 to 5 years, which is the highest numbered category. Moreover, two or 11.80 percent have worked for 16 to 20 years. Lastly, one or 5.90 percent of the teacher-respondent worked for less than a year and 11 to 15 years, respectively.

The mean number of years of service of the teacher-respondents is 6.53 years with a standard deviation of 0.64, respectively. Therefore, most of the respondents have

one to five years of teaching experience.

Number of Relevant Trainings. Table 20 discussed the number of relevant in-service trainings attended by the teacher-respondents.

Based on the table, seven or 41.18 percent of the teacher-respondents belong both to the following categories: district or school level and division level in-service trainings, which is the highest numbered bracket. It has a mean of 2.53 and standard deviation of 1.12.

Table 20

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

Number of Relevant Trainings	Frequency	Percentage (%)
International	1	5.88
National	0	0.00
Regional	2	11.76
Division	7	41.18
School/District	7	41.18
Total	**17**	**100**
Mean	**1.26**	
SD	**0.70**	

Moreover, two or 11.76 percent of them had experienced regional level in-service trainings. It has a mean of 0.59 and a standard deviation of 0.79.

Lastly, one or 5.88 percent of them had experienced international level in-service trainings. It has a mean of

0.41 and a standard deviation of 0.51.

The grand mean is 1.26 and a standard deviation of 0.70. Therefore, most of the teacher-respondents had school, district and division level in-service trainings.

Gross Monthly Family Income. Table 21 discussed the gross family monthly income of the teacher-respondents.

Table 21

Gross Monthly Family Income of the Teacher-Respondents

Gross Monthly Family Income	Frequency	Percentage (%)
Less than Php 10,000	1	5.90
Php 10,000 to Php 29,999	7	41.20
Php 30,000 to Php 49,999	8	47.00
Php 70,000 to Php 99,999	1	5.90
Total	**17**	**100.00**
Mean	**44,120.00**	
SD	**40,364.19**	

As presented in the table, the gross monthly family income of the teacher-respondents ranging from Php 30,000 to Php 49,999 has the highest frequency of 8 or 47.00 percent. Moreover, seven or 41.20 percent of them have a gross family income of Php 10,000 to Php 29,999. Lastly, one or 5.90 percent belong to the following categories: less than Php 10,000 and Php 70,000 to Php 99,999.

The mean gross family income of the teacher-respondents is Php 44,120.00 with a standard deviation of

40,364.19, respectively.

Attitude toward Teaching Reading. Table 22 discusses the attitude toward teaching reading as perceived by the teacher-respondents.

Table 22

Attitude Toward Reading of the Teacher-Respondents

Attitude Statement	Weighted Means	Interpretation
1. As a teacher, I am obliged to help my students to improve their reading ability.	4.88	Strongly Agree
2. The sole responsibility for teaching students how to study should lie with reading teachers.	3.53	Agree
3. I am responsible in helping my students think on an interpretive level as well as a literal level when they read.	4.71	Strongly Agree
4. I help my students learn to set their purposes for reading.	4.82	Strongly Agree
5. I should teach my students how to read materials that are within his or her interest.	4.71	Strongly Agree
6. I find the teaching of reading very interesting and enjoyable.	4.59	Strongly Agree
7. I encourage my students to read extensively.	4.71	Strongly Agree
8. I am always enthusiastic about teaching reading to my students.	4.41	Strongly Agree
9. I involve my students in many reading activities.	4.65	Strongly Agree
10. I am willing to go the extra mile to improve the teaching aids to make my reading lesson more interesting.	4.82	Strongly Agree
Grand Mean	**4.58**	**Strongly Agree**

Legend: 4.21 to 5.00 – Strongly Agree
3.41 to 4.20 – Agree
2.61 to 3.40 – Uncertain
1.81 to 2.60 – Disagree
1.00 to 1.80 – Strongly Disagree

As presented in the table, the teacher-respondents' attitude toward reading statements "As a teacher, I am obliged to help my students to improve their reading ability", "I help my students learn to set their purposes for reading", "I am willing to go the extra mile to improve the teaching aids to make my reading lesson more interesting", "I should teach my students how to read materials that are within his or her interest", "I encourage my students to read extensively", "I involve my students in many reading activities", "I find the teaching of reading very interesting and enjoyable", and "I am always enthusiastic about teaching reading to my students", have the same interpretation of strongly agree with the weighted means of 4.88, 4.82, 4.82, 4.71, 4.71, 4.71, 4.65, 4.59, and 4.41, respectively.

Moreover, statement "The sole responsibility for teaching students how to study should lie with reading teachers" has the interpretation of agree with a weighted mean of 3.56.

Level of Reading Comprehension of the Student Respondents based on the Phil-IRI results

Tables 23 and 24 discusses the reading comprehension levels based on the Phil-IRI results of the student-

respondents in both English and Filipino.

Reading Comprehension Level in English. Table 23 discusses reading comprehension levels based on the Phil-IRI results of the student-respondents in English.

Table 23

Reading Comprehension Level in English of the Student-Respondents

Gross Monthly Family Income	Frequency	Percentage (%)
Independent	90	49.72
Instructional	76	43.65
Frustration	12	6.63
Total	**181**	**100.00**

As presented in the table, the student-respondents' reading comprehension in English is at the level of independent got the highest frequency of 90 or 49.72 percent. It is followed by 76 or 43.65 percent for the instructional level. Lastly, twelve or 6.63 percent were classified under the frustration level for the reading comprehension.

Reading Comprehension Level in Filipino. Table 24 discusses the reading comprehension levels based on the Phil-IRI results of the student-respondents in Filipino.

As presented in the table, the student-respondents' reading comprehension in Filipino is at the level of independent got the highest frequency of 149 or 82.32

percent. It is followed by 17 or 9.39 percent for the instructional level and 10 or 5.52 percent for the frustration level. Lastly, five or 2.76 percent were classified under the non-reader level for the reading comprehension.

Table 24

Reading Comprehension Level in Filipino of the Student-Respondents

Gross Monthly Family Income	Frequency	Percentage (%)
Independent	149	82.32
Instructional	17	9.36
Frustration	10	5.52
Non-Reader	5	2.76
Total	**181**	**100.00**

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

Table 25 discusses the relationship between the student-respondents' level of reading comprehension and their profile variates.

As presented in the table, the r-value which shows the relationship between the student-respondents' level of reading comprehension and their age is 0.128 with a corresponding p-value of 0.087 of 2-tailed analysis with 180 degrees of freedom. The r-value is interpreted as very weak linear association. Since p-value is greater than 0.05

the null hypothesis "There is no significant.

Table 25

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

Level of Reading Comprehension	Rxy	p - value	Evaluation	Decision
1. Age	0.128	0.087	NS	Accept Ho
2. Sex	0.204	0.006	S	Reject Ho
3. Grade Level	0.074	0.335	NS	Accept Ho
4. Nutritional Status	0.056	0.453	NS	Accept Ho
5. Attendance First Quarter	0.098	0.248	NS	Accept Ho
6. Attendance Second Quarter	0.070	0.403	NS	Accept Ho
7. Attendance Third Quarter	0.145	0.087	NS	Accept Ho
8. Father's Educational Attainment	0.122	0.126	NS	Accept Ho
9. Mother's Educational Attainment	0.140	0.074	NS	Accept Ho
10. Father's Occupation	0.005	0.954	NS	Accept Ho
11. Mother's Occupation	0.105	0.166	NS	Accept Ho
12. Gross Monthly Family Income	0.072	0.373	NS	Accept Ho
13. Attitude toward Reading	0.092	0.220	NS	Accept Ho
14. Number of Materials Available at Home	0.048	0.526	NS	Accept Ho

Legend: α = 0.05; p-value=>0.05 NS-Not Significant, p-value<0.05 S-Significant, df=180 (2 tailed analysis)

relationship between the student-respondents' level of

reading comprehension and their age" is accepted, the student-respondents' age does not affect their level of reading comprehension.

As presented in the table, the r-value which shows the relationship between the student-respondents' level of reading comprehension and their sex is 0.204 with a corresponding p-value of 0.006 of 2-tailed analysis with 180 degrees of freedom. The r-value is interpreted as weak linear association. Since p-value is lesser than 0.05, the null hypothesis "There is no significant relationship between the student-respondents' level of reading comprehension and their sex" is rejected. Therefore, the student-respondents' sex affects their level of reading comprehension.

As presented in the table, the r-value which shows the relationship between the student-respondents' level of reading comprehension and their grade level is 0.074 with a corresponding p-value of 0.335 of 2-tailed analysis with 180 degrees of freedom. The r-value is interpreted as very weak linear association. Since p-value is greater than 0.05, the null hypothesis "There is no significant relationship between the student-respondents' level of reading comprehension and their grade level" is accepted. Therefore, the student-respondents' grade level does not

affect their level of reading comprehension.

As presented in the table, the r-value which shows the relationship between the student-respondents' level of reading comprehension and their nutritional status is 0.056 with a corresponding p-value of 0.453 of 2-tailed analysis with 180 degrees of freedom. The r-value is interpreted as very weak linear association. Since p-value is greater than 0.05, the null hypothesis "There is no significant relationship between the student-respondents' level of reading comprehension and their nutritional status" is accepted. Therefore, the student-respondents' nutritional status does not affect their level of reading comprehension.

As presented in the table, the r-value which shows the relationship between the student-respondents' level of reading comprehension and their first quarter attendance is 0.098 with a corresponding p-value of 0.248 of 2-tailed analysis with 180 degrees of freedom. The r-value is interpreted as very weak linear association. Since p-value is greater than 0.05, the null hypothesis "There is no significant relationship between the student-respondents' level of reading comprehension and their first quarter attendance" is accepted. Therefore, the student-

respondents' first quarter attendance does not affect their level of reading comprehension.

As presented in the table, the r-value which shows the relationship between the student-respondents' level of reading comprehension and their second quarter attendance is 0.070 with a corresponding p-value of 0.403 of 2-tailed analysis with 180 degrees of freedom. The r-value is interpreted as very weak linear association. Since p-value is greater than 0.05, the null hypothesis "There is no significant relationship between the student-respondents' level of reading comprehension and their second quarter attendance" is accepted. Therefore, the student-respondents' second quarter attendance does not affect their level of reading comprehension.

As presented in the table, the r-value which shows the relationship between the student-respondents' level of reading comprehension and their third quarter attendance is 0.145 with a corresponding p-value of 0.087 of 2-tailed analysis with 180 degrees of freedom. The r-value is interpreted as very weak linear association. Since p-value is greater than 0.05, therefore the null hypothesis "There is no significant relationship between the student-respondents' level of reading comprehension and their third quarter attendance" is accepted. Therefore, the student-

respondents' third quarter attendance does not affect their level of reading comprehension.

As presented in the table, the r-value which shows the relationship between the student-respondents' level of reading comprehension and their father's educational attainment is 0.122 with a corresponding p-value of 0.126 of 2-tailed analysis with 180 degrees of freedom. The r-value is interpreted as very weak linear association. Since p-value is greater than 0.05, the null hypothesis "There is no significant relationship between the student-respondents' level of reading comprehension and their father's educational attainment" is accepted. Therefore, the student-respondents' father's educational attainment does not affect their level of reading comprehension.

As presented in the table, the r-value which shows the relationship between the student-respondents' level of reading comprehension and their mother's educational attainment is 0.140 with a corresponding p-value of 0.074 of 2-tailed analysis with 180 degrees of freedom. The r-value is interpreted as very weak linear association. Since p-value is greater than 0.05, the null hypothesis "There is no significant relationship between the student-respondents' level of reading comprehension and their mother's educational attainment" is accepted. Therefore,

the student-respondents' mother's educational attainment does not affect their level of reading comprehension.

As presented in the table, the r-value which shows the relationship between the student-respondents' level of reading comprehension and their father's occupation is 0.005 with a corresponding p-value of 0.954 of 2-tailed analysis with 180 degrees of freedom. The r-value is interpreted as very weak linear association. Since p-value is greater than 0.05, the null hypothesis "There is no significant relationship between the student-respondents' level of reading comprehension and their father's occupation" is accepted. Therefore, the student-respondents' father's occupation does not affect their level of reading comprehension.

As presented in the table, the r-value which shows the relationship between the student-respondents' level of reading comprehension and their mother's occupation is 0.105 with a corresponding p-value of 0.166 of 2-tailed analysis with 180 degrees of freedom. The r-value is interpreted as very weak linear association. Since p-value is greater than 0.05, the null hypothesis "There is no significant relationship between the student-respondents' level of reading comprehension and their mother's occupation" is accepted. Therefore, the student-

respondents' mother's occupation does not affect their level of reading comprehension.

As presented in the table, the r-value which shows the relationship between the student-respondents' level of reading comprehension and their gross monthly family income is 0.072 with a corresponding p-value of 0.373 of 2-tailed analysis with 180 degrees of freedom. The r-value is interpreted as very weak linear association. Since p-value is greater than 0.05, the null hypothesis "There is no significant relationship between the student-respondents' level of reading comprehension and their gross monthly family income" is accepted, the student-respondents' gross monthly family income does not affect their level of reading comprehension.

As presented in the table, the r-value which shows the relationship between the student-respondents' level of reading comprehension and their attitude toward reading is 0.092 with a corresponding p-value of 0.220 of 2-tailed analysis with 180 degrees of freedom. The r-value is interpreted as very weak linear association. Since p-value is greater than 0.05, the null hypothesis "There is no significant relationship between the student-respondents' level of reading comprehension and their attitude toward reading" is accepted. Therefore, the student-respondents'

attitude toward reading does not affect their level of reading comprehension.

As presented in the table, the r-value which shows the relationship between the student-respondents' level of reading comprehension and their number of reading material available at home is 0.048 with a corresponding p-value of 0.526 of 2-tailed analysis with 180 degrees of freedom. The r-value is interpreted as very weak linear association. Since p-value is greater than 0.05, the null hypothesis "There is no significant relationship between the student-respondents' level of reading comprehension and their number of reading material available at home" is accepted. Therefore, the student-respondents' number of reading material available at home does not affect their level of reading comprehension.

Student-Respondents' Level of Reading Difficulties

Tables 26 to 30 show the student-respondents' level of reading difficulties in terms of phonological awareness, decoding, fluency, vocabulary and reading comprehension.

Phonological Awareness. Table 26 discusses the level of reading difficulty as perceived by the student-respondents in terms of phonological awareness.

As presented in the table, the student-respondents'

level of reading difficulty in terms of phonological awareness statements "I'm sure how many syllables are there in a word", "I can discriminate words or sounds properly",

Table 26

Level of Reading Difficulties of the Student-Respondents in terms of Phonological Awareness

Reading Difficulties	Weighted Means	Interpretation
1. I can discriminate words or sounds properly.	4.31	Always
2. I know lots of words that rhyme.	4.15	Almost Always
3. I'm sure how many syllables are there in a word.	4.39	Always
4. I can blend words correctly.	4.14	Almost Always
5. I can isolate initial sounds accurately.	3.92	Almost Always
6. I can enunciate medial sounds correctly.	4.13	Almost Always
7. I always articulate final sounds correctly.	4.24	Always
8. I can segment words in sentences.	4.28	Always
9. I can segment syllables in words.	4.23	Always
10. I can segment phonemes in words.	4.13	Almost Always
Grand Mean	**4.19**	**Almost Always**

Legend: 4.21 to 5.00 – Always
3.41 to 4.20 – Almost Always
2.61 to 3.40 – Moderate
1.81 to 2.60 – Seldom
1.00 to 1.80 – Never

"I can segment words in sentences", "I always articulate final sounds correctly", and "I can segment syllables in words", have the same interpretation of always

with the weighted means of 4.39, 4.31, 4.28, 4.24, and 4.23, respectively.

Moreover, statements "I know lots of words that rhyme", "I can blend words correctly", "I can enunciate medial sounds correctly", "I can segment phonemes in words" and "I can isolate initial sounds accurately", have the same interpretation of almost always with the weighted means of 4.15, 4.14, 4.13, 4.13, and 3.92, respectively.

The grand mean of level of reading difficulties in terms of phonological awareness as perceived by the student-respondents is 4.19 with the interpretation of almost always.

Decoding. Table 27 discusses the level of reading difficulty as perceived by the student-respondents in terms of decoding.

As presented in the table, the student-respondents' level of reading difficulty in terms of decoding statements "I can match letters to sounds fluently", "I blend and spell sounds in simple words", "I can produce sounds for digraphs/letter combinations ("ee", "sh", "oo")", "I can decode and spell words with consonant blends like ("tr", "sl")", and "I can read and spell one-syllable words fluently", have the same interpretation of always with the weighted means of 4.43, 4.35, 4.30, 4.27, and 4.27,respecti

-vely.

Moreover, statements "I can read and spell compounds, contractions, and possessives", "I can use word meaning and context to confirm its meaning", "I can read and spell

Table 27

Level of Reading Difficulties of the Student-Respondents in terms of Decoding

Reading Difficulties	Weighted Means	Interpretation
1. I can match letters to sounds fluently.	4.43	Always
2. I can produce sounds for digraphs/letter combinations ("ee", "sh", "oo").	4.30	Always
3. I blend and spell sounds in simple words.	4.35	Always
4. I can decode and spell words with consonant blends like ("tr", "sl").	4.27	Always
5. I c/an read and spell one-syllable words fluently.	4.27	Always
6. I can read and spell compounds, contractions, and possessives.	4.16	Almost Always
7. I can read and spell multi-syllabic words.	3.99	Almost Always
8. I can use word meaning and context to confirm its meaning.	4.10	Almost Always
9. I can use word structure to recognize prefixes and suffixes in words.	3.95	Almost Always
10. I can read and spell words accurately and fluently.	4.07	Almost Always
Grand Mean	**4.19**	**Almost Always**

Legend: 4.21 to 5.00 – Always
3.41 to 4.20 – Almost Always
2.61 to 3.40 – Moderate
1.81 to 2.60 – Seldom
1.00 to 1.80 – Never

words accurately and fluently", "I can read and spell multi-syllabic words" and "I can use word structure to recognize prefixes and suffixes in words", have the same interpretation of almost always with the weighted means of 4.16, 4.10, 4.07, 3.99, and 3.95, respectively.

The grand mean of level of reading difficulties in terms of decoding as perceived by the student-respondents is 4.19 with the interpretation of almost always.

Fluency. Table 28 discusses the level of reading difficulty as perceived by the student-respondents in terms of fluency.

As presented in the table, the student-respondents' level of reading difficulty in terms of fluency statements "I can name letters accurately and fluently", "I can read sounds accurately and fluently", and "I can read common phrases accurately and fluently", have the same interpretation of always with the weighted means of 4.23, 4.22, and 4.22, respectively.

Moreover, statements "I can correct my self-word-recognition errors", "I can read above grade-level texts in meaningful phrases and with appropriate expression", "I can blend and read individual words accurately and fluently", "I can purposefully focus on increasing fluency toward grade-level goal", "I can read grade level texts

effortlessly and without hesitation", "I can read using proper punctuation, expression, and intonation, etc.", and "I can read connected text accurately and fluently", have

Table 28

Level of Reading Difficulties of the Student-Respondents in terms of Fluency

Reading Difficulties	Weighted Means	Interpretation
1. I can name letters accurately and fluently.	4.23	Always
2. I can read sounds accurately and fluently.	4.22	Always
3. I can blend and read individual words accurately and fluently.	4.17	Almost Always
4. I can read common phrases accurately and fluently.	4.22	Always
5. I can read connected text accurately and fluently.	3.99	Almost Always
6. I can purposefully focus on increasing fluency toward grade-level goal.	4.17	Almost Always
7. I can read using proper punctuation, expression, and intonation, etc.	4.05	Almost Always
8. I can correct my self-word-recognition errors.	4.20	Almost Always
9. I can read above grade-level texts in meaningful phrases and with appropriate expression.	4.18	Almost Always
10. I can read grade level texts effortlessly and without hesitation.	4.07	Almost Always
Grand Mean	**4.15**	**Almost Always**

Legend: 4.21 to 5.00 – Always
3.41 to 4.20 – Almost Always
2.61 to 3.40 – Moderate
1.81 to 2.60 – Seldom
1.00 to 1.80 – Never

the same interpretation of almost always with the weighted

means of 4.20, 4.18, 4.17, 4.17, 4.07, 4.05, and 3.99, respectively.

The grand mean of level of reading difficulties in terms of fluency as perceived by the student-respondents is 4.15 with the interpretation of almost always.

Vocabulary. Table 29 discusses the level of reading difficulty as perceived by the student-respondents in terms of vocabulary.

As presented in the table, the student-respondents' level of reading difficulty in terms of vocabulary statements "I can name and use the basic concepts in reading", and "I can identify multiple-meaning words", have the same interpretation of always with the weighted means of 4.38 and 4.23, respectively.

Moreover, statements "I can understand common synonyms and antonyms", "I can identify and sort pictures of words into categories, sets, or groups", "I can use word structure and use in sentence to infer word meaning", "I can use new/previously-learned vocabulary both oral and written languages and across contexts", "I can use semantic maps and organizers to show word relationships", "I can categorize words hierarchically", "I can learn new vocabulary across variety of contexts", and "I can review new and previously-learned vocabulary", have the same

interpretation of almost always with the weighted means of 4.19, 4.18, 4.17, 4.13, 4.11, 4.07, 3.99, and 3.94, respectively.

Table 29

Level of Reading Difficulties of the Student-Respondents in terms of Vocabulary

Reading Difficulties	Weighted Means	Interpretation
1. I can name and use the basic concepts in reading.	4.38	Always
2. I can identify and sort pictures of words into categories, sets, or groups.	4.18	Almost Always
3. I can categorize words hierarchically.	4.07	Almost Always
4. I can use semantic maps and organizers to show word relationships.	4.11	Almost Always
5. I can learn new vocabulary across variety of contexts.	3.99	Almost Always
6. I can review new and previously-learned vocabulary.	3.94	Almost Always
7. I can use new/previously-learned vocabulary both oral and written languages and across contexts.	4.13	Almost Always
8. I can understand common synonyms and antonyms.	4.19	Almost Always
9. I can use word structure and use in sentence to infer word meaning.	4.17	Almost Always
10. I can identify multiple-meaning words.	4.23	Always
Grand Mean	**4.14**	**Almost Always**

Legend: 4.21 to 5.00 – Always
3.41 to 4.20 – Almost Always
2.61 to 3.40 – Moderate
1.81 to 2.60 – Seldom
1.00 to 1.80 – Never

The grand mean of level of reading difficulties in terms of vocabulary as perceived by the student-respondents is 4.14 with the interpretation of almost always.

Reading Comprehension. Table 30 discusses the level of reading difficulty as perceived by the student-respondents in terms of reading comprehension.

Table 30

Level of Reading Difficulties of the Student-Respondents in terms of Reading Comprehension

Reading Difficulties	Weighted Means	Interpretation
1. I can make predictions about the text that I have read.	4.28	Always
2. I can confirm predictions based on information from the text that I have read.	4.15	Almost Always
3. I can answer and ask questions about the stories that I have read & relate to personal experience.	4.27	Always
4. I can answer and ask higher-level questions (if, why, how, inferential) after reading the stories.	4.15	Almost Always
5. I can retell story including important information (e.g., characters) from the stories or text that I have read.	4.31	Always
6. I can sequence events from story or passage that I have read.	4.26	Always
7. I can tell the main idea of a story or informational text that I have read.	4.14	Almost Always
8. I can summarize most important information from story or passage that I have read.	4.12	Almost Always
9. I can draw conclusions based on the content of the stories that I have read.	4.18	Almost Always
10. I can connect text to personal experience, prior knowledge, and other texts after reading.	4.25	Always
Grand Mean	**4.14**	**Almost Always**

Legend: 4.21 to 5.00 – Always
3.41 to 4.20 – Almost Always
2.61 to 3.40 – Moderate
1.81 to 2.60 – Seldom
1.00 to 1.80 – Never

As presented in the table, the student-respondents' level of reading difficulty in terms of reading comprehension statements "I can retell story including

important information (e.g., characters) from the stories or text that I have read", "I can make predictions about the text that I have read", "I can answer and ask questions about the stories that I have read and relate to personal experience", "I can sequence events from story or passage that I have read", and "I can connect text to personal experience, prior knowledge, and other texts after reading", have the same interpretation of always with the weighted means of 4.31, 4.28, 4.27, 4.26, and 4.25, respectively.

Moreover, statements "I can draw conclusions based on the content of the stories that I have read", "I can confirm predictions based on information from the text that I have read", "I can answer and ask higher-level questions (if, why, how, inferential) after reading the stories", "I can tell the main idea of a story or informational text that I have read", and "I can summarize most important information from story or passage that I have read", have the same interpretation of almost always with the weighted means of 4.18, 4.15, 4.15, 4.14, and 4.12, respectively.

The grand mean of level of reading difficulties in terms of reading comprehension as perceived by the student-respondents is 4.21 with the interpretation of always.

Relationship Between the Student-Respondents'

Level of Reading Difficulty and their Profile Variates

Table 31 discusses the relationship between the student-respondents' level of reading difficulty and their profile variates.

Table 31

Relationship Between the Student-Respondents' Level of Reading Difficulty and their Profile Variates

Level of Reading Difficulty	Rxy	p - value	Evaluation	Decision
1. Age	0.017	0.816	NS	Accept Ho
2. Sex	0.175	0.018	S	Reject Ho
3. Grade Level	0.045	0.554	NS	Accept Ho
4. Nutritional Status	0.056	0.455	NS	Accept Ho
5. Attendance First Quarter	0.132	0.120	NS	Accept Ho
6. Attendance Second Quarter	0.072	0.390	NS	Accept Ho
7. Attendance Third Quarter	0.036	0.674	NS	Accept Ho
8. Father's Educational Attainment	0.071	0.375	NS	Accept Ho
9. Mother's Educational Attainment	0.020	0.802	NS	Accept Ho
10. Father's Occupation	0.059	0.463	NS	Accept Ho
11. Mother's Occupation	0.237	0.002	S	Reject Ho
12. Gross Monthly Family Income	0.134	0.098	NS	Accept Ho
13. Attitude toward Reading	0.683	0.000	S	Reject Ho
14. Number of Materials Available at Home	0.315	0.000	S	Reject Ho
15. Level of Reading Comprehension	0.014	0.848	NS	Accept Ho

Legend: α = 0.05; p-value=>0.05 NS-Not Significant, p-value<0.05 S-Significant, df=180 (2 tailed analysis)

As presented in the table, the r-value which shows the relationship between the student-respondents' level of reading difficulty and their age is 0.017 with a corresponding p-value of 0.816 of 2-tailed analysis with

180 degrees of freedom. The r-value is interpreted as very weak linear association. Since p-value is greater than 0.05, therefore the null hypothesis "There is no significant relationship between the student-respondents' level of reading difficulty and their age" is accepted. Therefore, the student-respondents' age does not affect their level of reading difficulty.

As presented in the table, the r-value which shows the relationship between the student-respondents' level of reading difficulty and their sex is 0.175 with a corresponding p-value of 0.018 of 2-tailed analysis with 180 degrees of freedom. The r-value is interpreted as very weak linear association. Since p-value is lesser than 0.05, the null hypothesis "There is no significant relationship between the student-respondents' level of reading difficulty and their sex" is rejected. Therefore, the student-respondents' sex affects their level of reading difficulty.

As presented in the table, the r-value which shows the relationship between the student-respondents' level of reading difficulty and their grade level is 0.045 with a corresponding p-value of 0.554 of 2-tailed analysis with 180 degrees of freedom. The r-value is interpreted as very weak linear association. Since p-value is greater than

0.05, the null hypothesis “There is no significant relationship between the student-respondents’ level of reading difficulty and their grade level” is accepted. Therefore, the student-respondents’ grade level does not affect their level of reading difficulty.

As presented in the table, the r-value which shows the relationship between the student-respondents’ level of reading difficulty and their nutritional status is 0.056 with a corresponding p-value of 0.455 of 2-tailed analysis with 180 degrees of freedom. The r-value is interpreted as very weak linear association. Since p-value is greater than 0.05, the null hypothesis “There is no significant relationship between the student-respondents’ level of reading difficulty and their nutritional status” is accepted. Therefore, the student-respondents’ nutritional status does not affect their level of reading difficulty.

As presented in the table, the r-value which shows the relationship between the student-respondents’ level of reading difficulty and their first quarter attendance is 0.132 with a corresponding p-value of 0.120 of 2-tailed analysis with 180 degrees of freedom. The r-value is interpreted as very weak linear association. Since p-value is greater than 0.05, the null hypothesis “There is no significant relationship between the student-respondents’

level of reading difficulty and their first quarter attendance" is accepted. Therefore, the student-respondents' first quarter attendance does not affect their level of reading difficulty.

As presented in the table, the r-value which shows the relationship between the student-respondents' level of reading difficulty and their second quarter attendance is 0.072 with a corresponding p-value of 0.390 of 2-tailed analysis with 180 degrees of freedom. The r-value is interpreted as very weak linear association. Since p-value is greater than 0.05, the null hypothesis "There is no significant relationship between the student-respondents' level of reading difficulty and their second quarter attendance" is accepted. Therefore, the student-respondents' second quarter attendance does not affect their level of reading difficulty.

As presented in the table, the r-value which shows the relationship between the student-respondents' level of reading difficulty and their third quarter attendance is 0.036 with a corresponding p-value of 0.674 of 2-tailed analysis with 180 degrees of freedom. The r-value is interpreted as very weak linear association. Since p-value is greater than 0.05, the null hypothesis "There is no significant relationship between the student-respondents'

level of reading difficulty and their third quarter attendance" is accepted. Therefore, the student-respondents' third quarter attendance does not affect their level of reading difficulty.

As presented in the table, the r-value which shows the relationship between the student-respondents' level of reading difficulty and their father's educational attainment is 0.071 with a corresponding p-value of 0.375 of 2-tailed analysis with 180 degrees of freedom. The r-value is interpreted as very weak linear association. Since p-value is greater than 0.05, the null hypothesis "There is no significant relationship between the student-respondents' level of reading difficulty and their father's educational attainment" is accepted. Therefore, the student-respondents' father's educational attainment does not affect their level of reading difficulty.

As presented in the table, the r-value which shows the relationship between the student-respondents' level of reading difficulty and their mother's educational attainment is 0.020 with a corresponding p-value of 0.802 of 2-tailed analysis with 180 degrees of freedom. The r-value is interpreted as very weak linear association. Since p-value is greater than 0.05, the null hypothesis "There is no significant relationship between the student-

respondents' level of reading difficulty and their mother's educational attainment" is accepted. Therefore, the student-respondents' mother's educational attainment does not affect their level of reading difficulty.

As presented in the table, the r-value which shows the relationship between the student-respondents' level of reading difficulty and their father's occupation is 0.059 with a corresponding p-value of 0.463 of 2-tailed analysis with 180 degrees of freedom. The r-value is interpreted as very weak linear association. Since p-value is greater than 0.05, the null hypothesis "There is no significant relationship between the student-respondents' level of reading difficulty and their father's occupation" is accepted. Therefore, the student-respondents' father's occupation does not affect their level of reading difficulty.

As presented in the table, the r-value which shows the relationship between the student-respondents' level of reading difficulty and their mother's occupation is 0.237 with a corresponding p-value of 0.002 of 2-tailed analysis with 180 degrees of freedom. The r-value is interpreted as weak linear association. Since p-value is lesser than 0.05, the null hypothesis "There is no significant relationship between the student-respondents' level of reading

difficulty and their mother's occupation" is rejected. Therefore, the student-respondents' mother's occupation affects their level of reading difficulty.

As presented in the table, the r-value which shows the relationship between the student-respondents' level of reading difficulty and their gross monthly family income is 0.134 with a corresponding p-value of 0.098 of 2-tailed analysis with 180 degrees of freedom. The r-value is interpreted as very weak linear association. Since p-value is greater than 0.05, the null hypothesis "There is no significant relationship between the student-respondents' level of reading difficulty and their gross monthly family income" is accepted. Therefore, the student-respondents' gross monthly family income does not affect their level of reading difficulty.

As presented in the table, the r-value which shows the relationship between the student-respondents' level of reading difficulty and their attitude toward reading is 0.683 with a corresponding p-value of <0.000 of 2-tailed analysis with 180 degrees of freedom. The r-value is interpreted as moderate association. Since p-value is greater than 0.05, the null hypothesis "There is no significant relationship between the student-respondents' level of reading difficulty and their attitude toward

reading" is rejected. Therefore, the student-respondents' attitude toward reading affects their level of reading difficulty.

As presented in the table, the r-value which shows the relationship between the student-respondents' level of reading difficulty and their number of reading material available at home is 0.315 with a corresponding p-value of <0.000 of 2-tailed analysis with 180 degrees of freedom. The r-value is interpreted as very weak linear association. Since p-value is lesser than 0.05, the null hypothesis "There is no significant relationship between the student-respondents' level of reading difficulty and their number of reading material available at home" is rejected. Therefore, the student-respondents' number of reading material available at home affects their level of reading difficulty.

As presented in the table, the r-value which shows the relationship between the student-respondents' level of reading difficulty and their level of reading comprehension is 0.014 with a corresponding p-value of 0.848 of 2-tailed analysis with 180 degrees of freedom. The r-value is interpreted as very weak linear association. Since p-value is greater than 0.05, the null hypothesis "There is no significant relationship between the student-respondents'

level of reading difficulty and their level of reading comprehension" is accepted. Therefore, the student-respondents' level of reading comprehension does not affect their level of reading difficulty.

Implications of the Study

The following implications were derived from the findings of this study.

Almost all students were between 11 to 13 years old which indicate that they search for a sense of self and personal identity, through an intense exploration of personal values, beliefs and goals. Most of the students, in terms of the level of reading comprehension, participated in all reading activities in class and had a strong affinity towards understanding Filipino stories.

Most of the students, in terms of reading difficulty, experienced difficulty in naming sounds and accurately and fluently. Almost all teachers were in their late twenty to early thirties which indicate that they tend to explore relationships leading toward longer-term commitments with someone other than a family member or with an organization.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

This chapter presents the summary of the major findings, the conclusion drawn and the recommendations that were formulated based on the results of the study.

Summary of Findings

These were the salient findings of the study:

1. The oldest student-respondents registered an age of 17 years old while the youngest was 9 years old whereby the mean age of the student-respondents was calculated at 11.79 years old with a standard deviation (SD) of 0.43 years. Moreover, majority of the student-respondents were female accounting for 101 or 55.80 percent.

2. Majority of the student-respondents belonged to the 6th Grade accounting for 114 or 61.10 percent.

3. Majority of the student-respondents have a normal nutritional status accounting for 147 or 81.00 percent.

4. Majority of the student-respondents had a perfect attendance per quarter accounting for 110 or 60.77 for the first quarter, 98 or 54.14 percent for the second quarter and 90 or 49.72 percent for the third quarter.

5. Majority of the parents of the student-respond

-ents were elementary level accounting for 116 or 64.09 percent for the students' fathers and 70 or 38.67 percent for the students' mothers.

6. Majority of the parents of the student-respondents were farmer accounting for 87 or 48.07 percent for the students' fathers and housewives accounting for 152 or 83.98 percent for the students' mothers.

7. The gross monthly family income of the student-respondents was less than Php 10,000 accounting for 178 or 98.10 percent.

8. Majority of the student-respondents had few reading materials at home accounting for 110 or 60.30 percent.

9. Majority of the student-respondents had Mathematics as their favorite subject accounting for 170 or 77.25 percent.

10. Majority of the student-respondents were at the independent level of reading comprehension accounting for 90 or 49.72 percent in English and 149 or 82.32 percent in Filipino.

11. The oldest teacher-respondents registered an age of 48 years old while the youngest was 22 years old whereby the mean age of the teacher-respondents was calculated at 31.12 years old with a standard deviation (SD) of 7.72

years. Moreover, majority of the teacher-respondents were female accounting for 12 or 70.60 percent.

12. Majority of the teacher-respondents were MA/MS/MAT/MAEd Units earner accounting for 10 or 58.80 percent.

13. Majority of the teacher-respondents were Teacher I accounting for 14 or 82.40 percent.

14. Majority of the teacher-respondents worked for 1 to 5 years accounting for 13 or 76.50 percent.

15. Majority of the teacher-respondents have both school and district, as well as division level training accounting for 7 or 41.18 percent.

16. The gross monthly family income of the teacher-respondents was between Php 30,000 to Php 49,999 accounting for 8 or 47.00 percent.

17. The student-respondents "practiced" a good attitude towards reading.

18. The student-respondents "almost always" encountered reading difficulties.

19. The teacher-respondents "strongly agreed" that they were obliged to help their students to improve their reading ability.

20. In associating the student-respondents' level of reading comprehension and their profile variates in terms

of age, not significant; sex, significant; grade, not significant; nutritional status, not significant; parents' educational attainment, not significant; parents' occupation, not significant; gross monthly family income, not significant; attitude towards reading, not significant; and number of reading materials available at home, not significant.

21. In associating the student-respondents' level of reading difficulty and their profile variates in terms of age, not significant; sex, significant; grade, not significant; nutritional status, not significant; parents' educational attainment, not significant; fathers' occupation, not significant; mothers' occupation, significant; gross monthly family income, not significant; attitude towards reading, significant; number of reading materials available at home, significant; and level of reading comprehension, not significant.

Conclusion

The following conclusions were drawn based from the findings above:

1. The student-respondents was relatively young which suggested that they were in their right age fitted for intermediate years. Furthermore, female dominance among

the student-respondents was noted which indicated that there were more female students enrolled than the male ones.

2. Most of the student-respondents had perfect attendance for the first, second, and third quarter.

3. The family of the student-respondents earned regular monthly income which they used to support the basic, educational and nutritional needs of the students and their siblings.

4. Most of the parents of the student-respondents were elementary level.

5. Most of the parents of the student-respondents were farmers for the fathers and housewives for the mothers.

6. The sampling procedure utilized in this study was the stratified random sampling with samples of teachers and students coming from District of Tarangnan during the School Year 2017 – 2018.

7. The student-respondents had a positive attitude towards reading amidst some reading difficulty encountered.

8. The teacher-respondents were middle adult which suggested that they were in their right age fitted for working years. Furthermore, female dominance among the teacher-respondents was noted which indicated, that such

female dominated course that there were more female teachers employed than the male ones.

9. Most of the teacher-respondents had earned masteral units at the time of data collection.

10. Most of the teacher-respondents were novice in the teaching profession and participated only with school or district as well as division level training.

11. The family of the teacher-respondents earned regular monthly income which they used to support the basic, educational and nutritional needs of their family as well as themselves.

12. The student-respondents' sex significantly influenced their level of reading comprehension and level of reading difficulty.

13. The student-respondents' mothers' occupation, attitude toward reading and number of reading materials available at home significantly influenced their level of reading difficulty.

Recommendations

Based on the findings of the study the following were the recommendations:

1. As it was revealed in the study, the attitude towards reading affects students' level of reading

difficulty. To further support the strong sense of cultivating a positive attitude toward readings, the school should invest into creating new possibilities in modernizing and updating facilities and instructional materials needed by the students.

2. Promotion of appropriate technology use for teaching, learning and improving reading ability should be a priority to keep everyone abreast with trends and innovation surrounding the subject. Introduction of portability of reading materials and electronic copies of it could be a start for the school.

3. Continual education and training on proper teaching strategies for improving reading ability for the teachers to keep them updated with trends and innovation for the subject.

4. Since the study is limited to one locality, future studies can be conducted in other cities or municipalities needed to validate the said study.

Chapter 6

READING COMPREHENSION PROGRAM FOR MULTIGRADE STUDENTS

This chapter presents the final output of this study, a reading program that would measure the reading comprehension of the Grades 5 and 6 multigrade students in the District of Tarangnan, Division of Samar. The program shall serve as a reference for the teachers, program designers, school heads, and seminar organizers, who wanted to improve the reading proficiency of the multigrade students.

Rationale

Multigrade teaching is where a class of more than one grade level is taught by the same teacher in the same room. These have been adopted for over a century, a reality based on geographical and economic necessity for many countries in the developing world. In every subject in school, reading plays a very crucial role. In fact, it is one of the focus areas in the elementary grades. In a multigrade class setting teachers are holding a big challenge in teaching students with varied abilities and needs specifically in teaching reading. However, when a teacher knows any reading program that can help them to improve in

teaching reading, then both the teachers and students will enjoy the so called “teaching and learning process”.

The program was developed based in the recommendations revealed ion this study. As revealed in this study, there was a connection between the students’ reading comprehension and their sex, likewise, their level of reading difficulty seem to be affected by their age, mothers’ occupation, and the number of reading materials available at home.

Furthermore, because of the students’ positive attitude and perceptions toward reading and the teachers’ strong regard to teaching reading, it was recommended in this study that should cascade information and plan for the reading activity so that the teachers and their students would have the same objectives and work as a team.

Generally, based on the foregoing rationale, this Reading Comprehension Program for Multigrade Students was evolved to improve the reading skills of the multigrade students in the 17 elementary schools in the District of Tarangnan, Division of Samar.

The program contains a series of sessions scattered whole year round, from June up to March. It intends to enhance the students’ stock of knowledge, and attitude towards reading, with special emphasis on the five reading

skills, namely: phonological awareness, deconding, fluency, vocabulary, reading comprehension. In this way, the multigrade students would improve in terms of their reading skills to tackle in their everyday life at school.

Objectives

The following are the objectives of the reading program for the multigrade students:

1. Promote learning by providing many different paths for the students to construct knowledge about reading;

2. Provide learning through engagement with peers and others in learning communities such as Mentoring Groups in which students in the Reading Program are sustained and challenged;

3. Zero-out non-readers in all grade levels;

4. Expose students to workbooks or reading materials which are suitable for student use within the local context and conditions.

5. Discuss students the need to read for their own purposes. Through this, students would see that reading is an instrument for solving problems, learning about their world on their own, and finding enjoyment through reading;

6. Improve reading skills of students through inter-

vention activities;

7. Conduct reading activities for students who are struggling like the slow readers; and

8. Orient parents to encourage and guide their children to read regularly, as well as, to improve their motivation for reading.

Features of the Reading Program

The reading program aims to assist multigrade teachers to be able to work effectively in the multigrade school environment and be trained on teaching reading in the different ways referring to make learning meaningful and effective for all students in his or her classroom, no matter what individual differences may exist among the students.

Time/Duration

1. One (1) School Year

2. June to October: pre-assessment on the impact of the reading program.

3. November to March: post-assessment of the impact of the reading program.

4. This reading program can be delivered twice a week or can be done daily.

Participants

1. Multigrade students

2. Pupils who are struggling in reading and comprehending text.

Implementation Scheme

A. Pre-Implementation Phase

The ultimate goal of the reading program is to enhance the reading comprehension and reading proficiency of the multigrade students and to aid the teachers in their effort to guarantee that the learners under their care are able to manifest the ability to read text, process it and understand its meaning, and to read with enthusiasm.

The teacher is the most important part of this program. The success of this program rests a great deal upon her ability to keep communication channels open and to engender enthusiasm for the program. The effectiveness of this program is achieved only by long range planning in which everyone involved is made cognizant of the aims and objectives of this program.

In the pre-implementation phase, planning may begin by securing a reading teacher who is well equipped in areas of enriching the reading abilities of the students, improving the reading comprehension, and engaging in remedial reading

activities.

That is, a teacher who knows how reading can best be taught to all children with provision for the slow progress cases; one who is trained in clinical work to the point where she can study with success but the most extreme cases of reading difficulty; and one who is qualified and experienced in teaching poor readers so that she can do this work or show others how to do it. A person so trained fits into the plans of any particular system and is of value in all these different ways.

B. Implementation Phase

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

1. Conduct reading activities that promote better comprehension skills and larger vocabularies.

ACTIVITIES	EXPECTED OUTPUT	RESPONSIBLE PERSON	EXPECTED IMPACT
• Conduct comprehension reading assessment ➢ (twice a week or done on a daily basis) ➢ Pre assessment: June-October) ➢ Post assessment: November-March)	• Identify the number of students who can't comprehend text.	• School head/ Principal • Reading teacher	• Identify issues that need appropriate actions and solutions

• Remediation Activities	• Intervention Activity Plan • Purchase or prepare needed reading materials	• School heads/ principal • Reading teacher • Reading specialist • Supply officer	• Success conduct of the program • Teachers and recipient readers use the material.
• Meeting with parents to monitor home reading task	• Monitor recipients through reading their advisers	• School heads/ principal • Reading teacher/s • Adviser/s	• Successful conduct of the program
• Conduct reading comprehension evaluation	• Identify the number of students who improved in comprehending text.	• Principal • Reading teacher/s • Adviser/s	• Award certificate to: Parents Students Teachers

2. Conduct varied instructional activities into routines that meet students' needs in reading.
3. Identify and purchase materials for the program.

Conduct pre and post assessment of the implementation of the reading comprehension activities.

C. <u>Post-Implementation Phase</u>

The school must conduct the Impact Evaluation of the program to be done by the following persons:

1. School Head/principal
2. Reading Task Force
3. Reading specialist/English Department Heads

4. Stakeholders, such as the PTA Presidents, SSG President and the Guidance counselors

Monitoring and Evaluation

1. Conduct assessment in the impact of the program in student learning

2. Conduct an action research to improve the program

3. Prepare an action research in reading

4. Plan to institutionalize the reading comprehension program

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A P P E N D I C E S

APPENDIX A

REQUEST FOR APPROVAL OF RESEARCH TITLE

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

May 23, 2017

The Dean
College of Graduate Studies
Samar College
City of Catbalogan

M a d a m :

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

1. Reading Comprehension of Multigrade Students in the District of Tarangnan: Basis for a Reading Program
2. Managerial Skills of Elementary School Heads in the District of Tarangnan: Basis for an Intervention Program
3. Teachers' Competencies in Teaching the Multigrade in the District of Tarangnan

(Sgd.)AMY ROSE T. MONTERO
Researcher

Recommended Title No.

1 **(SGD.) NATALIA B. UY, Ph. D.**
Evaluator
1 **(SGD.) PEDRITO G. PADILLA, Ph. D.**
Evaluator
1 **(SGD.) IMELDA M. UY, Ed. D.**
Evaluator

Approved Title No.: # 1

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

APPENDIX B

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

ASSIGNMENT OF ADVISER

NAME	:	AMY ROSE T. MONTERO
COURSE	:	Master of Arts in Education
SPECIALIZATION	:	Educational Management
TITLE OF THESIS PROPOSAL	:	Reading Comprehension of Multigrade Students in the District of Tarangnan: Basis for a Reading Program
NAME OF ADVISER	:	Linda Legarse, Ph.D.

(Sgd.)AMY ROSE T. MONTERO
Researcher

CONFORME:

(SGD.) LINDA LEGARSE, Ph.D.
Adviser

APPROVED:

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

APPENDIX C

Cover Letter of the Questionnaire for the Multigrade Student-Respondents

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

February 19, 2018

THE STUDENT-RESPONDENT
District of Tarangnan
Tarangnan Western Samar

Dear Respondent:

You have been selected as one of the respondents to the study entitled **"READING COMPREHENSION OF MULTIGRADE STUDENTS IN THE DISTRICT OF TARANGNAN: BASIS FOR A READING PROGRAM".**

The data that you will provide will be used solely for educational purposes. Please answer the questions as frankly and honestly as possible. Rest assured that the information you will share in this research will be kept confidential.

Hoping for your favorable response.

Very truly yours,

(Sgd.)Amy Rose Montero
Researcher

APPENDIX D

Questionnaire for the Multigrade Student-Respondents

PART I. PERSONAL INFORMATION

Direction: Please supply with the necessary data or put a check on the spaces provided that correspond to your answer.

1. Name: _____
   (Optional)
2. Age:
   [ ] 10 years old and below
   [ ] 11-13 years old
   [ ] 14-17 years old
   [ ] 18 years old and above
3. Sex:
   [ ]Male
   [ ]Female
4. Grade level: _____
5. Nutritional Status:
   [ ] Severely wasted
   [ ] wasted
   [ ] normal
   [ ] overweight
   [ ] obese
6. Attendance per quarter:

1st quarter	[ ] 53	[ ] 47-52	[ ] less than 46
2nd quarter	[ ] 42	[ ] 36-41	[ ] less than 36
3rd quarter	[ ] 48	[ ] 42-47	[ ] less than 42

7. Parents' Highest Educational Attainment:

Father		**Mother**
[ ]	No schooling	[ ]
[ ]	Elementary level	[ ]
[ ]	Elementary graduate	[ ]
[ ]	High school level	[ ]
[ ]	High school graduate	[ ]
[ ]	College level	[ ]
[ ]	College Graduate	[ ]

[ ]	With Masteral units	[ ]
[ ]	Masteral graduate	[ ]
[ ]	With Doctoral units	[ ]
[ ]	Doctoral graduate	[ ]

8. Parents' occupation:

Father		**Mother**
[ ]	farmer	[ ]
[ ]	Fisherman	[ ]
[ ]	Tricycle driver	[ ]
[ ]	laborer	[ ]
[ ]	Government employee	[ ]
[ ]	teacher	[ ]
[ ]	engineer	[ ]
[ ]	Soldier	[ ]
[ ]	OFW	[ ]
[ ]	Housekeeper/housewife	[ ]
[ ]	Others,please specify,_____	[ ]

9. Gross monthly family income:

[ ]	Less than 10,000	[ ]	50,000-69,999
[ ]	10,000-29,999	[ ]	70,000-99,999
[ ]	30,000-49,999	[ ]	100,000-above

10. Number of reading materials available at home:

[ ] Few
[ ] Many
[ ] None

11. Reading comprehension levels based on the Phil-IRI results, along the following areas:

English
[ ] Independent
[ ] Instructional
[ ] Frustration
[ ] Non-Reader

Filipino
[ ] Independent
[ ] Instructional
[ ] Frustration
[ ] Non-Reader

PART II. ATTITUDE TOWARD READING

Direction: The statements below tell about the various reading activities practiced by the students, which

aid in furthering their performance in school. Please indicate your attitude toward the extent at which you practice them using the five-point scale:

5 - Strongly Practiced (SP)
4 - Practiced (P)
3 - Moderately Practiced (MP)
2 - Slightly Practiced (P)
1 - Never Practiced (NP)

ATTITUDE TOWARD READING	**Responses**				
A. Personality	**SP (5)**	**P (4)**	**MP (3)**	**P (2)**	**NP (1)**
11. I actively participate in all reading activities in class.					
12. I need much motivation to join in class reading activities.					
13. I get interested in every group reading activity.					
14. I seldom join in group reading activity.					
15. I enjoy acting as leader-reader in class reading activities.					
16. I look at reading as an avenue of improving myself.					
17. I prefer reading alone either in school or at home.					
18. I like reading witty and humorous stories.					
19. I easily get annoyed reading with my naughty classmates.					
20. I love reading during free time.					
B. Intelligence					
11. I am quick in answering questions after reading.					
12. I consider reading as an avenue to improve my knowledge in all subject areas.					
13. I help my classmates in					

solving reading problems.					
14. I read for lessons that I hardly understand in school.					
15. I easily understand reading lessons in English.					
16. I like reading books in English.					
17. I easily understand stories in Filipino.					
18. I enjoy reading and answering brain teaser activities.					
19. I enjoy reading and memorizing lessons in school.					
20. I spend time in reading and reviewing difficult lessons at home.					
C. Conscientiousness					
11. I always try to compete with others especially in reading.					
12. I always want to be the best reader in class.					
13. I actively participate in all reading contests.					
14. I always look forward to reading new stories in class.					
15. I want to be aware of what is happening in the community through reading newspapers.					
16. I like to read books for the higher-grade level.					
17. I do excellent research outputs through reading books.					
18. I enjoy reading captions in English movies.					
19. I read for entertainment.					
20. I read to explore the different places of the world.					
D. Intellectual Engagement					
11. I enjoy reading stories written by American authors.					
12. I love reading novels.					
13. I love reading mystery					

books.					
14. I enjoy reading history books.					
15. I enjoy reading detective stories.					
16. I want to read adventure stories.					
17. I enjoy reading magazine.					
18. I love reading short stories.					
19. I love reading dictionaries.					
20. I love reading language books.					
21. Others, please specify:_____					

PART III READING DIFFICULTIES ENCOUNTERED

Direction: The statements below tell about the reading difficulties encountered by students in reading. Please indicate your attitude toward the extent at which you experience them using the five-point scale.

5 - Always (A)
4 - Almost Always (AA)
3 - Moderate (M)
2 - Seldom (S)
1 - Never (N)

Reading Difficulties Encountered	**Responses**				
A. Phonemic Awareness	**A (5)**	**AA (4)**	**M (3)**	**S (2)**	**N (1)**
11. I can discriminate words or sounds properly.					
12. I know lots of words that rhyme.					
13. I'm sure how many syllables are there in a word.					
14. I can blend words correctly.					

15. I can isolate initial sounds accurately.					
16. I can enunciate medial sounds correctly.					
17. I always articulate final sounds correctly.					
18. I can segment words in sentences.					
19. I can segment syllables in words.					
20. I can segment phonemes in words.					
B. Decoding					
11. I can match letters to sounds fluently.					
12. I can produce sounds for digraphs/letter combinations (“ee”, “sh”, “oo”).					
13. I blend and spell sounds in simple words.					
14. I can decode and spell words with consonant blends like (“tr”, “sl”).					
15. I can read and spell one-syllable words fluently.					
16. I can read and spell compounds, contractions, and possessives.					
17. I can read and spell multi-syllabic words.					
18. I can use word meaning and context to confirm its meaning.					
19. I can use word structure to recognize prefixes and suffixes in words.					
20. I can read and spell words accurately and fluently.					
C. Fluency					
11. I can name letters accurately and fluently.					
12. I can read sounds accurately and fluently.					
13. I can blend and read individual words accurately					

and fluently.					
14. I can read common phrases accurately and fluently.					
15. I can read connected text accurately and fluently.					
16. I can purposefully focus on increasing fluency toward grade-level goal.					
17. I can read using proper punctuation, expression, and intonation, etc.					
18. I can correct my self-word-recognition errors.					
19. I can read above grade-level texts in meaningful phrases and with appropriate expression.					
20. I can read grade level texts effortlessly and without hesitation.					
D. Vocabulary					
11. I can name and use the basic concepts in reading.					
12. I can identify and sort pictures of words into categories, sets, or groups.					
13. I can categorize words hierarchically.					
14. I can use semantic maps and organizers to show word relationships.					
15. I can learn new vocabulary across variety of contexts.					
16. I can review new and previously-learned vocabulary.					
17. I can use new/previously-learned vocabulary both oral and written languages and across contexts.					
18. I can understand common synonyms and antonyms.					
19. I can use word structure and use in sentence to infer word meaning.					
20. I can identify multiple-meaning words.					

E. Reading Comprehension					
11. I can make predictions about the text that I have read.					
12. I can confirm predictions based on information from the text that I have read.					
13. I can answer and ask questions about the stories that I have read & relate to personal experience.					
14. I can answer and ask higher-level questions (if, why, how, inferential) after reading the stories.					
15. I can retell story including important information (e.g., characters) from the stories or text that I have read.					
16. I can sequence events from story or passage that I have read.					
17. I can tell the main idea of a story or informational text that I have read.					
18. I can summarize most important information from story or passage that I have read.					
19. I can draw conclusions based on the content of the stories that I have read.					
20. I can connect text to personal experience, prior knowledge, and other texts after reading.					

Thank you so much for your cooperation.

-Researcher

APPENDIX E

Cover Letter of the questionnaire for the Multigrade Teacher-Respondents

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

February 19, 2018

THE TEACHER-RESPONDENT
District of Tarangnan
Tarangnan Western Samar

Dear Respondent:

You have been selected as one of the respondents to the study entitled **"READING COMPREHENSION OF MULTIGRADE STUDENTS IN THE DISTRICT OF TARANGNAN: BASIS FOR A READING PROGRAM".**

The data that you will provide will be used solely for educational purposes. Please answer the questions as frankly and honestly as possible. Rest assured that the information you will share in this research will be kept confidential.

Hoping for your favorable response.

Very truly yours,

(Sgd.)Amy Rose Montero
Researcher

APPENDIX I

Questionnaire for the Multigrade Teacher-Respondents

PART I. PERSONAL INFORMATION

Direction: Please supply with the necessary data or put a check on the space provided that correspond to your answer.

1. Name: _____
(Optional)

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

3. Highest educational attainment:

[ ] BEED/BSED graduate
[ ] MA/MS/MAT/MAEd units
[ ] MA/MS/MAT/MAEd graduate
[ ] Ph.D./Ed.D./D.A. units
[ ] Ph.D./Ed.D./D.A. graduate

4. Teaching position:

[ ] Teacher I
[ ] Teacher II
[ ] Teacher III
[ ] Master Teacher I
[ ] Master Teacher II
[ ] Master Teacher III
[ ] Others, please specify_____

5. Length of Teaching Experience:

[ ] Less than a year
[ ] 1-5 years
[ ] 6-10 years
[ ] 11-15 years
[ ] 16-20 years
[ ] Over 20 years

6. Number of related in-service training attended:

International	[ ]1	[ ]2	[ ] 3 or more
National	[ ]1	[ ]2	[ ] 3 or more
Regional	[ ]1	[ ]2	[ ] 3 or more
Division	[ ]1	[ ]2	[ ] 3 or more
District/ School	[ ]1	[ ]2	[ ] 3 or more

Total:_____

7. Gross Monthly Family Income:

[ ] Php.100,000-over [ ] Php. 30,000-49,000
[ ] Php. 70,000-99,999 [ ] Php. 10,000-29,999
[ ] Php. 50,000-69,999 [ ] Less than 10,000

PART II. ATTITUDE TOWARD TEACHING READING

Direction: Below are the indicators, which describe the attitude of teachers toward teaching reading. Please indicate your views of your own attitude toward teaching reading using the following five-point scales:

	Interpretation
5- Strongly Agree(SA)	Very favourable (VP)
4- Agree (A)	Favorable (F)
3- Uncertain (U)	Neutral (N)
2- Disagree (D)	Unfavorable (UF)
1-Strongly Disagree (SD)	Very Unfavorable (VU)

Attitude Toward Teaching Reading	**Responses**				
	SA (5)	**A (4)**	**U (3)**	**D (2)**	**SD (1)**
11. As a teacher, I am obliged to help my students to improve their reading ability.					
12. The sole responsibility for teaching students how to study should lie with reading teachers.					
13. I am responsible in helping my students think on an interpretive level as well as a literal level when they read.					
14. I help my students learn to set their purposes for reading.					
15. I should teach my students how to read materials that are within his or her interest.					
16. I find the teaching of reading very interesting and enjoyable.					
17. I encourage my students to read extensively.					

18. I am always enthusiastic about teaching reading to my students.					
19. I involve my students in many reading activities.					
20. I am willing to go the extra mile to improve the teaching aids to make my reading lesson more interesting.					

Thank you so much for your cooperation.

-Researcher

APPENDIX F

Letter to the Schools Division Superintendent

Republic of the Philippines
DEPARTMENT OF EDUCATION
Division of Samar

Date: January 19,2018

DR. MARIZA S. MAGAN
Schools Division Superintendent
Division of Samar
City of Catbalogan

Dear Madame:

The undersigned Master of Arts in Education student in Samar College is currently conducting a study entitled **"READING COMPREHENSION OF MULTIGRADE STUDENTS IN THE DISTRICT OF TARANGNAN: BASIS FOR A READING PROGRAM".**

It is in this connection that the undersigned requests permission from your good Office for her to field the survey questionnaires among the students, teachers and school-administrators under your supervision. Rest assured that the data that will be gathered in this study will be kept confidential and will be used solely for the purpose of this study.

Your kind consideration and preferential attention to this request is highly appreciated.

Thank you so much.

Respectfully Yours,

(Sgd.)AMY ROSE T. MONTERO
Researcher

Noted:

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

APPROVED:

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

APPENDIX G

Letter to the Elementary School Head (Pilot Testing)

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

Date: January 19,2018

THE PRINCIPAL
Department of Education
San Juan Elementary School
San Jorge District

Sir/Madam:

Greetings !

The undersigned is presently conducting a study entitled **"READING COMPREHENSION OF MULTIGRADE STUDENTS IN TARANGNAN DISTRICT: BASES FOR A READING PROGRAM"**, as part of the requirement of the Degree Master of Arts in Education Major in Educational Management.

In this regard, she is requesting permission from your good office to conduct the study in your school among multigrade classes particularly the Grade 5 and 6 students.

Your kind consideration and preferential attention to this request is highly appreciated.

Thank you so much.

Very truly yours,

(Sgd.) AMY ROSE T. MONTERO
Researcher

NOTED BY:

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

APPOVED:

(Sgd.)BETHANY T. BAGAS
School Principal III

APPENDIX H

Letter to the Public Schools District Supervisor

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

February 15, 2018

ROLANDO P. VIEJA, PSDS
Public Schools District Supervisor
Tarangnan District

Sir:

Greetings !

The undersigned researcher is currently conducting a study entitled **"READING COMPREHENSION OF MULTIGRADE STUDENTS IN THE DISTRICT OF TARANGNAN: BASIS FOR A READING PROGRAM"**, as part of the requirement of the Degree Master of Arts in Education Major in Educational Management.

In this regard, the researcher would like to ask permission from your office to allow her to venture into the gathering of data needed in the study.

Your kind consideration and preferential attention to this request is highly appreciated.

Thank you so much.

Respectfully Yours,

(Sgd.)AMY ROSE T. MONTERO
Researcher

APPROVED:

(Sgd.)ROLANDO P. VIEJA, PSDS
Public Schools District Supervisor
Tarangnan District
Division of Samar

APPENDIX I

Letter to the Elementary Principal

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

Date: _____

THE PRINCIPAL
Department of Education

_____
_____

Sir/Madam:

Greetings !

The undersigned is presently conducting a study entitled **"READING COMPREHENSION OF MULTIGRADE STUDENTS IN TARANGNAN DISTRICT: BASES FOR A READING PROGRAM"**, as part of the requirement of the Degree Master of Arts in Education Major in Educational Management.

In this regard, she is requesting permission from your good office to conduct the study in your school among multigrade classes particularly the Grade 5 and 6 students.

Your kind consideration and preferential attention to this request is highly appreciated.

Thank you so much.

Very truly yours,

(Sgd.)AMY ROSE T. MONTERO
Researcher

NOTED BY:

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

APPOVED:

THE PRINCIPAL
School Principal

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

NAME	:	**AMY ROSE T. MONTERO**
SEX	:	Female
CIVIL STATUS	:	Single
BIRTH DATE	:	march 17, 1992
BIRTH PLACE	:	Tarangnan, Samar
PRESENT POSITION	:	Elementary Teacher
STATION	:	Tarangnan Central Ele. School District of Tarangnan Division of Samar
DEGREE PURSUED	:	Master of Arts in Education (MAEd)
SPECIALIZATION	:	Educational Management

EDUCATIONAL BACKGROUND

ELEMENTARY	:	Tarangnan Central Elem. School Tarangnan, Samar 1998-2004
SECONDARY	:	Tarangnan National High School Year Graduated: 2009
TERTIARY	:	Samar State University Course: Bachelor of Elementary Education (BEED) Year Graduated: 2013
GRADUAGE STUDIES	:	Samar College City of Catbalogan 2015 – 2018

ELIGIBILITY

Licensure Examination for Teachers (LET): Passer

SEMINAR/TRAINING/CONFERENCE ATTENDED

District Roll-out on Project Hi-Teach, Department of Education, Samar Division, Catbalogan City, September 19-21,2017

District Roll-Out Orientation on Project Inclued 8 and Its Data Gathering Tools, Department of Education, Samar Division, Catbalogan City, May 22, 2017

District In-Service Training Workshop, Department of Education, Samar Division, Catbalogan City, October 21-24, 2014

Council Wide Star Holiday and Junior, Senior, Cadet Camp, Department of Education, Samar Division, Catbalogan City, September 13-16,2017

Grade 6 Mass Training of Teachers for the k to 12 Basic Education, Department of Education, Samar Division, Catbalogan City, June 11-17, 2017

Training Workshop for Multi-grade Teachers, Department of Education, Samar Division, Catbalogan City, Nov. 25- Dec. 4, 2016

Division Campus Journalism Enhancement Training of School Paper Advisers, Department of Education, Samar Division, Catbalogan City, September 2-4, 2016

Grade 5 Mass Training of Teacher for the K to 12 Basic Education, Department of Education, Samar Division, Catbalogan City, April 17- 23, 2016

Division Roll-Out of the Enhanced School Improvement Plan (E-Sip), Department of Education, Samar Division, Catbalogan City, November 26-28, 2015

Orientation Workshop on Early Language Literacy and Numeracy Program, Department of Education, Samar Division, Catbalogan City, December 8- 17, 2015

Grade 4 Mass Training of Teachers for the Implementation of Kto12, Tacloban City, May 17-23, 2015

2018 International Mind Education Specialist Training, Cebu City,February 16-18, 2018