

**READING COMPREHENSION LEVEL AND ACADEMIC PERFORMANCE
OF GRADE 6 STUDENTS**

A Thesis

Presented to
the Faculty of the College of Graduate Studies
SAMAR COLLEGE
City of Catbalogan


In Partial Fulfillment
of the Requirements for the Degree
MASTER OF ARTS IN EDUCATION
(Educational Management)

JOVELYN JOY C. MANDADO

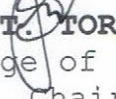
May 2022


APPROVAL SHEET

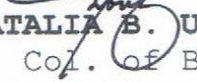
In partial fulfillment of the requirements for the degree, Master of Arts in Education, major in Educational Management, this thesis entitled, **"READING COMPREHENSION LEVEL AND ACADEMIC PERFORMANCE OF GRADE 6 STUDENTS"**, has been prepared and submitted by **JOVELYN JOY C. MANDADO** who, having passed the comprehensive examination, is hereby recommended for oral defense.

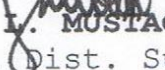

GUILLERMO D. LAGBO, DPA
 Graduate Faculty
 Samar Colleges, Inc.
 Adviser

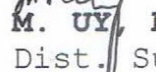
Approved by the Committee on Final Oral Defense on **April 3, 2022** with a rating of **PASSED**.


NIMFA T. TORREMORO, PhD
 Dean, College of Graduate Studies
 Chairman


LETECIA R. GUERRA, PhD
 VP for Basic Education
 Samar Colleges, Inc.
 Member


NATALIA B. UY, PhD
 Dean, Col. of Bus. & Mgt.
 Samar Colleges, Inc.
 Member


MICHELLE L. MUSTACISA, PhD
 Pub. Sch. Dist. Supervisor
 Schools Div. of Catb. City
 Member


IMELDA M. UY, EdD
 Pub. Sch. Dist. Supervisor
 Schools Div. of Catb. City
 Member

Accepted and approved in partial fulfillment of the requirements for the degree, **MASTER OF ARTS IN EDUCATION (Educational Management)**.


NIMFA T. TORREMORO, PhD
 Dean, College of Graduate Studies

Date of Final Oral Defense

April 3, 2022

ACKNOWLEDGMENTS

The completion of this study could not have been possible without the aid and support of countless people who, in one way or another, contributed and extended their valuable assistance.

First of all, **God**, for answering the researcher's prayers, for giving her the strength, knowledge and confidence, divine guidance and wisdom, for being the source of everything, all praises upon Him.

She would like to express her heartfelt gratefulness, appreciation, and thanks to the following individuals for reviewing parts of the manuscript.

My warmest thanks to **Dr. Guillermo D. Lagbo**, her thesis adviser and statistician, for his continuous support, patience, motivation, valuable comments, suggestions and his immense knowledge and advices to make the research meaningful and made this thesis writing possible.

To the Chairman of Committee of Oral Examiners, **Dr. Nimfa T. Torremoro**, and to the panel members, **Dr. Michelle L. Mustacisa**, **Dr. Natalia B. Uy**, **Dr. Imelda M. Uy**, and **Dr. Letecia R. Guerra**, who provided encouraging and constructive feedbacks and valuable comments and suggestions in developing this research.

To the **Schools Division of Catbalogan City**, for allowing her to conduct the study in the **District of Catbalogan VI** and

for unselfishly providing the necessary information needed for this research.

To the School Heads of New Mahayag Elementary School, **Mr. Francisco J. Hechanova**, Bliss Community School, **Mr. Mateo M. Pabunan**, and Cagudalo Elementary School, **Mr. Rolanda L. Pisngot**, for extending their support and cooperation and for allowing her to conduct this study in their respective schools.

To all **Grade 6 learners** of Catbalogan VI for their honest responses in answering the survey questionnaire as respondents of the study.

To her School Head, **Sir Francisco J. Hechanova**, for all his supports, kindness, for giving her so much consideration and for all the knowledge and values that helped and contributed to her professional growth.

To her dear **colleagues** in New Mahayag Elementary School whose encouragements and support were valuable and precious.

Lastly, she would not have completed this road if not for her family. Her husband, **Mr. Reynald G. Mandado**, her daughter, **Mia Zeisha Mandado**. Her parents for the love and support, and who served as her inspiration.

J. J. C. M.

DEDICATION

I dedicate my thesis work to my **family** and **friends**. A feeling of gratefulness to my supportive and loving husband, **Mr. Reynald Mandado**, and my daughter, **Mia Zeisha Mandado**, whose love is unconditional and whose utmost efforts and prayers are always with me. Their support is what has made me who I am.

This is also respectfully dedicated to the **learners** of New Mahayag Elementary School (NMES) who, in some way or another, served as an encouragement to continue my studies in graduate school.

Most of all, I dedicate this to our **Almighty God** who made all things possible.

“For with God, Nothing shall be impossible! Luke 1:37”

Lovelyn

A B S T R A C T

Reading comprehension refers to the process of simultaneously extracting and constructing meaning through interaction and involvement with written language; it means understanding information included in a text and interpreting it in a suitable manner; and refers to the creation and re-creation of meaning from the printed materials. There were four areas considered in this study, namely: literal level, interpretive level, inferential level, and critical level, which were associated with the academic performance of the students. To ensure confidence in the results, appropriate descriptive and inferential tools were utilized. The study revealed that the reading comprehension of the student-respondents in English based on the reading test was moderate along literal level, interpretive level, inferential level, and critical level. In associating relationship between the reading comprehension of the student-respondents and their academic performance in English, it was found significant in terms of interpretative, inferential, and critical. In terms of literal, it was not significant.

Key Words: Reading Comprehension Level, Reading Difficulty, Inferential Level, Interpretive Level, Literal Level, Phonemic Awareness

TABLE OF CONTENTS

	Page
TITLE PAGE	1
APPROVAL SHEET	2
ACKNOWLEDGMENTS	3
DEDICATION	5
ABSTRACT	6
TABLE OF CONTENTS	7
LIST OF TABLES	10
LIST OF FIGURES	12
 Chapter	
1 THE PROBLEM AND ITS BACKGROUND	13
Introduction	13
Statement of the Problem	19
Hypotheses	21
Theoretical Framework	21
Conceptual Framework	26
Significance of the Study	30
Scope and Delimitation	33
Definition of Terms	34
 2 REVIEW OF RELATED LITERATURE AND STUDIES	 41
Related Literature	41
Related Studies	49
 3 METHODOLOGY	 62

	Research Design	62
	Locale of the Study	64
	Instrumentation	66
	Validation of Instrument	68
	Sampling Procedure	71
	Data Gathering Procedure	71
	Statistical Treatment of Data	73
4	PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA	81
	Profile of Student-Respondents	81
	Reading Comprehension in English of Student-Respondents Based on the Reading Test	93
	Relationship Between the Reading Comprehension of the Student- Respondents and Their Profile Variates	95
	Academic Performance in English of the Student-Respondents	99
	Difficulties Encountered in Reading by Student-Respondents	100
	Relationship Between the Reading Comprehension of the Student- Respondents and the Identified Factors	110
5	SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS	117
	Summary of Findings	117
	Conclusions	119
	Recommendations	122
6	INTERVENTION PROGRAM	124

BIBLIOGRAPHY	134
APPENDICES	140
A	Approval of Research Title	141
B	Assignment of Adviser	142
C	Questionnaire for Student-Respondents . . .	143
D	The 50-Item Reading Test	155
E	The 24-Item Reading Test	167
F	Request Letter to the Schools Division Superintendent to Conduct Validation and to Field Instrument	173
G	Request Letter to the Public Schools District Supervisor of the District of Catbalogan VIII to Conduct Validation of the Instrument	174
H	Request Letter to the School Head Teacher to Conduct Validation of Instrument	175
I	Request Letter to the Public Schools District Supervisor of District of Catbalogan VI to Conduct the Study	176
J	Request Letter to the School Head Teacher to Conduct the Study	177
CURRICULUM VITAE	178

LIST OF TABLES

Table		Page
1	The Table of Reliability	71
2	The Respondents of the Study by School	72
3	The Table of Linear Association	79
4	Age and Sex Distribution of Student-Respondents	82
5	Gross Monthly Family Income of Student-Respondents	83
6	Parents' Highest Educational Attainment of Student- Respondents	84
7	Parents' Occupation of Student- Respondents	86
8	Available Materials at Home of Student-Respondents	87
9	Attitude Toward Reading of Student-Respondents	88
10	Reading Habits of Student- Respondents	91
11	Reading Comprehension in English of Student-Respondents Based on the Reading Test	93
12	Relationship Between the Reading Comprehension of the Student- Respondents and Their Profile Variates	96
13	Academic Performance in English of the Student-Respondents	99
14	Difficulties Encountered in Reading by Student-Respondents along Phonemic Awareness	101

15	Difficulties Encountered in Reading by Student-Respondents along Word Decoding	103
16	Difficulties Encountered in Reading by Student-Respondents along Fluency	105
17	Difficulties Encountered in Reading by Student-Respondents along Vocabulary	107
18	Difficulties Encountered in Reading by Student-Respondents along Comprehension	109
19	Relationship Between the Reading Comprehension of the Student- Respondents and Their Academic Performance in English	111
20	Relationship Between the Reading Comprehension of the Student- Respondents and Their Difficulties in Reading	113

LIST OF FIGURES

Figure		Page
1	The Conceptual Framework of the Study	27
2	The Map of the Locale of the Study. . . .	65

Chapter 1

THE PROBLEM AND ITS BACKGROUND

Introduction

Before the COVID-19 pandemic, a large amount of the children's time was spent sitting in the classroom where they learn the various skills necessary for them to achieve success in their academics. The ability to read is one of those skills taught in school and highly valued because it is deemed as the foundation for all other learning in school. The key is to equip the child with this skill early in their education for better academic outcomes later and even in higher levels of education. With the onset of the COVID-19 pandemic, there was a sudden shift to distance learning where concern about students learning to read becomes inevitable.

It is evident that a learner who can read and understand the texts being read is the most important outcome of every education system. In essence, reading is an activity that involves greater levels of concentration. The habit of reading also helps readers discover new words and phrases that they come across in everyday conversations. Of all the language skills that students need to learn, reading is one of the most important as it is considered as a fundamental skill for success (Van, 2019:10).

In this regard, Republic Act Number 7743 was enacted to

promote the moral and intellectual well-being of the Filipino by increasing the literacy rate and emphasizing the significant role of education in nation-building through the establishment of public libraries and/or reading centers in all local government units. Likewise, Department Order Number 70, Series of 2011 was issued to establish the Every Child a Reader Program (ECARP), a national program that addresses the thrust of the Department of Education (DepEd) to make every child a reader at his grade level. It is designed to equip elementary pupils with strategic reading and writing skills to make them independent young readers and writers (www.deped.gov.ph/ 4 June 2022).

Sadly, there are some students who face difficulties in reading. Filipino students are not exempted from struggling to acquire reading proficiency as evidenced by results of local and international tests. Locally, the 2018 analysis of the reading performance in the Philippine Informal Reading Inventory (Phil-IRI) of the students, it was revealed that 70 percent of them were incapable of reading within the expected level due to a mismatch between the reader's ability and the level of reading materials that these students were required to read (<http://www.philstar.com>, 9 May 2021).

Likewise, the National Achievement Test (NAT) conducted in 2018 showed a poor reading performance of the students as suggested by a mean percentage score (MPS) of 66.33 which

turned to be lower than the mastery level of 75 percent as mandated by the DepEd. This result meant that learners are faced with difficulty in comprehending academic texts (<http://www.mb.com.ph>, 9 May 2021).

Internationally, the 2018 results of the Programme for International Students Assessment (PISA) showed that 15-year-old Filipino students scored 340 points compared to an average of 487 points by the students from the member countries of the Organization for Economic Co-Operation and Development (OECD) and hence, earned the last ranking among the 76 countries tested. Worse, the percentage of low performers in reading among Filipino students was one of the highest among the PISA-participating countries.

The above results of the dismal performance in reading of the students reflect the importance of reading in the learning context as it is a powerful learning tool. This means that if students have not properly mastered this learning tool, then their potential for success in the learning context is prejudiced from the start. This is even more a challenge in a distance learning setup where the students rely primarily on print-based materials like the self-learning modules for promoting learning (Pretorius, 2020:12).

Nonetheless, reading alone without comprehension is not enough to guarantee success in learning since students need to read texts to process and understand their meaning. This

emphasizes reading texts with comprehension so that students will understand the purpose and function of the text and understand the meaning of sentences and the relationships among them. Ultimately, the main goal of reading is to obtain a general understanding of what is included in the text rather than from separate words or sentences. Hence, students who are not able to comprehend what they read will not be able to succeed (Kerubo, 2014:1-17).

In essence, reading comprehension refers to the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Reading comprehension also means understanding information included in a text and interpreting it in a suitable manner. Moreover, it refers to the creation and re-creation of meaning from the printed materials (Alonzo, 2015:21).

The emphasis on reading comprehension is more defined when learning the English language which, for Filipinos, is considered to be a second or foreign language. As expected, educators stress that students encounter many difficulties while learning English because reading in the said language is a complex, dynamic, and multidimensional task. In fact, a paper presented by the National Conference on Research in Teaching Education showed that the results of the Philippine Informal Reading Inventory (Phil-IRI) on a national scale indicated that there was better language transfer in both

silent and oral reading from Mother Tongue to Filipino than to English. Across all nine regions and twelve Mother Tongues, higher means in Filipino than in English in both silent and oral texts suggested greater comprehension in the national language than in English (Nava et al., 2017:1).

Moreover, based on the overall performance of students, Filipino texts could be considered appropriate for grade levels for which they were intended. In contrast, the English texts, whether silent or oral, were more suitable for grade levels higher than those for which they were originally developed. In addition, regional results showed that Region VIII showed better performance in English in some grade levels which reflected the dominance of the English language over Filipino, the national language, in this region despite the introduction of Filipino prior to English in primary schools.

Considering the national picture of the students' better performance in reading comprehension in the Filipino language than in English, and a reverse trend for students from Region VIII where performance in reading in English showed better results, the next question was whether this better performance in reading in English of students in Region VIII translate to better academic performance in the said subject, and whether students in local schools in the provinces across the region display the same better trend in reading comprehension in the English language. On this premise, the

current study is being conducted to provide answers to the question if there is a link between reading comprehension and academic performance in English of the Grade 6 students in District V of Schools Division of Catbalogan City.

Furthermore, the study is prompted by the results of the Phil-IRI assessment in oral reading for School Year 2020-2021 which revealed some portion of the total Grade 6 students enrolled per school who were still in the frustration level and are even non-readers. In Bliss Community Elementary School, 21 students out of the 249 total Grade 6 students were at the frustration reading level in the pretest and 31 in the posttest; there were seven non-readers in the pretest and one non-reader in the posttest (Consolidated Phil-IRI Report in Oral Reading, District VI, School Year 2020-2021).

Likewise, in New Mahayag Elementary School, 14 out of the 137 Grade 6 students were in the frustration reading level in the pretest and 16 in the posttest, and 16 non-readers in the pretest and no non-readers in the posttest. Lastly, 10 of the 15 Grade 6 students were in the frustration reading level in the pretest while seven in the posttest; and three non-readers in the pretest and no non-reader in the posttest.

Furthermore, the average grade range during the first to fourth quarters during the School Year 2020-2021 of Grade 6 students in the District VI of Schools Division of Catbalogan City showed promising academic performance since they were

slightly above the 75 percent national standard of DepEd. In Bliss Community Elementary School, the average grade range for the first quarter was 80.80, 82.55 for the second quarter, 82.27 for the third quarter, and 80.79 for the fourth quarter; Cagudalo ES had 81.60 for the first quarter, 82 for the second quarter, 82.40 for the third quarter, and 83.20 for the fourth quarter; and New Mahayag Elementary School had an of 77.1 percent for the first quarter, 78.28 for the second and third quarters, and 81.13 for the fourth quarter (Consolidated Grade Range for District VI, School Year 2020-2021).

The above results although not dismal still warranted room for improvement in terms of their academic performance in English and the improvement of their reading performance, especially in terms of their reading comprehension. Hence, this study determined the relationship between the students' reading comprehension and academic performance in English.

Statement of the Problem

The study determined the relationship between reading comprehension level and academic performance in English of the Grade 6 students in District VI in the Schools Division of Catbalogan City, during the School Year 2021-2022, with the end-view of proposing an intervention program.

Specifically, this study sought answers to the following questions:

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

- 1.1 age and sex;
- 1.2 gross monthly family income;
- 1.3 parents' highest educational attainment;
- 1.4 parents' occupation;
- 1.5 available reading materials at home;
- 1.6 attitude toward reading; and
- 1.7 reading habits?

2. What is the level of reading comprehension in English of the student-respondents based on a 24-item reading test along the following:

- 2.1 literal level;
- 2.2 interpretive level;
- 2.3 inferential level; and
- 2.4 critical level?

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

4. What is the academic performance in English of the student-respondents based on their final grades in the first and second quarter of School Year 2020-2021?

5. What are the difficulties encountered in reading by the student-respondents along the following parameters:

- 5.1 phonemic awareness;

5.2 word decoding;

5.3 fluency;

5.4 vocabulary; and

5.5 comprehension?

6. Is there a significant relationship between the level of reading comprehension in English of the student-respondents and the following identified variates:

6.1 academic performance in reading; and

6.2 difficulties in reading?

7. What intervention program in reading may be proposed based on the findings of the study?

Hypotheses

On the basis of the specific questions of the study, the following null hypotheses were tested:

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

2. There is no significant relationship between the level of reading comprehension in English of the student-respondents and the following identified variates:

2.1 academic performance in English; and

2.2 difficulties in reading.

Theoretical Framework

Three theories provided solid theoretical support to the

conduct of this study which focused on the potential link between reading comprehension level and academic performance in English of the students. These three theories included the Schema Theory by Rumelhalt, Reading Component Theory by Chun and Plass, and Multiple Intelligences Theory by Gardner.

The Schema Theory by Rumelhalt (1980:25) serves as the primary theory in support of the present research. This theory proposed that all knowledge is organized into units and within these units of knowledge, or schemata, is stored information. Individuals have schemata for everything. Long before students come to school, they develop schemata or units of knowledge about everything they experience. Eventually, schemata become theories about reality which affect the way information is interpreted and continue to change as new information is received.

Within the context of reading, the reader uses schemata to comprehend and learn from text. A text only provides directions for readers as to how they should retrieve or construct meaning from previously acquired knowledge or schema. Thus, comprehending a text is an interactive process between the reader's background knowledge and the text. Efficient comprehension requires the ability to relate the textual material to one's own knowledge. Therefore, every act of comprehension involves one's knowledge of the world (An, 2013:201).

Reading comprehension, thus, seems to be a complex skill for students to learn. On top of the complexity of reading comprehension is the fact that most teaching takes place in a classroom with students who have different socioeconomic conditions, abilities, interests, and attitudes. These are aspects that add up to the so-called background that each student brings to the learning process and determine their schema (Harris & Sipay, 1984:25).

Therefore, these are not superficial differences that students must neglect. When teaching reading in English, the teachers must look for the effective approach and strategies to use to meet the needs of students and create activities that can make them become active participants in the learning process. Otherwise, they fail to effectively learn to read which, in a sense, can impact on their ability to maximize learning outcomes in general.

This study likewise finds support from the Reading Component Theory by Chun and Plass (Wallace, 1987:45-51). The theory subdivides reading into six component skills and knowledge areas and points the cognitive processes involved in reading as having an influence on comprehension. The six suggested skills and areas are automatic recognition skills, vocabulary and structural knowledge, formal discourse structure knowledge, content or world background knowledge, synthesis and evaluation skills and strategies, and

metacognitive knowledge and skills monitoring.

The automatic recognition skills stand for recognizing letters, characters and words, which involve lower-level processing. The knowledge of vocabulary with whose help the reader tries to match written words with their mental representation and construct the meaning of the whole sentences. Furthermore, formal discourse structure knowledge is readers' knowledge of the genre, which helps to predict the general organization of the text. As for the notion of content, written texts must be about something, not just perform general functions of informing, persuading or ordering. The content should also be selected adequately to the kind of the reader. Thus, young learners should be presented with fairly easy texts not handling any serious adult topics (Koda, 1992:502-512).

Moreover, synthesis and evaluation skills help the reader put the component parts of the sentence into a logical and meaningful utterance and evaluate which constituents are redundant for the overall meaning of the sentence. Metacognitive knowledge helps in fluent synthesizing of textual subsystems such as content, intent, and language into a larger metasystem of meaning.

Lastly, skills monitoring is inseparably connected with the reading process, because it may be both conscious and subconscious. The reader may consciously or subconsciously

monitor the reading process, examining the correctness of comprehension process.

Thus, reading is a process or set of ordered stages, consisting of a beginning state, an end state, and intervening transformations. Reading comprehension specifically involves multiple cognitive processes that are hierarchically related to one another, from recognizing letters, characters, and words, to analyzing the syntactic and semantic structure of clauses and sentences, to generating inferences. In this case, students proceed from the most basic reading process until they become independent readers. More specifically, Grade 6 students may be in higher levels of reading than those students in lower grade levels (Just & Carpenter, 1980:329-354).

Lastly, the Multiple Intelligences Theory by Gardner (Levine et al., 2012:540) supports the present research. This theory suggests that the traditional psychometric view of intelligence is too limited. Hence, all people have different kinds of intelligence. The theory further espouses that in order to capture the full range of abilities and talents that people possess, it is best to believe that people do not have just an intellectual capacity, but have many kinds of intelligences such as visual-spatial, linguistic-verbal, interpersonal, intrapersonal, naturalistic, musical, bodily-kinesthetic, and logical-mathematical.

Taken in the context of reading comprehension in English which is a second language or L2, individual differences can have a moderating effect in as much as students learn from information presented in a reading text in different modes. These individual differences also moderate how students proceed in their learning which ultimately gauges academic performance in English. These differences include, but are not limited to, linguistic competence, learning and cognitive styles, abilities (spatial, verbal), and affective factors (like interests, motivation, and attitude). While most of these variables have an effect on academic performance of the students in general, some of these are especially associated with reading comprehension in English. These are verbal and spatial abilities as espoused in the Multiple Intelligences Theory (Keefe, 1989:87-94).

The three theories discussed in this part shed light to the specific problems of the present research. These theories likewise elaborate on the need to probe into the potential relationship between reading comprehension level and the academic performance in English of the student-respondents. Lastly, these three theories are bases that serve as solid foundation for the conduct of the present research.

Conceptual Framework

Figure 1 shows the conceptual framework of the study

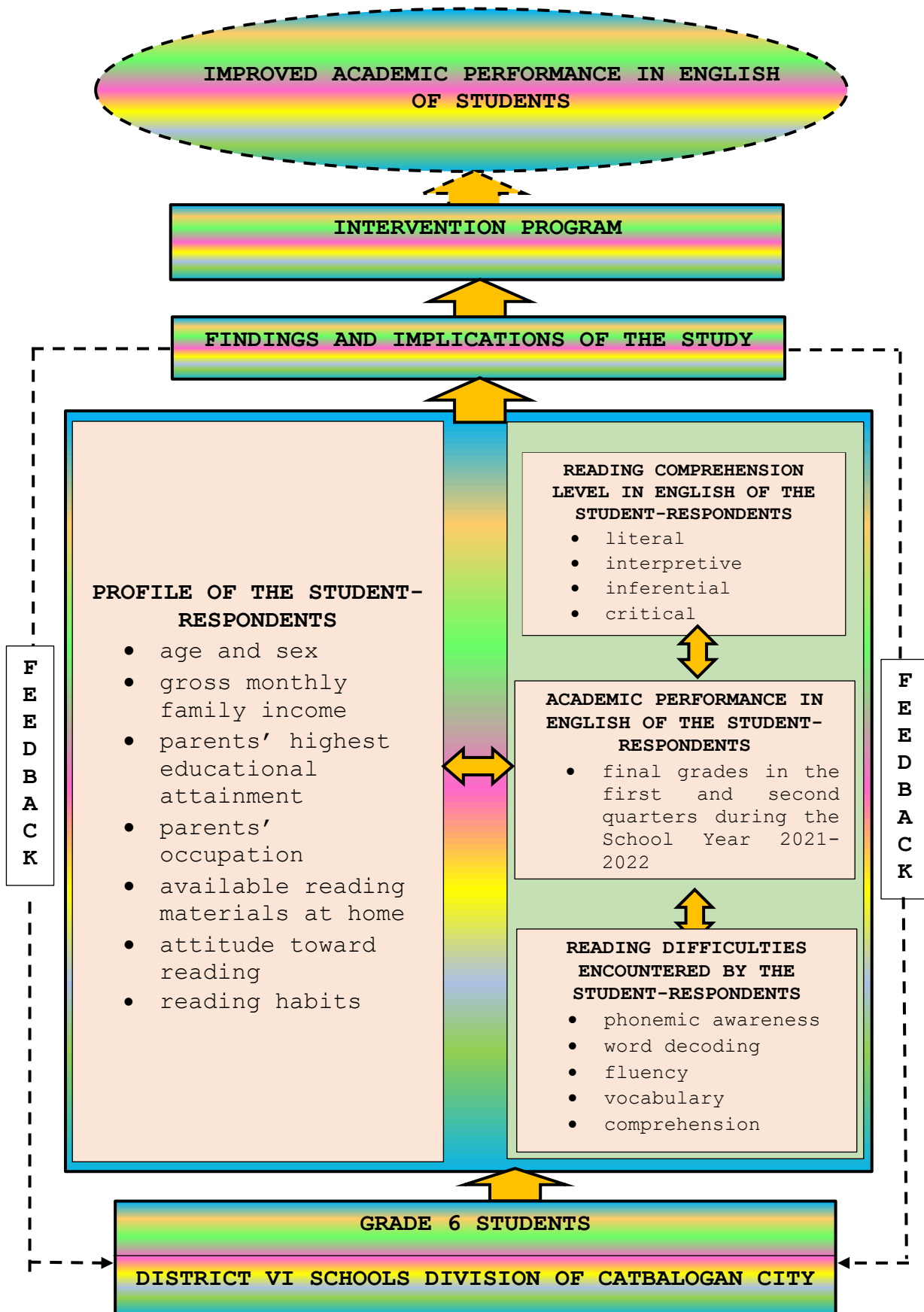


Figure 1. The Conceptual Framework of the Study

which is adapted from the Independent-Dependent-Variable (IDV) Model (Salkind, 2010).

As it is shown in the base frame, the respondents of the study are the Grade 6 students in District VI in the Schools Division of Catbalogan City, during the School Year 2021-2022. It is linked to the bigger frame by a single-directional arrow moving upward.

The bigger frame consists of some smaller boxes with the variates of the study. The profile of the student-respondents was described in this study in terms of the following: age and sex, gross monthly family income, parents' highest educational attainment and occupation, available reading materials at home, attitude toward reading, and reading habits, as shown in the smaller frame at the left of the bigger frame.

Likewise, the level of reading comprehension in English of the student-respondents based on a 24-item reading test along literal, interpretive, inferential, and critical levels, shown in the upper smaller frame at the right of the bigger frame. Moreover, the academic performance in English of the student-respondents based on their final grades in the first and second quarter of School Year 2021-2022 was evaluated in this study as seen in the middle smaller frame at the right of the bigger frame.

Lastly, the difficulties in reading encountered by the

student-respondents were identified and delved into in this study along phonemic awareness, word decoding, fluency, vocabulary, and comprehension, shown in the lowermost smaller frame at the right of the bigger frame.

The significance of the relationship between the level of reading comprehension in English of the student-respondents and their profile variates was determined in this study as reflected by the double-directional arrow connecting the smaller frames inside the bigger frame. Also, the relationship between the level of reading comprehension in English of the student-respondents and the following identified variates was determined, academic performance in English, and difficulties in reading.

Meanwhile, the findings of the study served as the valuable implications, shown in the third higher frame, in order to develop an intervention program for reading, as shown in the fourth higher frame. In the end, this intervention program is hoped to improve the academic performance in English of the students, as shown by the topmost perforated shape. The broken loops on either side of the bigger frame served as worthy feedback pathways to communicate the results of the study to the respondents of the study at the base of the schema.

Significance of the Study

The findings of the study would be valuable and beneficial to the students, teachers, school reading coordinators, education program supervisors in English, Filipino, and MTB-MLE, school administrators, reading experts, curriculum writers, DepEd key officials, parents, and future researchers.

To the Students. The findings of the study would serve as inputs for the students to re-assess their attitude toward reading, their reading habits, and the difficulties that they encountered while reading. This re-assessment would give them the chance to develop healthier reading habits, more positive attitude toward reading, and find mechanisms to mitigate the impact of reading difficulties. The healthier reading habits, more positive attitude toward reading, and mitigated reading difficulties of the students would give an enabling avenue for them to improve their reading comprehension in English, in particular, and their academic performance in the same subject, in general.

To the Teachers. The findings of the study would give the teachers key inputs to devise instructional strategies in English that cater to the individual reading comprehension levels of the students. Likewise, this study would enable the teachers to look closely into the academic performance of the student-respondents and how this could be affected by their

reading comprehension. All these understandings would allow the teachers to put in sync their teaching strategies with the reading capabilities of the students. Eventually, the teachers would be able to enjoy students with higher levels of academic performance in English even if it is a second or foreign language.

To the School Reading Coordinators. The results of this study would serve as inputs for the school reading coordinators in their monitoring and evaluation of the reading comprehension of the students and their academic performance.

To the Education Program Supervisors in English, Filipino, and MTB-MLE. The results of this study would serve as inputs for the education program supervisors, particularly, in English, Filipino, and MTB-MLE for the intervention activities they would provide to the students to enhance their reading comprehension and provide technical assistance to teachers.

To the School Administrators. The findings of the study would give school administrators objective leverage to support the adoption of the proposed intervention program in reading. Likewise, the school administrators could have objective basis to extend technical assistance (TA) in the form of monitoring of the reading comprehension levels of the students and with the end view of providing mentoring programs

to improve their reading comprehension level. In the end, they would be able to enjoy a school with better performing Grade 6 students.

To the Reading Experts. The findings of the study would give reading experts reason to adopt the intervention program in reading which this study would propose. Moreover, the reading experts would be able to create reading assessments based on the literal, interpretive, critical, inferential, and critical levels of reading comprehension. Hence, the reading programs would be more specific to the needs in reading of the students according to their assignment of a reading comprehension level.

To the Curriculum Writers. The findings of the study would enable curriculum writers to re-assess the most essential learning competencies (MELCs) relevant to reading being implemented in the current school year. This review of the English curriculum would give curriculum writers idea as regards what learners' activity sheets (LAS) in reading must be written to keep abreast with the reading comprehension profile of the students especially in the midst of the COVID-19 pandemic.

To the DepEd Key Officials. The findings of the study would give the DepEd key officials a research-based reading intervention program. This would allow the DepEd key officials to get funding support for the said program in order

to be implemented in the various public elementary schools in the Schools Division of Catbalogan City.

To the Parents. The findings of this study would give the parents better and increased leverage to redefine their roles as parents from passive onlookers of their students' academic performance to active facilitators of learning at home, especially in English. In the long run, the parents would be able to optimize the benefits of sending their children to school in terms of improved academic performance.

To the Future Researchers. The findings of the study would enable the future researchers to conduct follow-up studies on reading comprehension and academic performance in English in other districts and school divisions. This would also give motivation for researchers to conduct a validation study on the effectiveness of the intervention program in reading which this study would propose.

Scope and Delimitation

The study determined the relationship between reading comprehension level and academic performance in English of the Grade 6 students in District VI in the Schools Division of Catbalogan City, with the end-view of proposing an intervention program. The profile of the student-respondents was described in this study in terms of the variates of age and sex, gross monthly family income, parents' highest

educational attainment and occupation, available reading materials at home, attitude toward reading, and reading habits.

Likewise, the level of reading comprehension in English of the student-respondents based on a 24-item reading test along literal, interpretive, inferential, and critical levels. Moreover, the academic performance in English of the student-respondents based on their final grades in the first and second quarter of School Year 2021-2022 was evaluated in this study. Lastly, the difficulties in reading encountered by the student-respondents were identified and delved into in this study along phonemic awareness, word decoding, fluency, vocabulary, and comprehension.

Finally, this study was conducted during the School Year 2021-2022.

Definition of Terms

The terms found in this part of the research are taken from the statement of the problem. They are herein defined in terms of their conceptual and operational definitions to give a better and uniform frame of reference as regards how they were used in this study.

Academic Performance. Conceptually, the term refers to the net result of the students' cognitive and non-cognitive attributes and the sociocultural context in which learning

takes place (Liem & McInerney, 2018:839). Operationally, the term referred to the net result of the student-respondents' cognitive and non-cognitive attributes in English based on their final grades in the said subject during the first and second quarters of School Year 2021-2022.

Attitude toward Reading. Conceptually, the term refers to a system of feelings related to reading which causes the learner to approach or avoid a reading situation (Akbari et al., 2017:1). Operationally, the term was taken in this study as the system of feelings related to reading of the student-respondents which can either cause them to approach or avoid a reading situation based on their responses in the Motivations for Reading Questionnaire (MRQ) developed by Wigfield and Guthrie (1995:420-432) which was adopted in this study.

Comprehension Level. This term refers to the ability to process information that students read and understand its meaning. The three levels of comprehension are the literal level, inferential level and the critical/evaluative level (<https://www.google.com/search?q=comprehension+level/> 5 March 2022). In this study, it referred to the manner by which the students understood what they read in English, Filipino, and in MTB-MLE.

Critical Level. Conceptually, the term refers to a level of reading comprehension when students read moving further

beyond the text and making judgments as they read; and at this level, students make decisions such as whether the text or author is accurate and reliable, or discern if a statement is a fact or opinion (<https://study.com>, 21 May 2021). Operationally, the term was taken in this study as one of the levels through which the reading comprehension of the student-respondents was measured based on their scores in a 24-item reading test in English.

English. Conceptually, the term pertains to an academic discipline taught in primary, secondary, and post-secondary education; and it involves the study and exploration of text created in English literature (McComiskey, 2006:44). Operationally, the term was used in this study as the sole learning area through which the reading comprehension and academic performance of the student-respondents were determined.

Fluency. Conceptually, the term refers to the ability to read as one speaks; made up of three elements of accurate reading of connected text at a conversational rate with appropriate prosody or expression; critical building block of reading as this is the precursor of reading comprehension (<https://www.readnaturally.com>, 5 May 2021). Operationally, the term referred to the same context as defined conceptually but served as one of the dimensions through which the student-respondents' reading difficulties in English were determined

based on their responses in the questionnaire created for the purpose.

Intervention Program. Conceptually, the term refers to a set of activities that provide students with an opportunity to increase their learning outcome levels; and activities that are designed to meet the individual needs of students since the pace of instruction is modified to allow for different rates of learning (<https://www.umasd.org>, 5 May 2021). Operationally, the term was used in this study to refer to the reading intervention program which was developed based on the results of the study.

Inferential Level. Conceptually, the term refers to the ability to process written information and understand the underlying meaning of the text; and this level is then used to infer or determine deeper meaning that is not explicitly stated in the reading material (<https://education.nsw.gov.au>, 5 May 2021). Operationally, the term was taken in this study as one of the levels through which the reading comprehension of the student-respondents was measured based on their scores in a 24-item reading test in English.

Interpretive Level. Conceptually, the term refers to the level of reading comprehension where students are able to read beyond the literal words on the page and find understanding; at this stage, students go beyond the text to find meaning and imagine what a character is feeling or what

the author means by words or actions (<https://study.com>, 21 May 2021). Operationally, the term was taken in this study as one of the levels through which the reading comprehension of the student-respondents was measured based on their scores in a 24-item reading test in English.

Literal Level. Conceptually, the term refers to the level of reading comprehension where students understand what the words mean in a very basic way; at this level of reading, students understand the words on the page as they are written and can answer fact-related questions (<https://study.com>, 21 May 2021). Operationally, the term was taken in this study as one of the levels through which the reading comprehension of the student-respondents was measured based on their scores in a 24-item reading test in English.

Phonemic Awareness. Conceptually, the term refers to the ability to hear and manipulate individual phonemes, the smallest mental unit of sounds that help to differentiate smallest units of meaning or morphemes (Adams, 1998:822). Operationally, the term referred to the same context as defined conceptually but served as one of the dimensions through which the student-respondents' reading difficulties in English were determined based on their responses in the questionnaire created for the purpose.

Reading Comprehension. Conceptually, the term refers to the process of simultaneously extracting and constructing

meaning through interaction and involvement with written language; it means understanding information included in a text and interpreting it in a suitable manner; and refers to the creation and re-creation of meaning from the printed materials (Alonzo, 2015:21). Operationally, the term was taken in the same context as it is defined conceptually, but specifically referred to the process of simultaneously extracting and constructing meaning through interaction and involvement with written language in English based on some graduated or scaled levels, namely: literal, interpretive, inferential, and critical measured on a 24-item reading test.

Reading Difficulty. Conceptually, the term is defined as struggles with reading that individuals experience in terms of phonemic awareness, understanding alphabetic principle, applying these skills in a rapid and fluent manner, possessing strong vocabularies and syntactical and grammatical skills, and relating reading to their own experiences (Lyon, 2000:1). Operationally, the term was used in this study to refer to the struggles with reading in English which the student-respondents encountered along phonemic awareness, word decoding, fluency, vocabulary, and comprehension.

Reading Habit. Conceptually, the term refers to the behavior which expresses the likeness of reading of individual types of reading and tastes of reading; a pattern with which an individual organizes his/her reading (Sangkaeo

1999:1). Operationally, the term referred to the student-respondents' behavior which expressed the pattern with which they organized their reading which was determined through their responses in Hamline's Habits and Skills Checklist (Pauk & Ross, 2005:1-2).

Vocabulary. Conceptually, the term refers to the ability of the students to learn a list or collection of words or phrases usually alphabetically arranged and explained or defined (<https://www.dictionary.com>, 7 May 2021). Operationally, the term referred to the same context as defined conceptually but served as one of the dimensions through which the student-respondents' reading difficulties in English was determined based on their responses in the questionnaire created for the purpose.

Word Decoding. Conceptually, the term refers to the ability to translate codes into the original language or form (<https://www.dictionary.com>, 7 May 2021). Operationally, the term referred to the same context as defined conceptually but served as one of the dimensions through which the student-respondents' reading difficulties in English was determined based on their responses in the questionnaire created for the purpose.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter enumerates and discusses several literature and studies reviewed from books, journals, published and unpublished materials which are relevant to the ideas about reading comprehension and academic performance of students. These literature and studies are reviewed to expound on the specific problems of the present research.

Related Literature

Literature on reading in general, reading comprehension in particular, academic performance, and the relationship between reading comprehension and academic performance of the students are presented in this part to intensively discuss the backdraft of the study.

Education systems throughout the world are often faced with the challenge of meeting the needs of students who are not performing at grade level expectations and provide the kind of support services to help these students to close the achievement gap. Reading is a skill that is used in every academic subject area, and thus, it is logical for schools to examine a correlational relationship between this skill and the students' academic performance (Cimmiyotti, 2013:127).

Hence, the implication is that the ability to read is

key for students to possess and in the process, reading skills are essential skills for them to master because information is presented in text. Reading is, thus, an interactive process that goes on between the reader and the text, resulting in comprehension. From this perspective, reading is seen as the combination of textual information with the information the reader brings to the text resulting to comprehension of the text. Reading is a mental process, and is not simply getting from print but engaging the readers' mind to decode meaning from the printed text. In the process, the students require thinking to be able to read.

Accordingly, reading is an important skill that needs to be learned at an early age because it will make the learning of other skills, content, and knowledge easier owing to the fact that the foundation of almost all learning can be acquired through reading. Yet, many children seem to fail in acquiring this skill. Sadly, without the ability to read, children are deprived of access to information about health, social, and cultural issues, or the simple appreciation that the leisure of reading brings (Greaney, 2016:1).

Underscoring its importance in other learning areas, it is best to possess a fundamental understanding of the concept of reading comprehension. Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It

consists of three elements, to wit: the reader, the text, and the activity or purpose for reading. It is also explained as a holistic process of constructing meaning from written text through the interaction of the reader's knowledge brought to the text such as word recognition ability and knowledge of linguistic conventions, the reader's interpretation of the language used in making meaning from the text read, and the reader's situation while reading the text (McNamara & Kendeou, 2011:33-46).

Moreover, reading comprehension is a product of mental representation in the reader's memory which, in turn, happens in the process of reading. Thus, failure in the reading process leads to low comprehension product. It requires knowledge not only of the meaning of the words, but of their relationships in sentences, paragraphs and longer passages. It involves understanding the intent of the author and may go beyond literal recorded fact to hidden meaning. The comprehension skills that can be taught and applied to all reading situations include summarizing, sequencing, making inferences, comparing and contrasting, drawing conclusions, self-questioning, problem-solving, relating background knowledge, distinguishing between fact and opinion, and finding the main idea, important facts, and supporting details. These skills are particularly important for comprehending what is generally known as information reading

or expository reading (Aldridge, 2015:6).

Meanwhile, reading comprehension is comprised of several levels, to wit: literal, interpretive, inferential and critical. The literal level of reading comprehension refers to understanding what the words mean in a very basic way. In fact, students at this level understand the words on the page as they are written. At the interpretive level, students are able to read beyond the literal words on the page and find understanding. At this level, learners can use an important skill called inferring or going beyond the text to find meaning (<https://study.com>, 12 May 2021).

The inferential level involves determining what the text means. Determining inferential meaning requires the reader to think about the text and draw a conclusion therefrom. The focus shifts to reading between the lines, looking at what is implied by the material under study. It requires reader students to combine pieces of information in order to make inferences about the author's intent and message. Lastly, the critical level involves analyzing or synthesizing information and applying it to other information. At the critical level, the interpretive level of reading comprehension is combined for successful reading comprehension by the reader (<https://wehavekids.com>, 12 May 2021).

Meanwhile, the goal of reading instruction is ultimately targeted at helping a reader comprehend text. The process of

comprehending involves decoding the writer's words and then using background knowledge to construct an approximate understanding of the writer's message. Yet, different readers will interpret an author's message in different ways. This is to say that reading comprehension is affected by several factors such as the reader's knowledge of topic, knowledge of language structures, knowledge of text structures and genres, knowledge of cognitive and meta-cognitive strategies, their reasoning abilities, their motivation, and importantly, their level of engagement (<http://www.specialconnections.ku.edu>, 11 May 2021).

Moreover, reading comprehension is also affected by the quality of the reading material. Some writers are better writers than others, and some writers produce more complex reading materials than others. More so, students who had trouble learning to decode and recognize words often will have difficulty with reading comprehension. In fact, students who struggle with decoding rarely have a chance to interact with more difficult text and often learn to dislike reading. Also, readers with poorly developed language skills and strategies will not have the tools to take advantage of the obvious structures and comprehension cues that are part of text nor will they have the extra tools needed to overcome the barriers. Lastly, the type of instruction that a student receives will affect reading comprehension. This means that

strategies for improving reading comprehension must be taught directly by the teachers.

The complex nature of reading comprehension requires reading levels assessment in relation to the types of text format to determine whether these variables influence the meaning-making process assessing students as to their level using assessment tests. Scores based on types of text and test can be related to the three functional reading levels of learners, to wit: independent, instructional, or frustration. The independent level is when readers understand a text without assistance from an adult. The instructional level when assistance from an adult to read and understand a text is required. Lastly, the frustration level is when the guidance to readers appropriate for their grade level fails to make sense (<http://mina.education.ucsb.edu>, 11 May 2018).

Based on the discussions about reading comprehension, it is implied that reading is a skill which can be taken as a step taken by students to gain deeper understanding of their lessons, in particular, and of the world, in general. This implicit meaning of reading comprehension makes it inevitable to point a relationship between it and the general achievement of the students. The potential relationship between reading comprehension and academic performance of students warrants an understanding of how this is possible between these two aspects. Essentially, academic performance measures how

successful students are and refers to the attainment of their scholastic goals. It can also be defined in terms of skill acquisition. It is furthermore reflected by the extent to which a student has acquired the skill of knowledge through the training in school imparted to them (Crow & Crow, 2016: 345).

However, academic performance is measured after students take assessment tests by ratings decided upon and applied by the school. In most cases, academic performance levels are often measured quantitatively through Grade Point Averages (GPAs) or General Weighted Averages (GWAs) of the students. The emphasis on academic performance is important because it is used as a symbol of school success. From the Victorian Period where academic performance started to be considered as a symbol of effectiveness of school, it has been used to grade schools and to determine the students' career paths. In fact, the good schools are those that are able to groom the students well enough to achieve the set of standards (Bell, 2013:107).

Therefore, the importance of the students' high academic performance has attracted the attention of education experts to explore the potential vulnerability of this construct to the level of reading comprehension of the students. This means that information about how reading comprehension impacts on academic performance is important for raising the standards of performance of the students. To this end, some literature

posits that academic performance is based on the development of reading comprehension of the students (Horbec, 2012:58).

In one literature, for instance, education stakeholders provided that there is a strong relationship between reading comprehension and academic performance. The level of reading comprehension of the students significantly assisted them in their learning process and enhances their academic outcomes. Thus, reading comprehension is considered to be a catalyst for developing quality learning outcomes on the part of the students (Singer & Alexander, 2017:155-172).

Reading comprehension enables students to possess of the capacity for understanding thoughts and ideas. The skills to read with comprehension must be developed as all lessons and activities require comprehension. Simply put, the students' application of what they have understood in their readings is a sure ticket to better academic performance. Therefore, poor reading comprehension is cited as a fundamental feature of academic performance in education systems throughout the globe. Sadly, many students enter schools underprepared for the reading demands that are placed upon them (Nel et al., 2014:213).

Unfortunately, one educator opined that an undeniable fact remains that majority of Filipino students do not possess even the ability and motivation to read. A 2017 report by the Department of Education (DepEd) emphasized that 70 percent of

the learners are incapable of reading within the expected level. This was, in fact, supported by a report in the same year that the fast-evolving and changing technology caused for reading to be taken for granted. Consequently, students had developed poor reading comprehension which, in turn, led to the poor performance of students in assessment tests. As a matter of fact, the students' low scores in English, Science and Mathematics could be attributed to their lack of ability in basic reading and reading comprehension (Panerio, 2018:3).

The previous literature discussed in this part which showed the relationship between reading comprehension and the students' academic performance has prompted the present researcher to focus on the same relationship and intends to localize the context among the Grade 6 Students of District V, Schools Division of Catbalogan City. Hence, the literature cited here facilitated in laying out the problems of the study.

Related Studies

The salient findings of several unpublished materials are herein discussed in terms of how similar and dissimilar they are to the present research to provide breadth and depth to the topics on reading comprehension and academic performance of the students, and how these two variates are connected.

Minoza (2019) conducted a research entitled, "Reading Comprehension Level among Intermediate Learners". The data revealed that there is no significant difference in the level of comprehension in silent reading between males and females. Also, in terms of the level of comprehension in oral reading, there was gender difference with females outperforming the males. On socio-economic status, this influenced the level of reading comprehension in silent reading. Moreover, the post hoc analysis revealed a significant difference between respondents of high socioeconomic status and average and low SES with better SES outperforming those with lower SES. Likewise, a significant difference in the level of reading comprehension on silent reading was also revealed between those with average SES and low SES favoring those who have claimed to belong to average SES. However, there was no significant relationship between the level of comprehension in oral reading, SES and parental involvement.

The similarity in purpose between the present and the previous research was obvious because they both dealt with reading comprehension of intermediate students. Nevertheless, the two studies differed in terms of respondents involved in so far as the previous research is broader as it included all grades in the intermediate grade levels whereas the present one was specific to Grade 6 students. Also, the previous study determined the differences in the level of reading

comprehension in both oral and silent reading on the bases of socioeconomic status and parental involvement. In the present case, the association in the level of reading comprehension of the student-respondents was measured with respect to their profile variates other than socioeconomic status and parental involvement.

Cadiong (2019) conducted a research entitled, "Factors Affecting the Reading Comprehension Level of Grade VI Learners of Selected Elementary School in the District of Tanza, Cavite". Findings revealed that majority of the Grade VI learners comprised the instructional level of reading comprehension. It also showed that the parent, home, teacher and learner factors all have moderate extent of association to the learners' level of reading comprehension, and that the parent factor had a weak association with learners' level of reading comprehension. On contrary, the home, teacher and learner factors have had a negligible association with learners' reading comprehension level. It also revealed that all the factors considered significantly affected the reading comprehension of the Grade VI students.

The previous study and the present research had the same objective which was to assess the reading comprehension levels of the students. Likewise, the two studies had the same cohort of students taken as respondents, the Grade 6 students. Nonetheless, the previous study was solely

concerned with reading comprehension and how it impacted by certain home, teacher, and learner factors. On the contrary, the present research focused not only on the reading comprehension levels of the student-respondents but also on how these levels influenced their academic performance in English. Hence, in a sense, the previous study was simpler than the present research in terms of variates focused upon.

Balan (2019) conducted a study entitled, "Reading Habits and their Influence on Academic Achievement among Students at Asia Pacific International University". Among the five variables, the study showed that the purpose of reading had a significant relationship with academic performance of the students. Furthermore, the findings showed that the majority of the respondents value the importance of reading. However, the respondents had low reading habits.

The only similarity that the previous study of Balan had with the present research was that there was some aspect of reading which was being correlated with the students' academic achievement. This was very similar to the purpose of the present study which determined the relationship between the student-respondents' reading comprehension and academic performance in English. Nonetheless, the previous study was very specific to reading habits whereas the present one was specific to reading comprehension. Also, the previous study focused on performance in general whereas the present one

focused on academic performance in English of the student-respondents.

Paz (2018) conducted a researcher entitled, "Reading Comprehension Levels in English among Grade 7 Students in Caraga State University, Philippines". The study found out that the levels of reading comprehensions were weak at these levels: interpretative, critical, and application.

The similarity in purpose made the previous study worthy of mention in the present research. This meant that the previous study had the same objective as the present one which assessed the reading comprehension levels of the students. However, the previous study was narrower in scope than the present research which correlated the reading comprehension of the student-respondents with their academic performance in English. In addition, the previous research took Grade 7 students as respondents whereas the present research involved the Grade 6 students as respondents.

Estremera (2018) conducted a study entitled, "Factors Affecting the Reading Comprehension of Grade Six Pupils in the City Division of Sorsogon, Philippines as Basis for the Development of Instructional Materials". Findings revealed that in silent reading, pupils were on frustration level of comprehension. In oral reading, pupils likewise fell on frustration level. Furthermore, it revealed that there were factors affecting the reading comprehension of the pupils.

These factors are pupil, language, teacher, school head, school, home, and community factors.

The previous study was noteworthy in the present study because they had the same purpose which was the determination of the level of reading comprehension of the students. In this case, these two studies found out how students perform in reading with comprehension. However, the previous study was narrower in scope and less complex because it only determined the factors that affect the level of reading comprehension of the students. The present research did not only stop at knowing the reading comprehension levels of the student-respondents, but likewise found out how these levels affected their general academic performance in English.

Hijazi (2018) conducted a research entitled, "The Relationship between Students' Reading Comprehension and their Achievement in English". The findings revealed that students' reading comprehension was of a medium degree and their achievement in English was of a medium degree as well. In addition, the study also found out that there were no statistically significant differences in students' reading comprehension or in their achievement due to gender. On the other hand, there were statistically significant differences in students' reading comprehension and in their achievement in English on the basis of their degree program enrolled in. Moreover, there was a statistically significant relationship

between students' reading comprehension and their achievement in English since reading comprehension positively affects students' achievement.

The previous study held some similarities with the present research. First, these two studies dealt with similar variates studied, reading comprehension and learning outcome in English. Second, these two studies had the same purpose which was to determine the relationship between the reading comprehension and the students' achievement. Third, both studies focused on achievement in English. However, they differed because the previous study focused on college students as respondents and determined the differences in reading comprehension levels of the students based on the students' degree program.

Nyarko (2018) conducted a study entitled, "English Reading Proficiency and Academic Performance among Lower Primary School Children in Ghana". Results showed that reading proficiency was significantly and positively related with children's performance on all standard performance tests after controlling paternal involvement, maternal involvement, financial situation, and age as moderating variables. Type of school significantly affected academic performance. However, no gender differences were observed in the children's academic performance.

The study of Nyarko was similar to the present research

because it focused on reading and how it affected academic performance of students in the primary grade levels. In this case, it possessed similarity in purpose to the present one which was also determined the relationship between the reading comprehension of the student-respondents and their academic performance. Nonetheless, the two studies were dissimilar in some important aspects. For one, the previous research focused on the students' academic performance in Mathematics, English, and Integrated Science whereas the present study focused solely on the academic performance in English of the student-respondents. Likewise, the previous research involved students from lower primary levels, Grades 1, 2, and 3 whereas the present research involved Grade 5 students in the upper primary level.

Akbasli (2016) conducted a study entitled, "The Effect of Reading Comprehension on the Performance in Science and Mathematics". Findings of this research revealed that there is a correlation between reading comprehension results and student success in Math or Science classes. It also found out that the reading comprehension contributes positively or negatively to the success results in Math or Science classes.

The study of Akbasli and the present research were very similar in terms of the variates studied and the purpose for which the study was being conducted. Both studies were focused on reading comprehension and performance of students in some

learning areas. Both studies were likewise determined the impact of reading comprehension on the performance of the students. Yet, these two studies were dissimilar in some of the aspects of research. First, the previous research focused on the students' performance in Mathematics and Science in contrast to the present research which focused on the students' performance in English. Second, the previous study included a systematic analysis of the reading performance of the students in the Programme for International Student Assessment (PISA) whereas the present research did not go to that detail. Third, the previous study involved secondary level students whereas the present study involved students from the elementary level, specifically Grade 6 students.

Espejo (2016) in a research entitled, "The Comprehension Level of Selected Grade 4 Pupils vis-à-vis Text and Test Types in Filipino", revealed that the pupils had the same comprehension levels for each test type no matter the genre of texts although of varying levels: frustration in cloze test, instructional in informal reading inventory, and independent in retelling. Overall, the comprehension levels showed slight correlation between text types, where an increase in narrative comprehension level slightly increased the comprehension level in expository texts. Meanwhile, a negative negligible correlation was observed between comprehension levels and test types using informal reading

inventory and cloze test while high positive correlation was observed between comprehension level and test types using retelling.

The previous research was similar in purpose with the present research because they both focused on the determination of the students' reading comprehension levels. Nonetheless, they differed because the previous research focused on the students' reading comprehension in contrast to the present research correlated reading comprehension with the student-respondents' academic performance in English. Also, the previous research was focused on reading comprehension levels of the students in Filipino whereas the present research focused on reading comprehension in English.

Marual-Gillaco (2014) in a research entitled, "Level of Word Recognition and Reading Comprehension: A Basis for a Reading Program", found out that based on the standard set by the Philippine Informal Reading Inventory (PHIL-IRI). The respondents were with mastery in reading the basic sight words; only few miscues were identified. In terms of reading comprehension, majority of the respondents were considered under the instructional level which means that they would still benefit from further reading instructions since they were not pupils who refused or withdrew themselves to read. They could read with assistance and with proper guidance and soon would be expected to be independent readers.

The previous research paralleled the present research because they both focused on reading comprehension. However, the previous research was more complex as it assessed reading comprehension levels of the students, together with their level of word recognition, to serve as basis in developing a reading program. In this present study, however, the results served as basis merely for an intervention program which may not necessarily comprise as a reading program per se. Likewise, the previous research was merely focused on an assessment of the students' reading comprehension whereas the present research determined how it impacted on the student-respondents' academic performance in English, making the results of potential use to future curricular redirection in English.

Imam (2014) conducted a research entitled, "Reading Comprehension Skills and Performance in Science among High School Students in the Philippines". The results showed that the overall students' performance in reading comprehension and Science was indexed at low mastery level. Generally, four out of six reading skills such as understanding vocabulary in context, noting details, predicting outcome, and making inference made up the overall reading skills that positively correlated with Science performance of students although the strength of relationship was considered weak.

The previous study finds resemblance with the purpose of

the present study because they both determined how reading comprehension related with the students' academic performance in school. Despite the similarity in purpose, the two studies were different in some aspects. First, the previous study was focused on the students' academic performance in Science in contrast to the present research which focused on the academic performance in English. Second, the previous study was focused on high school students in contrast to the present study which involved elementary students.

Tizon (2012) conducted a research entitled, "Reading Comprehension Ability of Grade VI Pupils of Kinangay Sur Elementary School". The study found out that more than the majority of the Grade VI pupils were average in their overall level of reading comprehension ability. Majority of the pupils had average literal ability. However, their higher level of thinking/comprehension was very low as reflected in their lowest creative ability, and lower interpretative and evaluative skills.

The similarity between the previous research and the present study revolved around their purpose which was on an assessment of the students' reading comprehension. They also held similarity of the respondents involved since both had Grade 6 students as respondents. Yet, they differed because the previous research was solely on the reading comprehension ability of the students whereas the present research

determined how it impacted on the academic performance in English of the student-respondents.

The studies that were cited here found similarity in purpose with the present research, and hence, shed light to the specific problems in the latter. The salient findings of the previous researches and the narratives on how similar or different they were with the present research certainly provided in-depth understanding on how the latter was conducted.

Chapter 3

METHODOLOGY

This chapter presents and discusses the methods used in the conduct of this study. This specifically included discussions on the research design, locale of the study, instrumentation, validation of instrument, sampling procedure, data gathering procedure, and the statistical treatment of data.

Research Design

This study was a quantitative method using a descriptive research design, with correlation analysis, and determined the relationship between reading comprehension level and academic performance in English of the Grade 6 students in District VI in the Schools Division of Catbalogan City, with the end-view of proposing an intervention program.

The descriptive research design described the profile of the student-respondents in terms of the following: age and sex, gross monthly family income, parents' highest educational attainment and occupation, available reading materials at home, attitude toward reading, and reading habits. Likewise, the level of reading comprehension in English of the student-respondents based on a 24-item reading test along literal, interpretive, inferential, and critical

levels was assessed in this study using the descriptive research design.

Moreover, the descriptive research design determined the academic performance in English of the student-respondents based on their final grades in the first and second quarter of School Year 2021-2022. Lastly, the descriptive type of research assessed the difficulties encountered in reading by the student-respondents along phonemic awareness, word decoding, fluency, vocabulary, and comprehension.

Meanwhile, the significance of the relationship between the level of reading comprehension in English of the student-respondents and their profile variates; and between the level of reading comprehension in English of the student-respondents and the academic performance in English and difficulties in reading were determined in this study using correlation analysis.

Descriptive statistical tools, both parametric and non-parametric such as Frequency Count, Percentage, Mean, Standard Deviation (SD), Median, Mean Absolute Deviation, Weighted Mean, were used to answer the descriptive questions of this study. By contrast, inferential statistical tool, both such as Spearman's Rank Coefficient of Correlation, and Fisher's t-Test were used to test the hypotheses of the study.

Locale of the Study

Figure 2 presents the map showing the locale of the study, District VI in the Schools Division of Catbalogan City.

The study was conducted in the three public elementary schools within the District VI of the Schools Division of Catbalogan City: Bliss Community Elementary School (BCES), New Mahayag Elementary School (NMES), and Cagudalo Elementary School.

Moreover, District VI is one of the ten school districts of the Schools Division of Catbalogan City which was established in 2008 to comply with Republic Act Number 9391 which converted the Municipality of Catbalogan into a component city. With the conferment of cityhood back to Catbalogan, Division of Catbalogan City had a soft launching on April 16, 2012, with Dr. Edita S. De Veyra as Officer-in-Charge, with eleven education supervisors, one cashier, and one bookkeeper (DepEd Catbalogan City Division Educational Management Information System (EMIS), 2012).

The City Schools Division of Catbalogan is found in the City of Catbalogan, one of the two cities in the Province of Samar. The City of Catbalogan, with a total population of 103,879 based on the 2015 Census of Population by the Philippine Statistics Authority, is Samar's main commercial, educational, financial, and political hub in the Province of Samar.

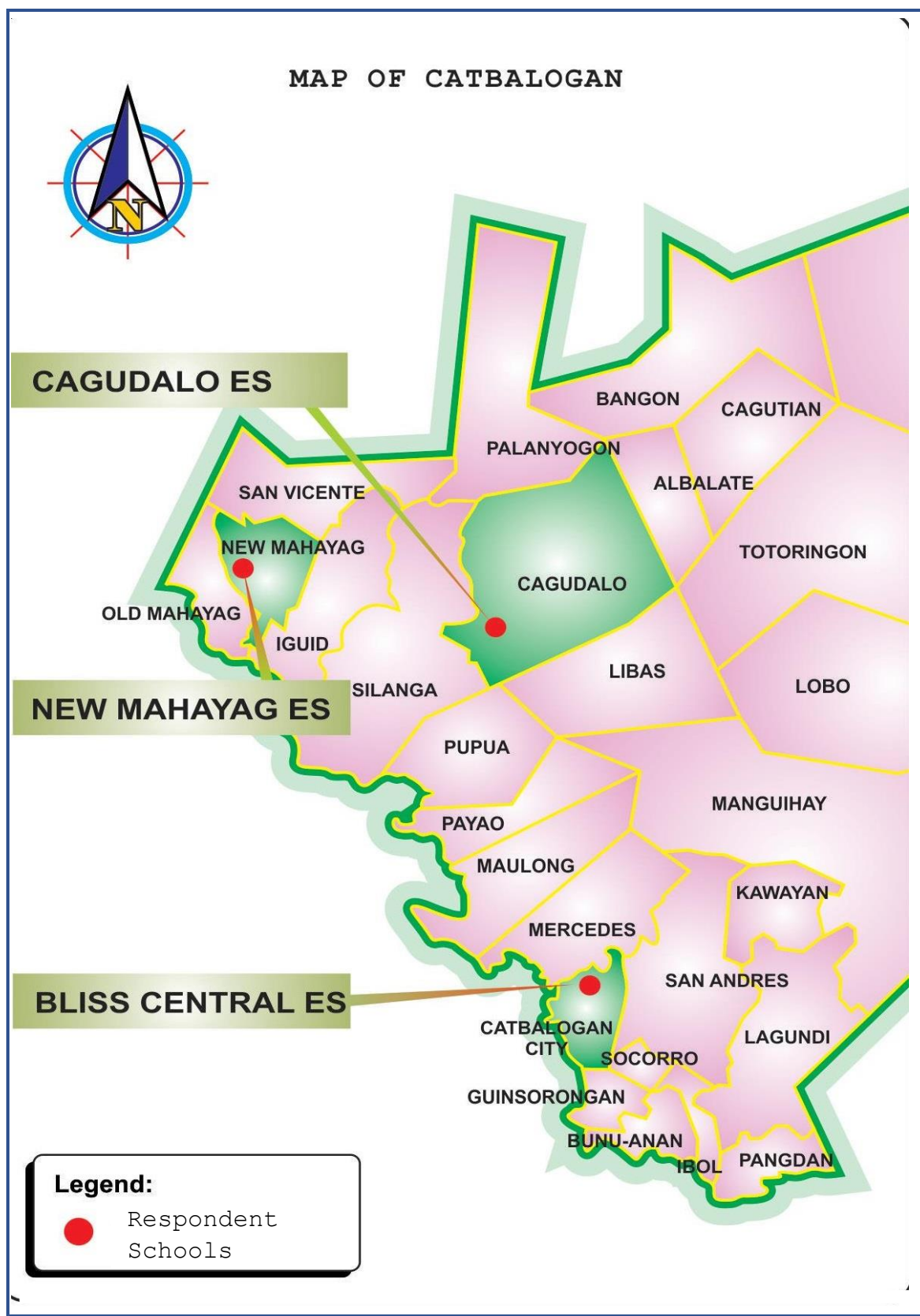


Figure 2. The Map Showing the Locale of the Study

It is, in fact, the gateway to the region's three Samar provinces. Founded in October 1596 by the Spanish Jesuit priests, it became the capital of the entire Island of Samar. In 1627, Catbalogan was raised to the status of residencia or central house and among its dependencies were Paranas and Calbiga. The present City of Catbalogan is composed of 57 barangays (Municipal Planning and Development Office, City Government of Catbalogan, 2020).

Instrumentation

The researcher utilized a questionnaire and the test as research instruments to collect data for this study.

Questionnaire. This was composed of items which were made by the researcher and adopted from standard sources. This served as one of the two instruments to gather the needed data for this study and was composed of four major parts.

Part I of the questionnaire was a combination of checklist and supply type of items pertaining to the profile variates of the student-respondents. This part included items on the age and sex, gross monthly family income, parents' highest educational attainment and occupation, and available reading materials at home. In this part of the questionnaire, the student-respondents filled in the needed information on the blank line spaces provided in each item such as on their age, or placed a check mark (/) on the appropriate line spaces

of their responses such as on their sex, gross monthly family income, parents' highest educational attainment and occupation, and available reading materials at home.

Meanwhile, the academic performance in English of the student-respondents was determined through their final grades in English during the first and second quarters of School Year 2021-2022 which included as one of the items in Part I of the questionnaire.

Part II of the questionnaire was a checklist composed of 50 It is, in fact, the gateway to the region's three Samar statement indicators adopted from the Motivations for Reading Questionnaire (MRQ) developed by Wigfield and Guthrie (1995:420-432) which was adopted in this study. This part elicited the attitude toward reading of the student-respondents.

In this part of the questionnaire, the student-respondents placed a check mark (/) on the appropriate column of their responses using the following five-point scale: 5 for Strongly Agree (SA), 4 for Agree (A), 3 for Undecided (U), 2 for Disagree (D), and 1 for Strongly Disagree (SD).

Part III of the questionnaire was a checklist composed of 20 items adopted from the Hamline's Habits and Skills Checklist (Pauk & Ross, 2005:1-2). This part of the questionnaire elicited the reading habits of the student-respondents. In this part of the questionnaire, the student-

respondents placed a check mark (/) on the appropriate column of their responses using the following five-point scale: 5 for Always (A), 4 for Often (O), 3 for Sometimes (S), 2 for Rarely (R), and 1 for Never (N).

Part IV of the questionnaire was a checklist composed of 50 statement indicators reflective of the difficulties in reading encountered by the student-respondents. These were statements that were researcher-made. In this part of the questionnaire, the student-respondents placed a check mark on the appropriate column of their responses using the following five-point scale: 5 for Very Highly Difficult (VHD), 4 for Very Difficult (VD), 3 for Moderately Difficult (MD), 2 for Fairly Difficult (FD), and 1 for Not Difficult (ND).

Test. This was a researcher-made reading test in English which was composed of 24 items corresponding to the literal, interpretive, inferential, and critical levels of reading comprehension of the student-respondents. This was a multiple-choice type of test with four-letter choices for each item.

Validation of Instrument

The research instruments went through validation process as regards their contents and reliability. However, the questionnaire with items that were mostly adopted from standard sources was only validated as regards its content

through expert analysis. The test on reading in English was validated both as regards its content and reliability through expert analysis and tested with the Internal Reliability Consistency using Cronbach Alpha as the test of reliability.

As regards the content validation of the questionnaire and the test, draft copies of these two instruments were submitted to the research adviser and to the members of the panel of oral defense for review whether the items included answer the specific problems in the statement of the problem.

Once the review was done, these research instruments were edited and finalized for administration to the student-respondents. The questionnaire was prepared for its administration to the actual student-respondents.

However, the test was subjected to item analysis. A pool of 50-item tests was prepared by the researcher herself and this was fielded among Grade 6 students in the Silanga Central Elementary School, District of Catbalogan V, Schools Division of Catbalogan City. The result was organized and tabulated and the Index of Difficulty, and the Index of Discrimination were calculated to decide which of the 50 items was discarded and retained to compose the 24-item test. The decision rule was guided by the following matrix:

Difficulty Level	Discriminating Level	Action
Difficult to Very Difficult (0.00 to 0.40)	No Discriminating Power (-0.59 to -0.20)	Improbable; Discard
	Moderate Discriminating Power (-0.19 to 0.21)	Needs Revision
	Good to Very Good (0.21 to 1.00)	Good Item: Accept or Retain
Moderate Difficulty (0.41 to 0.60)	No Discriminating Power (-0.59 to -0.20)	Needs Revision
	Moderate Discriminating Power (-0.19 to 0.21)	May Need Revision
	Good to Very Good (0.21 to 1.00)	Good Item: Accept or Retain
Easy and Very Easy (0.61 or Higher)	No Discriminating Power (-0.59 to -0.20)	Improbable; Discard
	Moderate Discriminating Power (-0.19 to 0.21)	Needs Revision
	Good to Very Good (0.21 to 1.00)	Needs Revision

The generated 24-item test was fielded for pilot testing to the same group of respondents. The result was subjected to the internal consistency reliability test using the Kuder-Richardson's Formula 20 (KR-20) (<https://www.statisticshowto.com/kuder-richardson/> 3 October 2021). The coefficient of reliability was interpreted using the Table of Reliability suggested by Ebel (1965:242).

Table 1**The Table of Reliability**

Coefficient (KR-20)	Degree of Reliability
0.95 to 0.99	Very High
0.90 to 0.94	High
0.80 to 0.89	Fairly High, Adequate for Individual Measurements
0.70 to 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

Sampling Procedure

The respondents of the study were the 118 Grade 6 students from Bliss Community Elementary School, New Mahayag Elementary School, and Cagudalo Elementary School under the District VI, Schools Division of Catbalogan City, during the School Year 2021-2022 as shown in Table 2.

There were 80 Grade 6 students from Bliss Community Elementary School, 35 from New Mahayag Elementary School, and three students from Cagudalo Elementary School who were taken as the respondents of the study.

Data Gathering Procedure

The gathering of data was made personally by the researcher applying the person-to-person interview, with consideration on the observance of the essential health requirements due to the COVID-19 pandemic. However, the

Table 2**The Respondents of the Study by School**

School	Number of Grade 6 Students
Bliss Community Elementary School	80
New Mahayag Elementary School	35
Cagudao Elementary School	3
Total	118
Response Rate	100.00%

actual survey and conduct of the test was only after approval had been secured from the concerned authority.

Foremost, a letter addressed to the Schools Division Superintendent of the Schools Division of Catbalogan City was made to ask permission to conduct the study among Grade 6 students in District VI of the said division. Then, a separate letter addressed to the District Supervisor of District VI was prepared to request permission to administer the questionnaire and conduct the test among the 118 Grade 6 students in the said district. Lastly, letters to the School Principal/Head Teacher/Teacher-in-Charge was made to ask for approval to conduct the study among the 109 Grade 6 students in their specific school of jurisdiction.

Once the letters were approved, the researcher coordinated with the class advisers of the Grade 6 student-respondents in order to distribute the questionnaires along

with the distribution of the self-learning modules, and also came along with them during the monitoring to personally retrieve the answered questionnaire. With regard to the test in reading, the researcher coordinated with the English teacher of the student-respondents so that the conduct of the test was done with the assistance of the English teacher.

The administration of the questionnaire and the conduct of the test was not be done simultaneously so as not to put pressure on the student-respondents since the former had four major parts and the latter has 24 items. The questionnaire was distributed preferably on a Monday, and the retrieval was on the day of the class advisers' monitoring of their students, which was also the same time, when the reading test was conducted.

Once, the data had been collected, the researcher tabulated, computed, analyzed, and interpreted the data.

Statistical Treatment of Data

Descriptive statistical tools in a parametric and non-parametric tests such as Frequency Count, Percentage, Mean, Standard Deviation (SD), Median, Mean Absolute Deviation, and Weighted Mean were used to answer the descriptive questions of this study. By contrast, inferential statistical tool such as Spearman's Rank Coefficient of Correlation or the Spearman's Rho, and Fisher's t-Test were used to test the

hypotheses of the study.

Frequency Count. This statistical tool was used to describe the profile of the student-respondents regarding their age and sex, gross monthly family income, parents' highest educational attainment and occupation, and available reading materials at home, and among others as to their number of occurrences.

Percentage. The conversion to percentage was used to measure the magnitude of occurrence of each variable by category with reference to the total number of observations.

The following formula was used (Sevilla et al., 1992:200):

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

where: P refers to the percentage;

f refers to the number of occurrences; and

N refers to the total number of samples.

Mean. This statistical tool was employed to calculate the averages where the measure was applicable such as in the computation of the respondents' age, final grade in English during the first and second quarters of School Year 2021-2022.

The following formula (Freund & Simon, 1992:35) was used:

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

where: \bar{X} refers to the mean or average;
 f refers to the frequency of occurrence;
 X refers to the identified variable; and
 n refers to the sample size.

Standard Deviation. This tool measured the disparity of each observation as it deviated from the average. The following formula (Freund & Simon, 1992:52) was used:

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

where: s^2 refers to the standard deviation;
 f refers to the frequency of occurrences;
 n refers to the number of samples;
 X refers to the identified variable;
and
 \bar{X} refers to the arithmetic mean.

Median. This statistical tool was used to express the middle most point of some of the identified characteristics of the respondents specifically on the not normally distributed ratio and interval scale data. The following formula (Freund & Simon, 1992:35) was used:

$$M_d = \left(\frac{[1/2N - F]}{F} \right) i$$

where: M_d refers to the middle most point of an array of observations;

N refers to the total observations;
 F refers to the accumulated
 frequencies equal or less than 1/2 of
 the total observations; and
 f refers to the number of occurrences
 in the assumed midpoint step
 distribution.

Mean Absolute Deviation. This tool was used to describe the extent to which not normally distributed data varied. The following formula (Freund & Simon, 1992:35) was used:

$$MAD = \frac{\sum /X_i - \mu/}{n}$$

where: MAD refers to the mean average deviation;
 /X_i-μ/ refers to the absolute difference
 between the observation and the
 mean; and
 n refers to the number of observations.

Weighted mean. This statistic was used to ascertain the attitude toward reading and reading habits of the student-respondents. The formula (Pagoso, 1997:111) used was as follows:

$$\overline{X_w} = \frac{\sum f_i X_i W_i}{n}$$

where: $\overline{X_w}$ refers to the weighted mean;
 f_i refers to the frequency of a category

of variable;

X_i refers to the identified category of
a variable;

W_i refers to the weights which are
Expressed in a five-point Likert or
Thurston scales; and

n refers to the sample size.

In interpreting the foregoing data, the following scale
was used.

4.50-5.00 -	Strongly Agree	(SA)
	Always	(A)
	Very Highly Difficult	(VHD)
3.50-4.49 -	Agree	(A)
	Often	(O)
	Very Difficult	(VD)
2.50-3.49 -	Undecided	(U)
	Sometimes	(S)
	Moderately Difficult	(MD)
1.50-2.49 -	Disagree	(D)
	Rarely	(R)
	Fairly Difficult	(FD)
1.00-1.49 -	Strongly Disagree	(SD)
	Never	(N)
	Not Difficult	(ND)

Chi-Square Test. This was used to determine the

relationship between nominal dependent variables using the following formula (Walpole,1989:389):

$$X^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

where: O refers to the observed frequency; and

E refers to the expected frequency.

Spearman's Rank Coefficient of Correlation. The

Spearman's Rho was employed to associate linear relationship between two variables which were in a not normal distribution using the following formula (Walpole, 1997:460):

$$\rho = 1 - \frac{6\sum D^2}{N^3 - N}$$

where: ρ refers to the coefficient of linear association between paired ranks assigned to individual scores on two variables;

D refers to the deviation between paired ranks;

N refers to the total number of paired observations.

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

Fisher's t-test. To test for the significance of the coefficient of correlation between a set of paired variables, the Fisher's t-Test (Freund & Simon, 1992: 481) was used. The

Table 3**The Table of Linear Association**

Correlation Coefficient	Interpretation
0	No linear association
$0 < p < +0.2$	Very weak linear association
$+0.2 \leq p < +0.4$	Weak linear association
$+0.4 \leq p < +0.6$	Moderate linear association
$+0.6 \leq p < +0.8$	Strong linear association
$+0.8 \leq p < +1.0$	Very strong linear association
$+1.0$	Perfect linear association

formula was as follows:

$$t = r_{xy} \sqrt{\frac{n - 2}{1 - r_{xy}^2}}$$

where:

- t - Fisher's t-value
- n - number of paired observations
- r - refers to the computed r_{xy} using Pearson Product Moment Correlation Coefficient

To test the normality of the distribution in a parametric test, the Shapiro Wilk test (Goss-Sampson, 2020:30) was employed using the following formula:

$$\omega = \frac{(\sum_{i=1}^n \alpha_i x_{(i)})^2}{\sum_{i=1}^n (x_i - \mu)^2},$$

where the $x_{(1)}$ was the smallest ordered sample value and α_1 was the constant value generated from the mean, variance, and

covariance of the order statistics of a sample size n from a normal distribution. The higher the value of ω than the chosen alpha level, the normal the distribution was.

Furthermore, in deciding whether the null hypothesis was accepted or rejected, the computed value was compared with the critical value or the p-value was compared with the α . The following rule guided the researcher: accept the null hypothesis if and when the computed value turned lesser than the critical value or the p-value turned greater than the α ; reject the null hypothesis if and when the computed value turned equal or greater than the critical or tabular value or the p value turned equal or lesser than the α .

Finally, in testing the hypotheses, $\alpha = 0.05$ level of significance was applied in all cases. For precision and accuracy in the data processing, the researcher used the computer as an aid in the data processing utilizing a free-ware statistical software known as Jeffrey's Amazing Statistical Package (JASP) version 0.16.2.0.

Chapter 4

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the findings of the study with the corresponding analysis and interpretation of the data. Included in this chapter are: profile of the student-respondents, level of reading comprehension in English of the student-respondents based on a 24-item reading test, relationship between the level of reading comprehension of the student-respondents and their profile variates, academic performance in English of the student-respondents based on their final grades in the first and second quarter of School Year 2020-2021, difficulties encountered in reading by the student-respondents, and relationship between the level of reading comprehension in English of the student-respondents and the identified variates.

Profile of Student-Respondents

This part provides the profile of student-respondents in terms of age and sex, gross monthly family income, parents' highest educational attainment, parents' occupation, available reading materials at home, attitude toward reading, and reading habits.

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

Table 4**Age and Sex Distribution of Student-Respondents**

Age	Sex		Total	%
	Male	Female		
13	2	3	5	4.24
12	13	34	47	39.83
11	15	51	66	55.93
Total	30	88	118	100.00
%	25.42	74.58	100.00	
Median	11 years old			
MAD	0 year			

$\omega = p < .001 < .05$ not normally distributed

Table 4 presents that the student-respondents ranged from 11 to 13 years old with majority of them were aged 11 years old accounting for 66 or 55.93 percent while 47 or 39.83 percent were aged 12 years old and the rest were aged 13 years old.

The median age of the student-respondents was posted at 11 years old with a mean average deviation of zero year. The data showed that the student-respondents were clustered at the same ages which signified that they have the same level of understanding and interest fitted for the grade level they were enrolled in.

Moreover, majority of the student-respondents belonged to the female sex accounting for 88 or 74.58 percent. The

male counterpart was composed of 30 or 25.42 percent. The data signified that the females dominated the student-respondents which meant that more of this sex group were available during data collection.

Gross Monthly Family Income. Table 5 reflects the gross monthly family income of the student-respondents.

The table shows that the gross monthly family income of the student-respondents ranged from ₱1,000 to ₱30,000 with majority of them disclosed that they earned ₱5,000 monthly in gross amount accounting for 67 or 56.78 percent while the

Table 5

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

Income	f	%
₱30,000	4	3.39
₱15,000	4	3.39
₱10,000	9	7.63
₱ 9,000	9	7.63
₱ 8,000	3	2.54
₱ 7,000	6	5.08
₱ 6,500	3	2.54
₱ 5,000	67	56.78
₱ 3,000	11	9.32
₱ 1,000	2	1.70
Total	118	100.00
Median	₱5,000.00	
MAD	₱0.00	

$\omega = p = <.001 <.05$ not normally distributed

rest were thinly distributed to the other identified incomes.

The median gross monthly family income of the student-respondents was posted at ₱5,000.00 with a MAD of ₱0.00. The data signified that most of the student-respondents belonged to the first decile of the income distribution which signified that they earned meagerly below the poverty threshold. This indicated that they could hardly make both ends meet with some of the basic needs were not met due to meager income and the escalating prices of commodities.

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

It can be gleaned from Table 6 that of the fathers of the student-respondents, a number of them, that is, 34 or

Table 6

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

Educational Level	Father		Mother	
	f	%	f	%
College Graduate	10	8.48	36	30.51
College Level	25	21.19	16	13.56
High School Graduate	34	28.81	47	39.83
High School Level	11	9.32	11	9.32
Elementary Graduate	3	2.54	0	0.00
Elementary Level	25	21.19	5	4.24
No Education	0	0.00	3	2.54
Not Stated	10	8.47	0	0.00
Total	118	100.00	118	100.00

28.81 percent were high school graduates while 25 or 21.19 percent were in the college level, another 25 or 21.19 percent were in the elementary level, and the rest were slimly distributed to the other identified educational levels.

The same table shows that a number of the mothers of the student-respondents, that is, 47 or 39.83 percent were high school graduates while 36 or 30.51 percent were college graduates, 16 or 13.56 percent were in the college level, and the rest were slimly distributed to the other identified educational levels.

The data signified that the parents of the student-respondents were functional literates being schooled in a formal educational system. This indicated that they have the ability to read, write, and understand simple messages including mathematical calculations which they could use as learning facilitators of their children during the new normal education.

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

The table shows that a number of the fathers of the student-respondents, that is, 38 or 32.20 percent were self-employed while 18 or 15.25 percent were laborers, 13 or 11.02 percent were engaged in agriculture-related occupations, another 13 or 11.02 percent were government employees, and the rest were distributed to the other identified

Table 7

**Parents' Occupation of Student-
Respondents**

Occupation	Father		Mother	
	f	%	f	%
Government Employee	13	11.02	0	0.00
Private Firm Employee	2	1.70	8	6.78
Public School Teacher	0	0.00	15	12.71
Self-Employed	38	32.20	23	19.49
OFW/Seafarer	9	7.63	0	0.00
Laborer	18	15.25	0	0.00
Agriculture-Related Occupations	13	11.02	9	7.63
Househusband/Housewife	14	11.86	56	47.46
No Employment	0	0.00	5	4.24
Not Stated	11	9.32	2	1.69
Total	118	100.00	118	100.00

occupations.

The same table shows that a number of the mothers of the student-respondents, that is 56 or 47.46 percent were housewives while the rest were gainfully employed. Of the employed mothers, 23 or 19.49 percent were self-employed while 15 or 12.71 percent were public school teachers and the rest were distributed to the other identified gainful occupations.

The data manifested that the parents of the student-respondents, mostly the fathers, were regularly engaged in an occupation which served as the main source of living for the family.

Available Materials at Home. Table 8 presents the available materials at home of student-respondents.

The table reveals that majority of the student-respondents disclosed that they have textbooks available at home accounting for 99 or 83.90 percent. They might have other reading materials at home but they were not sufficient.

The data signified that the student-respondents have textbooks only as their available reading materials at home which they used in the modular distance learning. This meant that they needed other materials to enhance their reading skills particularly on comprehension.

Attitude Toward Reading. Table 9 appraises the attitude of the student-respondents toward reading. There were 50 attitude statements whereby the student-respondents signified their agreement or disagreement in each of the statement.

Table 8

**Available Materials at Home of
Student-Respondents**

Reading Materials	Yes		No		Total	
	f	%	f	%	f	%
Textbooks	99	83.90	19	16.10	118	100.00
Magazines	11	9.32	107	90.68	118	100.00
Comics	17	14.41	101	85.59	118	100.00
Novels	18	15.25	100	84.75	118	100.00
Journals	0	0.00	118	100.00	118	100.00
Newspaper	2	1.69	116	98.31	118	100.00
Religious Papers	18	15.25	100	84.75	118	100.00

Table 9

**Attitude Toward Reading of Student-
Respondents**

Attitude Statement	WM	I
1. I like being the best at reading.	4.26	A
2. I like it when the questions in books make me think.	4.49	A
3. I read to improve my grades.	4.36	A
4. If the teacher discusses something interesting, I might read more about it.	4.47	A
5. I like hard, challenging books.	4.35	A
6. I enjoy a long, involved story or fiction book.	4.36	A
7. I know that I will do well in reading next year.	4.44	A
8. If a book is interesting, I do not care how hard it is to read.	4.44	A
9. I try to get more answers right than my friends.	4.27	A
10. I have favorite subjects that I like to read about.	4.67	SA
11. I visit the library often with my family.	4.35	A
12. I make pictures in my mind when I read.	4.64	SA
13. I don't like reading something when the words are too difficult.	4.40	A
14. I enjoy reading books about people in different countries.	4.46	A
15. I am a good reader.	4.53	SA
16. I usually learn difficult things by reading.	4.32	A
17. It is very important to me to be a good reader.	4.63	SA
18. My parents often tell me what a good job I am doing in reading.	4.44	A
19. I read to learn new information about topics that interest me.	4.47	A
20. If the project is interesting, I can read difficult material.	4.67	SA
21. I learn more from reading than most students in the class.	4.53	SA
22. I read stories about fantasy and make believe.	4.55	SA

Table 9 continued

Attitude Statement	WM	I
23.I read because I have to.	4.55	SA
24.I don't like vocabulary questions.	4.48	A
25.I like to read about new things.	4.63	SA
26.I often read to my brother or my sister.	4.53	SA
27.In comparison to other activities I do, it is very important to me to be a good reader.	4.63	SA
28.I like having the teacher say I read well.	4.63	SA
29.I read about my hobbies to learn more about them.	4.53	SA
30.I like mysteries.	4.24	A
31.My friends and I like to trade things to read.	4.52	SA
32.Complicated stories are no fun to read.	4.44	A
33.I read a lot of adventure stories.	4.55	SA
34.I do as little schoolwork as possible in reading.	4.59	SA
35.I feel like I make friends with people in good books.	4.53	SA
36.Finishing every reading assignment is very important to me.	4.63	SA
37.My friends sometimes tell me I am a good reader.	4.40	A
38.Grades are a good way to see how well you are doing in reading.	4.53	SA
39.I like to help my friends with their schoolwork in reading.	4.61	SA
40.I don't like it when there are too many people in the story.	4.20	A
41.I am willing to work hard to read better than my friends.	4.35	A
42.I sometimes read to my parents.	4.30	A
43.I like to get compliments for my reading.	4.37	A
44.It is important for me to see my name on a list of good readers.	4.45	A
45.I talk to my friends about what I am reading.	4.28	A
46.I always try to finish my reading on time.	4.37	A
47.I am happy when someone recognizes my reading.	4.45	A

Table 9 continued

Attitude Statement		WM	I
48.I like to tell my family about what I am reading.		4.31	A
49.I like being the only one who knows an answer in something we read.		4.43	A
50.I look forward to finding out my reading grade.		4.59	SA
Grand Weighted Mean		4.46	
Interpretation		Agree	
Legend:	4.50-5.00	Strongly Agree	(SA)
	3.50-4.49	Agree	(A)
	2.50-3.49	Uncertain	(U)
	1.50-2.49	Disagree	(D)
	1.00-1.49	Strongly Agree	(SA)

Table 9 presents that the student-respondents "strongly agree" 21 attitude statements with weighted means ranging from 4.52 to 4.67. Consequently, the attitude statements that obtained the highest and the least weighted means corresponded to the statements stating: "I have favorite subjects that I like to read about" and "my friends and I like to trade things to read", respectively. The remaining attitude statements were "agreed" by the same group of respondents with weighted means ranging from 4.20 to 4.46. Of these statements, the statement stating: "I don't like it when there are too many people in the story" were rated with the least weighted mean.

Taken as a whole, the student-respondents "agreed" on

their attitude toward reading being shown by the grand weighed mean of 4.46. This signified that the student-respondents manifested highly favorable attitude toward reading during the new normal education.

Reading Habits. Table 10 reflects the reading habits of the student-respondents. There were 20 indicators included in this area whereby the respondents appraised each indicator.

Table 10

**Reading Habits of Student-
Respondents**

Reading Habit	WM	I
1. Reviewing reading materials before breaking them down in detail.	4.14	0
2. Adjusting reading speed to the material studied.	3.92	0
3. Finding the main ideas in each paragraph and organizing the details around it.	4.09	0
4. Stopping at natural breaks in reading and trying to repeat the main ideas in their own words.	3.96	0
5. Looking up for the meaning of words not understood and developed as a working vocabulary for each subject.	3.98	0
6. Outlining the material as read.	3.92	0
7. Using the table of contents and the index of the reading materials.	4.03	0
8. Relating the text to the maps, graphs, and tables included in the reading assignment.	3.88	0
9. Anticipating what the author will say in the reading material.	3.75	0
10. Recalling information and relating it to new material as read.	3.92	0
11. Questioning and evaluating the content of what is read.	3.87	0

Table 10 continued

Reading Habit	WM	I
12. Taking time to summarize the main ideas and drawing conclusions from them	3.83	O
13. Reading for pleasure.	3.99	O
14. Keeping a section in the notebook for each subject and keeping them together and in order.	3.93	O
15. Writing the notes in outline style to show ideas and subordinate details in the reading materials.	3.89	O
16. Taking satisfactory notes from reading materials.	4.03	O
17. Reviewing reading notes while reading a selection.	3.95	O
18. Summarizing details in the reading materials frequently.	3.95	O
19. Reviewing reading notes before examinations.	3.95	O
20. Using school library facilities to read.	4.19	O
Grand Weighted Mean	3.96	
Interpretation	Oftentimes	

Legend:

4.50-5.00	Always	(A)
3.50-4.49	Oftentimes	(O)
2.50-3.49	Sometimes	(S)
1.50-2.49	Rarely	(R)
1.00-1.49	Never	(N)

Table 10 shows that the student-respondents considered all the reading habits as "oftentimes" with weighted means of 3.75 to 4.19. Of these indicators, the statements that obtained the highest and the least weighted means corresponded to: "using school library facilities to read" and "anticipating what the author will say in the reading material", respectively.

Taken as a whole, the student-respondents appraised their reading habits as "oftentimes" practiced by them with a grand weighted mean of 3.96. This signified that the student-respondents regularly practice reading habits in their studies during the new normal education.

Reading Comprehension in English of Student-Respondents Based on the Reading Test

Table 11 reflects the reading comprehension of the student-respondents in English based on the reading test along literal level, interpretive level, inferential level, and critical level.

Literal Level. Table 11 shows that the mean score of the student-respondents in a reading test along literal level was 2.78 with a SD of 1.10. This signified that the student-respondents manifested moderate literal level in reading based on their scores on a reading test. This meant that they

Table 11

**Reading Comprehension in English of Student-Respondents
Based on the Reading Test**

Area	Mean Score	SD
Literal (n=6)	2.78	1.10
Interpretative (n=6)	3.24	1.15
Inferential (n=6)	3.00	1.27
Critical (n=6)	3.15	1.31
Overall (N=24)	12.17	2.83

$\omega = p = .892 > .05$ approximately normally distributed

need intervention activities to enhance this area.

Interpretive Level. The same table shows that the mean score of the student-respondents in a reading test along interpretive level was 3.24 with a SD of 1.15. This signified that the student-respondents manifested moderate interpretive level in reading based on their scores on a reading test. This meant that they need intervention activities to enhance this area.

Inferential Level. The same table shows that the mean score of the student-respondents in a reading test along inferential level was 3.00 with a SD of 1.27. This signified that the student-respondents manifested moderate inferential level in reading based on their scores on a reading test. This meant that they need intervention activities to enhance this area.

Critical Level. The same table shows that the mean score of the student-respondents in a reading test along critical level was 3.15 with a SD of 1.31. This signified that the student-respondents manifested moderate critical level in reading based on their scores on a reading test. This meant that they need intervention activities to enhance this area.

In the overall, the reading level of the student-respondents was moderate as shown in the overall mean of 12.17 in a 24-item reading test with a SD of 2.83. This signified that the student-respondents manifested moderate reading

level which suggested that an intervention should be provided to them to enhance their reading level particularly on reading comprehension.

Relationship Between the Reading Comprehension of the Student-Respondents and Their Profile Variates

Table 12 reflects the relationship between the reading comprehension of the student-respondents and their profile variates in terms of age, sex, gross monthly family income, parents' highest educational attainment, parents' occupation, available reading materials at home, attitude toward reading, and reading habits.

Age. In looking into the linear association between the reading comprehension of the student-respondents and their age, it can be noted that the correlation between the two variables was very weak ($\rho = -0.143$). The Fisher's t showed that the age of the students did not influence significantly their reading comprehension ($F(116) = 1.556$, $p = 0.121$, $\omega = < .001$).

Sex. In associating between the reading comprehension of the student-respondents and their sex, the Chi-Square showed that sex of the students did not influence significantly their reading comprehension ($X^2(9) = 2.539$, $p = 0.960$).

Gross Monthly Family Income. In looking into the linear association between the reading comprehension of the student-respondents and their gross monthly family income, it can be

Table 12

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

Variates	Association		Fisher's t-Value	p-Value @ $\alpha=.05$	Evaluation / Decision
	Coefficient	Degree			
Age*	$\rho = -0.143$	Very Weak	1.556	0.121	NS / Accept Ho.
Sex	$\chi^2 = 2.539$ (df = 8)	---	---	0.960	NS / Accept Ho.
Gross Monthly Family Income*	$\rho = 0.054$	Very Weak	0.582	0.561	NS / Accept Ho.
Parents' Highest Educational attainment**	$\rho = 0.005$	Very Weak	0.054	0.965	NS / Accept Ho.
Parents' Occupation	$\chi^2 = 48.004$ (df = 64)	---	---	0.932	NS / Accept Ho.
Available Reading Materials at Home*	$\rho = 0.024$	Very Weak	0.259	0.798	NS / Accept Ho.
Attitude Toward Reading*	$\rho = 0.381$	Weak	4.438	0.000	S / Reject Ho.
Reading Habits*	$\rho = 0.242$	Weak	2.686	0.008	S / Reject Ho.

* $\omega = p < .001 < .05$ pairwise normality deviated from the norm

** $\omega = p = .006 < .05$ pairwise normality deviated from the norm

Fisher's t-Critical = ± 1.981 , df = 116 S = Significant

NS = Not Significant

noted that the correlation between the two variables was very weak ($\rho = 0.054$). The Fisher's t showed that the gross monthly

family income of the students did not influence significantly their reading comprehension ($F(116)=0.582$, $p=0.561$, $\omega<.001$).

Parents' Highest Educational Attainment. In looking into the linear association between the reading comprehension of the student-respondents and their parents' highest educational attainment, it can be noted that the correlation between the two variables was very weak ($\rho=0.005$). The Fisher's t showed that the parents' highest educational attainment of the students did not influence significantly their reading comprehension ($F(116)=0.054$, $p=0.965$, $\omega=.006$).

Parents' Occupation. In associating between the reading comprehension of the student-respondents and their parents' occupation, the Chi-Square showed that the occupation of the parents of the students did not influence significantly their reading comprehension ($X^2(64)=48.004$, $p=0.932$).

Available Reading Materials at Home. In looking into the linear association between the reading comprehension of the student-respondents and their available reading materials at home, it can be noted that the correlation between the two variables was very weak ($\rho=0.024$). The Fisher's t showed that the available reading materials at home of the students did not influence significantly their reading comprehension ($F(116)=0.259$, $p=0.798$, $\omega<.001$).

Attitude Toward Reading. In looking into the linear association between the reading comprehension of the student-

respondents and their attitude toward reading, it can be noted that the correlation between the two variables was weak ($\rho=0.381$). The Fisher's t showed that the attitude of the students toward reading influenced significantly their reading comprehension ($F(116)=4.438$, $p=0.000$, $\omega<.001$). This signified that the students with favorable attitude toward reading manifested higher reading comprehension level than the students who were less interested with it.

Study Habits. In looking into the linear association between the reading comprehension of the student-respondents and their study habits, it can be noted that the correlation between the two variables was weak ($\rho=0.242$). The Fisher's t showed that the study habits of the students influenced significantly their reading comprehension ($F(116)=2.686$, $p=0.008$, $\omega<.001$). This signified that the students with regular study habits in reading manifested higher reading comprehension level than the students who have no regular study habits in the aforesaid learning area.

In summary, of the student-related profile variates, only their attitude toward reading and study habits posed significant influence to their reading comprehension level. The other identified variates did not show any evidence that they significantly influenced it.

**Academic Performance in English of the
Student-Respondents**

Table 13 reveals the academic performance in English of the student-respondents based on their final grades during the first and second quarters.

Table 13 shows that the academic performance of the student-respondents in English ranged from 79 to 92 based on their final grades during the first and second quarters. A number of the student-respondents, that is, 19 or 16.10

Table 13

**Academic Performance in English of the
Student-Respondents**

Grade	f	%
92	6	5.09
91	9	7.63
90	6	5.09
89	11	9.32
88	15	12.71
87	8	6.78
86	14	11.86
85	19	16.10
84	7	5.93
83	10	8.48
82	7	5.93
81	3	2.54
79	3	2.54
Total	118	100.00
Median	86.00	
MAD	2.00	

$\omega=p=.019<.05$ not normally distributed

percent obtained a grade of 85 while 15 or 12.71 percent got a grade of 88, 14 or 11.86 percent obtained a grade of 86, and the rest were slimly distributed to the other identified grades.

The median academic performance in English of the student-respondents was posted at 86.00 with a MAD of 2.00. This signified that the student-respondents manifested exemplary performance in English based on their final grades during the first and second quarters with median grade higher than the required passing grade by the DepEd which was 75. This denoted that the student-respondents had assimilated their English lessons despite the absence of the interaction of their teachers during the new normal education.

Difficulties Encountered in Reading by Student-Respondents

This part contains the difficulties encountered in Reading by student-respondents along the following parameters, namely: phonemic awareness, word decoding, fluency, vocabulary, and comprehension.

Phonemic Awareness. Table 14 appraises the difficulties encountered by the student-respondents in English along phonemic awareness. There were 10 indicators identified in this area whereby the respondents provided assessment to each indicator.

From Table 14, it can be gleaned that the student-

Table 14

**Difficulties Encountered in Reading by
Student-Respondents along
Phonemic Awareness**

Difficulty	WM	I
1. Distinguishing the differences between two phonemes with very subtle sounds like /b/ and /p/.	3.80	VD
2. Separating sounds of letters one from another and categorizing them in a way that permits understanding how words are spelled.	3.75	VD
3. Variations in spoken form from word to word and speaker to speaker or called allophones of a phoneme.	3.95	VD
4. Distinctly identifying words pronounced differently with distinct medial sounds corresponding to their distinct vowels such as /pin/ and /pen/.	3.79	VD
5. Distinguishing words that are phonetically indistinguishable leaving context as the only clue to meaning.	3.86	VD
6. Mistakes related to sounds other than voiceless dental fricatives.	3.67	VD
7. Mistakes in treating other consonant and vowel sounds.	3.66	VD
8. Difficulty in producing the voiceless type of the sound.	3.74	VD
9. Phonological difficulties in consonant sounds.	3.74	VD
10. Inability to focus on and manipulate individual sounds.	3.77	VD
Grand Weighted Mean	3.77	

Interpretation			Very Difficult
Legend:	4.50-5.00	Very Highly Difficult	(VHD)
	3.50-4.49	Very Difficult	(VD)
	2.50-3.49	Moderately Difficult	(MD)
	1.50-2.49	Fairly Difficult	(FD)
	1.00-1.49	Not Difficult	(ND)
		Weighted Mean	(WM)
		Interpretation	(I)

respondents considered all indicators along phonemic awareness as "very difficult" with weighted means ranging from 3.66 to 3.95. Consequently, the indicators that were rated with the highest and the least weighted means corresponded to the statements stating: "variations in spoken form from word to word and speaker to speaker or called allophones of a phoneme" and "mistakes in treating other consonant and vowel sounds", respectively.

Taken as a whole, the student-respondents considered the difficulties they encountered in English along phonemic awareness as "very difficult" being shown by the grand weighted mean of 3.77. This signified that the student-respondents believed that they highly encountered difficulties in English along phonemic awareness.

Word Decoding. Table 15 appraises the difficulties encountered by the student-respondents in English along word decoding. There were 10 indicators identified in this area whereby the respondents provided assessment to each indicator.

The table shows that the student-respondents considered nine indicators along word decoding as "very difficult" with weighted means ranging from 3.51 to 3.84. Of these indicators, the statements stating: "difficulty in relying on context to decode or identify unknown words" and "has trouble understanding or remembering what he/she reads because it

Table 15

**Difficulties Encountered in Reading by
Student-Respondents along
Word Decoding**

Difficulty	WM	I
1. Difficulty in relying on context to decode or identify unknown words.	3.84	VD
2. Over-relying on context in order to compensate for inadequate word-level reading ability.	3.54	VD
3. Translating print into speech by rapidly matching a letter or combination of letters (graphemes) to their sounds (phonemes) and recognizing the patterns that make syllables and words.	3.74	VD
4. Automatically recognizing individual words or strings of words, which in turn leads to full comprehension - the goal of reading instruction.	3.75	VD
5. Sorting and transferring words from print.	3.56	VD
6. Merely guessing what a word is based on a sound or two.	3.79	VD
7. Reading very slowly because it takes a long time to make sense of the letters.	3.53	VD
8. Has trouble understanding or remembering what he/she reads because it takes so much time and effort to figure out each word.	3.51	VD
9. Inability to take apart the sounds in words (segmenting) and blend sounds together.	3.57	VD
10. Trouble recognizing words that rhyme.	3.14	MD
Grand Weighted Mean	3.60	

Interpretation	Very Difficult
Legend:	
4.50-5.00	Very Highly Difficult (VHD)
3.50-4.49	Very Difficult (VD)
2.50-3.49	Moderately Difficult (MD)
1.50-2.49	Fairly Difficult (FD)
1.00-1.49	Not Difficult (ND)
	Weighted Mean (WM)
	Interpretation (I)

takes so much time and effort to figure out each word" obtained the highest and the least weighted means, respectively. The remaining indicator was considered by this same group of "moderately difficult" which corresponded to the statement stating: "trouble recognizing words that rhyme" with weighted mean of 3.14.

Taken as a whole, the student-respondents assesses the difficulties they encountered in English along word decoding as "very difficult" being manifested by the grand weighted mean of 3.60. This signified that the student-respondents felt high difficulty in English along word decoding.

Fluency. Table 16 appraises the difficulties encountered by the student-respondents in English along fluency. There were 10 indicators identified in this area whereby the respondents provided assessment to each indicator.

The table shows that the student-respondents assessed seven indicators as "very difficult" with weighted means ranging from 3.50 to 3.67. Of these indicators, the statements stating: "inability to read with appropriate expression, volume, pitch, and stress that enhances the meaning of text when reading out loud" and "difficulty with speed in reading" were rated with the highest and the least weighted means, respectively. The remaining three indicators were considered by this same group of respondents as "moderately difficult" with weighted means ranging from 3.36 to 3.49. Of these

Table 16

**Difficulties Encountered in Reading by
Student-Respondents along
Fluency**

Difficulty	WM	I
1. Difficulty with speed in reading.	3.50	VD
2. Reading connected text rapidly, smoothly, effortlessly, and automatically with little conscious attention to the mechanics of reading.	3.37	MD
3. Difficulty in providing prosody or putting appropriate expression to reading.	3.56	VD
4. Raising and lowering of the volume and pitch of voices, speeding up and slowing down at appropriate places in the text of a reader.	3.49	MD
5. Attending to the meaning of the selection being read.	3.53	VD
6. Stuttering, stammering or cluttering of students.	3.59	VD
7. Inability to read with appropriate expression, volume, pitch, and stress that enhances the meaning of text when reading out loud.	3.67	VD
8. Exerting so much effort in sounding out each letter, blending them into words, then repeating the process word-by-word.	3.53	VD
9. Too little attention left to concentrate on the meaning of what students are reading.	3.58	VD
10. Reading laboriously and in monotone voice.	3.36	MD
Grand Weighted Mean	3.52	

Interpretation	Very Difficult
Legend:	
4.50-5.00	Very Highly Difficult (VHD)
3.50-4.49	Very Difficult (VD)
2.50-3.49	Moderately Difficult (MD)
1.50-2.49	Fairly Difficult (FD)
1.00-1.49	Not Difficult (ND)
	Weighted Mean (WM)
	Interpretation (I)

indicators, the statement stating: "reading connected text rapidly, smoothly, effortlessly, and automatically with little conscious attention to the mechanics of reading" obtained the least weighted mean.

Taken as a whole, the student-respondents considered the difficulties they encountered in English along fluency as "very difficult". This was supported by the grand weighted mean of 3.52. This signified that it was the belief of the student-respondents that they highly found fluency difficult in speaking English language.

Vocabulary. Table 17 appraises the difficulties encountered by the student-respondents in English along vocabulary. There were 10 indicators identified in this area whereby the respondents provided assessment to each indicator.

From the table, it can be noted that the student-respondents appraised all the indicators along vocabulary as "very difficult" with weighted means ranging from 3.53 to 3.77. From these indicators, the student-respondents assessed the indicators stating: "differentiating between spoken English and written English" and "words are absorbed slowly overtime, and that only gradually are words become fully integrated into the students' personal stock of words", respectively.

Taken as a whole, the student-respondents considered the

Table 17

**Difficulties Encountered in Reading by
Student-Respondents along
Vocabulary**

Difficulty		WM	I
1.	Number of words that students as readers need to learn in the selection.	3.57	VD
2.	Differentiating between spoken English and written English.	3.77	VD
3.	Limited sources of information about words found in a reading selection such as dictionaries and others.	3.75	VD
4.	Differentiating difficult words from easy words in a reading selection.	3.67	VD
5.	Differences in the pronunciation of words.	3.68	VD
6.	Inability to retain the meaning of the word after learning it.	3.66	VD
7.	Difficulty in consolidating and extending meaning of words learned.	3.60	VD
8.	Words are absorbed slowly overtime, and that only gradually are words become fully integrated into the students' personal stock of words.	3.53	VD
9.	Inability to distinguish between different levels of formality, the effect of different contexts and topics, as well as differences in geographical variation.	3.58	VD
10.	Difficulty in learning the rules that enable students to build up different forms of the word or even different words from that word.	3.60	VD
Grand Weighted Mean		3.64	

Interpretation		Very Difficult	
Legend:	4.50-5.00	Very Highly Difficult	(VHD)
	3.50-4.49	Very Difficult	(VD)
	2.50-3.49	Moderately Difficult	(MD)
	1.50-2.49	Fairly Difficult	(FD)
	1.00-1.49	Not Difficult	(ND)
		Weighted Mean	(WM)
		Interpretation	(I)

difficulties they encountered in English along vocabulary as "very difficult" being indicated by the grand weighted mean of 3.64. This signified that the student-respondents believe that they highly encountered difficulty in English with their vocabulary skills.

Comprehension. Table 18 appraises the difficulties encountered by the student-respondents in English along comprehension. There were 10 indicators identified in this area whereby the respondents provided assessment to each indicator.

From the table, it can be gleaned that the student-respondents appraised nine indicators along the difficulties encountered in English along comprehension as "very difficult" with weighted means ranging from 3.52 to 3.77. Corollarily, the indicators that obtained the highest and the least weighted means corresponded to the statements stating: "difficulty in activating prior knowledge and past experiences to actively respond to the reading material" and "differentiating between common text structures", respectively. And the remaining indicators was considered by this same group as "moderately difficult" which stated, "using metacognitive strategies for better reading comprehension" with a weighted mean of 3.47.

Taken as a whole, the student-respondents appraised the difficulties they encountered in English along comprehension

Table 18

**Difficulties Encountered in Reading by
Student-Respondents along
Comprehension**

Difficulty		WM	I
1.	Using background knowledge appropriately for better reading comprehension.	3.57	VD
2.	Using metacognitive strategies for better reading comprehension.	3.47	MD
3.	Differentiating between common text structures.	3.52	VD
4.	Using varied strategies to actively engage in the text to understand the text.	3.56	VD
5.	Making inferences in the selection being read.	3.61	VD
6.	Difficulty in activating prior knowledge and past experiences to actively respond to the reading material.	3.77	VD
7.	A situation when students use strategies to understand the text then leads to different situations of the reading material.	3.64	VD
8.	Lack of strategies to actively engage with the text so that they can understand it.	3.74	VD
9.	Difficulty in understanding words in the text being read.	3.67	VD
10.	Inability of children to understand why they are reading in the first place.	3.73	VD
Grand Weighted Mean		3.63	
Interpretation		Very Difficult	
<hr/>			
Legend:	4.50-5.00	Very Highly Difficult	(VHD)
	3.50-4.49	Very Difficult	(VD)
	2.50-3.49	Moderately Difficult	(MD)
	1.50-2.49	Fairly Difficult	(FD)
	1.00-1.49	Not Difficult	(ND)
		Weighted Mean	(WM)
		Interpretation	(I)

as “very difficult” being shown by the grand weighted mean of 3.63. This signified that the student-respondents firmly believed that comprehension was the area in learning the English language as highly difficult for them.

Relationship Between the Reading Comprehension of the Student-Respondents and the Identified Factors

This part reflects the relationship between the reading comprehension of the student-respondents and the identified factors, namely: academic performance in English and difficulties in reading.

Academic Performance in English. Table 19 shows the relationship between the reading comprehension of the student-respondents and their academic performance in English in terms of literal, interpretative, inferential, and critical.

Literal. In looking into the linear association between the reading comprehension of the student-respondents and their academic performance in English in terms of literal, it can be noted that the correlation between the two variables was very weak ($\rho=0.052$). The Fisher's t showed that the academic performance in English in terms of literal did not influence significantly their reading comprehension ($F(116)=0.581$, $p=0.578$, $\omega=.581$).

Interpretive. In looking into the linear association

Table 19

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

Area	Association		Fisher's t-Value	P-Value @ $\alpha=.05$	Evaluation / Decision
	Coefficient	Degree			
Literal	0.052	Very Weak	0.581	0.578	NS / Accept Ho.
Interpretive	0.424	Moderate	5.042	0.000	S / Reject Ho.
Inferential	0.188	Very Weak	2.062	0.041	S / Reject Ho.
Critical	0.192	Very Weak	2.107	0.038	S / Reject Ho.

$\omega=p=.581>.05$ pairwise normality is within the norm

Fisher's t-Critical = ± 1.981 , df = 116

S = Significant

NS = Not Significant

between the reading comprehension of the student-respondents and their academic performance in English in terms of interpretive, it can be noted that the correlation between the two variables was moderate ($\rho=0.424$). The Fisher's t showed that the academic performance in English in terms of interpretative influenced significantly their reading comprehension ($F(116)=5.042$, $p=0.000$, $\omega=.581$). This signified that the reading comprehension level of the student-respondents was influenced by their academic performance in English in terms of interpretive in a directly proportional manner.

Inferential. In looking into the linear association

between the reading comprehension of the student-respondents and their academic performance in English in terms of inferential, it can be noted that the correlation between the two variables was very weak ($\rho=0.188$). The Fisher's t showed that the academic performance in English in terms of inferential influenced significantly their reading comprehension ($F(116)=2.062$, $p=0.041$, $\omega=.581$). This signified that the reading comprehension level of the student-respondents was influenced by their academic performance in English in terms of inferential in a directly proportional manner.

Critical. In looking into the linear association between the reading comprehension of the student-respondents and their academic performance in English in terms of critical, it can be noted that the correlation between the two variables was very weak ($\rho=0.192$). The Fisher's t showed that the academic performance in English in terms of critical influenced significantly their reading comprehension ($F(116)=2.107$, $p=0.038$, $\omega=.581$). This signified that the reading comprehension level of the student-respondents was influenced by their academic performance in English in terms of critical in a directly proportional manner.

In summary, of the academic performance of the student-respondents in English, the areas in terms interpretative, inferential, and critical influenced significantly their

level of reading comprehension. While the academic performance of the student-respondents in English in the area of critical did not proved any significant influence to it.

Difficulties in Reading. Table 20 reflects the relationship between the reading comprehension of the student-respondents and the difficulties they encountered in reading along the areas of phonemic awareness, word decoding, fluency, vocabulary, and comprehension.

Phonemic Awareness. In looking into the linear association between the reading comprehension of the student-respondents and the difficulties they encountered in reading

Table 20

Relationship Between the Reading Comprehension of the Student-Respondents and Their Difficulties in Reading

Area	Association		Fisher's t-Value	P-Value @ $\alpha=.05$	Evaluation / Decision
	Coefficient	Degree			
Phonemic Awareness	0.024	Very Weak	0.259	0.796	NS / Accept Ho.
Word Decoding	0.821	Very Strong	15.488	0.000	S / Reject Ho.
Fluency	0.753	Strong	12.325	0.000	S / Reject Ho.
Vocabulary	0.618	Strong	8.466	0.000	S / Reject Ho.
Comprehension	0.495	Mode-rate	6.136	0.000	S / Reject Ho.

$\omega=p<.001<.05$ pairwise normality deviated from the norm

Fisher's t-Critical = ± 1.981 , df = 116

S = Significant

NS = Not Significant

along phonemic awareness, it can be noted that the correlation between the two variables was very weak ($\rho=0.024$). The Fisher's t showed that the difficulties they encountered in reading along phonemic awareness did not influence significantly their reading comprehension ($F(116)=0.259$, $p=0.796$, $\omega<.001$).

Word Decoding. In looking into the linear association between the reading comprehension of the student-respondents and the difficulties they encountered in reading along word decoding, it can be noted that the correlation between the two variables was very strong ($\rho=0.821$). The Fisher's t showed that the difficulties they encountered in reading along word decoding influenced significantly their reading comprehension ($F(116)=15.488$, $p=0.000$, $\omega<.001$). This signified that the level of reading comprehension of the student-respondents was influenced by the difficulties they encountered in reading along word decoding.

Fluency. In looking into the linear association between the reading comprehension of the student-respondents and the difficulties they encountered in reading along fluency, it can be noted that the correlation between the two variables was strong ($\rho=0.753$). The Fisher's t showed that the difficulties they encountered in reading along fluency influenced significantly their reading comprehension ($F(116)=12.325$, $p=0.000$, $\omega<.001$). This signified that the

level of reading comprehension of the student-respondents was influenced by the difficulties they encountered in reading along fluency.

Vocabulary. In looking into the linear association between the reading comprehension of the student-respondents and the difficulties they encountered in reading along vocabulary, it can be noted that the correlation between the two variables was strong ($\rho=0.618$). The Fisher's t showed that the difficulties they encountered in reading along vocabulary influenced significantly their reading comprehension ($F(116)=8.466$, $p=0.000$, $\omega=<.001$). This signified that the level of reading comprehension of the student-respondents was influenced by the difficulties they encountered in reading along vocabulary.

Comprehension. In looking into the linear association between the reading comprehension of the student-respondents and the difficulties they encountered in reading along comprehension, it can be noted that the correlation between the two variables was moderate ($\rho=0.495$). The Fisher's t showed that the difficulties they encountered in reading along comprehension influenced significantly their reading comprehension ($F(116)=6.136$, $p=0.000$, $\omega=<.001$). This signified that the level of reading comprehension of the student-respondents was influenced by the difficulties they encountered in reading along comprehension.

In summary, of the areas along the difficulties encountered by the student-respondents in reading, word decoding, fluency, vocabulary, and comprehension significantly influenced their level of reading comprehension in the English language. The area along phonemic awareness did not show any influence at all.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

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

Summary of Findings

The following were the salient findings of the study:

1. The student-respondents ranged from 11 to 13 years old with the median age posted at 11 years old with a mean average deviation (MAD) of zero year. Moreover, majority of the student-respondents belonged to the female sex accounting for 88 or 74.58 percent.

2. The gross monthly family income of the student-respondents ranged from ₱1,000 to ₱30,000 with its median posted at ₱5,000.00 with a MAD of ₱0.00.

3. Of the fathers of the student-respondents, a number of them, that is, 34 or 28.81 percent were high school graduates while a number of the mothers, that is, 47 or 39.83 percent were high school graduates also.

4. A number of the fathers of the student-respondents, that is, 38 or 32.20 percent were self-employed while a number of the mothers, that is 56 or 47.46 percent were housewives.

5. Majority of the student-respondents disclosed that they had textbooks available at home accounting for 99 or 83.90 percent.

6. The student-respondents "agreed" on their attitude toward reading being shown by the grand weighed mean of 4.46.

7. The student-respondents appraised their reading habits as "oftentimes" practiced by them with a grand weighted mean of 3.96.

8. The reading comprehension of the student-respondents in English based on the reading test was along literal level, mean score of 2.78 with SD of 1.10; interpretive level, mean score of 3.24 with SD of 1.15; along inferential level, mean score of 3.00 with SD of 1.27; and along critical level, mean score of 3.15 with SD of 1.31.

9. In associating relationship between the reading comprehension of the student-respondents and their profile variates, it was found significant in terms of attitude toward reading and reading habits. While in terms of age, sex, gross monthly family income, parents' highest educational attainment, parents' occupation, and available reading materials at home, it was found not significant.

10. The median academic performance in English of the student-respondents was posted at 86.00 with a MAD of 2.00.

11. The difficulties encountered in Reading by student-respondents was self-assessed by them as "very difficult"

along the following parameters, namely: phonemic awareness, word decoding, fluency, vocabulary, and comprehension.

12. In associating relationship between the reading comprehension of the student-respondents and their academic performance in English, it was found significant in terms of interpretative, inferential, and critical. In terms of literal, it was not significant.

13. In associating relationship between the reading comprehension of the student-respondents and the difficulties they encountered in reading, it was significant along the areas of word decoding, fluency, vocabulary, and comprehension while along phonemic awareness, it was not significant.

Conclusions

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

1. The student-respondents were clustered at the same ages which signified that they had the same level of understanding and interest fitted for the grade level they were enrolled in whereby the females dominated them which meant that more of this sex group were available during data collection.

2. Most of the student-respondents belonged to the first decile of the income distribution which signified that

they earned meagerly below the poverty threshold. This indicated that they could hardly make both ends meet with some of the basic needs were not met due to meager income and the escalating prices of commodities.

3. The parents of the student-respondents were functional literates being schooled in a formal educational system. This indicated that they had the ability to read, write, and understand simple messages including mathematical calculations which they could use as learning facilitators of their children during the new normal education.

4. The parents of the student-respondents, mostly the fathers, were regularly engaged in an occupation which served as the main source of living for the family.

5. The student-respondents had textbooks only as their available reading materials at home which they used in the modular distance learning. This meant that they needed other materials to enhance their reading skills particularly on comprehension.

6. The student-respondents manifested highly favorable attitude toward reading during the new normal education.

7. The student-respondents regularly practiced reading habits in their studies during the new normal education.

8. The student-respondents manifested moderate

reading level which suggested that an intervention should be provided to them to enhance their reading level particularly on reading comprehension.

9. Of the student-related profile variates, only their attitude toward reading and study habits posed significant influence to their reading comprehension level. The other identified variates did not show any evidence that they significantly influenced it.

10. The student-respondents manifested exemplary performance in English based on their final grades during the first and second quarters with median grade higher than the required passing grade by the DepEd which was 75. This denoted that the student-respondents had assimilated their English lessons despite the absence of the interaction of their teachers during the new normal education.

11. The student-respondents firmly believed that phonemic awareness, word decoding, fluency, vocabulary, and comprehension were the areas in learning the English language as highly difficult for them. Therefore, an intervention program should be developed to facilitate their reading level.

12. Of the academic performance of the student-respondents in English, the areas in terms interpretative, inferential, and critical influenced significantly their level of reading comprehension. While the academic

performance of the student-respondents in English in the area of critical did not proved any significant influence to it.

13. Of the areas along the difficulties encountered by the student-respondents in reading, word decoding, fluency, vocabulary, and comprehension significantly influenced their level of reading comprehension in the English language. The area along phonemic awareness did not show any influence at all.

Recommendations

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

1. Inasmuch as the student-respondents showed moderate reading level and highly encountered difficulties in reading, an intervention program should be provided to them to enhance their reading level particularly on reading comprehension and to address the difficulties they encountered in reading.

2. Sustain the favorable attitude of the student-respondents toward reading by providing them intervention exercises in reading to increase their interest toward it.

3. Likewise, encourage the student-respondents to set regular study habits to enhance their reading comprehension by providing them teacher-made reading materials to augment their textbooks.

4. Teachers should maintain the favorable reading

level of the students along terms interpretative, inferential, and critical to sustain their reading comprehension level and to improve their skills in terms of critical thinking which they found lagging behind through intervention activities.

5. Difficulties encountered by the students in reading should be addressed properly, particularly along the areas of word decoding, fluency, vocabulary, and comprehension through intervention activities so that by reducing these difficulties, if not to eliminate, the reading comprehension level of the students would be enhanced.

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

7. A similar study may be conducted considering other areas on reading comprehension level of the students in English.

Chapter 6

INTERVENTION PROGRAM

This chapter presents the intervention program to enhance the reading comprehension of the students in English and eventually improve the academic performance of Grade 6 students in the said learning area.

Rationale

Language instruction provides teachers with a framework for desired competencies for effective teaching Mathematics among Grade 6 students. As professional teachers, they are involved with students, fellow teachers, school officials, and community leaders. At the heart of their involvement is the teaching-learning process, which is characterized by dynamism and relevance. In order to respond to the demand and the call of the profession, teachers need to continuously assess their competences. As it came out from the study, the student-respondents manifested highly favorable attitude toward reading however, the Grade 6 students showed moderate reading level which they should be reinforced by this intervention program.

Objectives

This intervention program aims to enhance the reading level in English of the Grade 6 students in the District of Catbalogan VI.

Specifically, it is expected to:

1. Commit the teacher to individual accountability for professional growth and shared responsibility for the Grade 6 students in English;
2. Help the teachers chart the intellectual development of the students and give them avenue for an enhancement and development activities in reading comprehension;
3. Ensure quality education through improved learning outcomes of the Grade 6 students in English; and
4. Enhance reading comprehension competences of the students and to use available resources to improve their academic performance in the aforementioned learning area.

Features of the Program

The content of the Intervention Program covers the following areas, namely: 1) objectives; 2) strategies; 3) methods; 4) time frame; and 5) success indicator.

The Intervention Program

Objective	Strategy	Method	Time Frame	Success Indicator	
1. To improve reading comprehension competences of Grade 6 students	Reading Progress Tool	The Reading Progress Tool is a self-instructional application that can help teachers help their	Whole-Year Round	Knowledge and Skills in Reading among Grade 6 students	Increased interest of Grade 6 students to lesson activities in English

		<p>learners enhance their reading proficiency and develop a love for reading. It can be accessed through the Assignments tab in Microsoft Teams. The Reading Progress is a Microsoft Teams built-in-tool that is designed to support and track the reading fluency of learners. The tool can be used for K-12 emerging readers, non-native speakers and those with dyslexia and other learning disabilities.</p>			
	Project I Can Read	It was anchored on the	Whole Year-Round		

	and Play (IREAP)	theme "I Read and Play" or IReaP that speaks of the children's basic right to play. Furthermore, it aimed to promote the value of reading through games and play.			
	Training Every Parent a Reading Teacher Project	Relative to DepEd Memorandum no. 173, s. 2019 re: Hamon: Bawat Bata Bumabasa, amidst pandemic happening around the world, is still committed to extend quality learning at home. It continuously aims to elevate reading comprehension	Whole Year-Round		

		sion of the learners by amplifying its campaign of establishing reading home through project "Every Parent a Reading Teacher Program".			
2. To gain more content knowledge and skills in Reading Comprehension among Grade 3 students	Attend National Reading Month	The Department of Education (DepEd) has declared the month of November as the National Reading Month and has instructed school officials to conduct various activities to rekindle the interest of school children in reading.	November of the School Year	Increased Competences and mastery of the content and skills in Reading Comprehension among Grade 6 students	Increased students' performance in English among Grade 6 students based on the Division/ Regional/ National Tests Results
	Read-a-Thon	Aims to discover outstanding	Whole Year-Round	Increased students' Reading abilities	

		<p>readers in class; the Dear program, which engages students in 15 to 20 minutes of reading daily; and the shared reading or readers' mentoring program, where older students are encouraged to assist younger readers with reading difficulties.</p>			
	<p>"A Paragraph A Day" "A Paragraph A Day"</p>	<p>Schools are also urged to hold vocabulary and "A Paragraph A Day" sessions, where students learn one new word a day and read aloud one or two paragraphs</p>	<p>Whole Year-Round</p>	<p>Increased Competencies and mastery of the content and skills in Reading Comprehension among Grade 6 students</p>	<p>Increased students' performance in English among Grade 6 students based on the Division/Regional/National Tests Results</p>

		s every day to enhance their speaking skills. The program likewise aims to bring back the interest of school children in reading instead of them spending too much time on the Internet and inclination to online activities.			
3. To acquire knowledge and skills in reading by providing learning activities that respond to demands of the	Hamon: Bawat Bata Bumabasa Program	Anchored on a number of researches, the 3Bs initiative is grounded on the needs of the learners and will develop succeeding interventions for them to	1 st 2 Saturdays of October 2021	Enhanced competences in establishing learning environment conducive to community aspirations	Increased Mathematics Academic Performance and participation in school activities

commu- nity		<p>acquire reading and comprehension skills. The initiative also recommends six elements of reading (oral language, phonological awareness phonics, vocabulary, fluency, and comprehension) that learners must understand and be able to use in combination to learn how to read. The "Bawat Bata Bumabasa" Initiative is grounded on the needs of the learners and shall develop subsequent intervent</p>			
----------------	--	--	--	--	--

		ions for the learners. The framework provides a system on how the program will work to achieve its goals in closing achievement gaps through a culture of reading.			
--	--	--	--	--	--

Strategy of Implementation

There are many things that need to be done before the Intervention Program can be implemented, which include: 1) ask the help from the district supervisor in seeking the approval from the schools division superintendent for the implementation of the program; 2) once approved, request from the schools division superintendent in issuing a memorandum for the implementation of the Intervention Program in the district and inviting support from the school administrators for its effective implementation; 3) the district supervisor, school administrators and general PTCA officers should invite cooperation among elementary school teachers for the participation in the activities of the program; and 4) seek alliance from the local government unit (LGU) or non-government organizations (NGO's) in the implementation of the program specially if budget is required.

Monitoring and Evaluation

This is the most important part of the Intervention Program because the persons involved in the implementation of the program can determine whether the goals and objectives are carried out or not. They can also ascertain what other things are needed to be done to accomplish the goals and objectives. In monitoring and evaluation, the following can be used as tools: 1) monthly progress report; 2) monthly accomplishment report of activities; and 3) regular strategic assessment and planning among school administrators and elementary school teachers as well as parents and stakeholders.

Budgetary Requirements

This intervention program falls part of the teaching-learning process conducted every after classes or done during home visitation during the new normal. As part of the process, no budgetary requirements are necessary except the teaching-learning materials that could facilitate the effective learning.

B I B L I O G R A P H Y

A. BOOKS

- Adams, Marilyn McCord. **Phonemic Awareness in Young Children: a Classroom Curriculum**. Baltimore: P.H. Brookes, 1998.
- Aldridge, A. **Importance of Oral Language: The Childhood Education**. Alabama: Academic Press, 2015.
- Alonzo, R. I. **Philippine Journal for Language Power: The RAP Journal**. Manila: Reading Association of the Philippines, 2015.
- An, S. **Schema Theory in Reading**. China: Changchun University of Science & Technology Press, 2013.
- Crow, L.D. & Crow, A. **Adolescent Development and Adjustment**. New York: McGraw-Hill Book Company, 2016.
- Greaney, V. "Textbooks, Respect for Diversity, and Social Cohesion". In Roberts Schweitzer, E., V. Greaney, and K. Duer (Eds.), **Promoting Social Cohesion through Education: Case Studies and Tools for Using Textbooks and Curricula**. The World Bank: Washington DC, U.S.A., 2016.
- Harris, A.J. & Sipay, E.R. **How to Increase Reading Ability**. New York: Longman, 1984.
- Keefe, J.W. "Learning Style Profile Handbook". In **Accommodating Perceptual, Study, and Instructional Preferences**. Reston, VA: National Association of Secondary School Principals, 1989.
- Liem, G.A.D. & McInerney, D.M. **Big Theories Revisited**. Charlotte, NC: Information Age Publishing, 2018.
- McComiskey, Bruce. **English Studies: An Introduction to the Discipline**. Urbana, IL: NCTE, 2006.
- Pauk, Walter & Ross, J.Q. **How to Study in College**. Boston: Houghton Mifflin, 2005.
- Wallace, Catherine. "Variability and the Reading Behaviour of L2 Readers". In Ellis, Rod (Editor) **Second Language Acquisition in Context**. New York and London: Prentice Hall, 1987.

B. JOURNALS AND OTHER SOURCES

- Akbari, Hadi et al. "Attitude Toward Reading: L1 or L2 or Both". **SAGE Open**, 2017.
- Cimmiyotti, Caleb Bartholet. "Impact of Reading Ability on Academic Performance at the Primary Level". **Graduate Master's Theses, Capstones, and Culminating Projects**, 2013.
- Consolidated Mean and MPS for District VI, School Year 2020-2021
- Consolidated Phil-IRI Report in Oral Reading, District VI, School Year 2020-2021
- Baker, L. & Wigfield, A. "Dimensions of Children's Motivation for Reading and their Relations to Reading Activity and Reading Achievement". **Reading Research Quarterly**, 2019.
- Bell, M.J. "Define Academic Performance". **Stud Home Comm Sci.**, 2013.
- DepEd Catbalogan City Division Educational Management Information System (EMIS), 2012
- Horbec, D. "The Link between Reading and Academic Success". **English in Australia**, 2012.
- Just, M., & Carpenter, P. "A Theory of Reading: From Eye Fixations to Comprehension". **Psychological Review**, 1980.
- Koda, K. "The Effects of Lower-Level Processing Skills in Foreign Language (FL) Reading Performance: Implications for Instruction". **The Modern Language Journal**, 1992.
- Kok, Izzettin. "The Relationship between Students' Reading Comprehension Achievement and their Attitude towards Learning English and their Abilities to Use Reading Strategies with Regard to Hemispheric Dominance". **Procedia Social and Behavioral Sciences**, 2010.
- Levine, S.C. et al. "Early Puzzle Play: A Predictor of Preschoolers' Spatial Transformation Skill". **Dev Psychol**, 2012.
- Lyon, Reid G. "Why Reading is Not a Natural Process?" **LDA Newsbriefs**, 2000.

Municipal Planning and Development Office, City Government of Catbalogan, 2020

Nava, Fe Josefa G. "The Philippine Informal Reading Inventory 2016: Pupils' Performance in Filipino and English across Mother Tongues". A Paper Presented at the National Conference on Research in Teacher Education (NCRTE), Quezon City, November 9-11, 2017.

Nel, C. et al. "An Analysis of the Reading Profiles of First-Year Students at Potchefstroom University: A Cross-Sectional Study and a Case Study". **South African Journal of Education**, 2014.

Pretorius, E.J. "Reading and the Unisa Student: Is Academic Performance Related to Reading Ability?" **Progressio**, 2020.

Salkind, Neil J., "Encyclopedia of Research Design", **Sage Research Methods**, 2010.

Sangkaeo, S. "Reading Habit Promotion in ASEAN Libraries". Paper Presented at the 65th IFLA Council and General Conference, Bangkok, Thailand, August 20-August 28, 1999.

Singer, L.M. & Alexander, P.A. "Reading Across Mediums: Effects of Reading Digital and Print Texts on Comprehension and Calibration". **The Journal of Experimental Education**, 2017.

Van, M. "The Relevance of Literary Analysis to Teaching Literature in the EFL Classroom". **Forum**, Vol 47, No 1, 2019.

Wigfield, A. & Guthrie, J.T. "Relations of Children's Motivation for Reading to the Amount and Breadth of their Reading". **Journal of Educational Psychology**, 1997.

C. PUBLISHED AND UNPUBLISHED MATERIALS

Akbasli, Sait. "The Effect of Reading Comprehension on the Performance in Science and Mathematics". Unpublished Master's Thesis, Hacettepe University, Ankara, Turkey, 2016.

Balan, Sasikala. "Reading Habits and their Influence on Academic Achievement among Students at Asia Pacific International University". Unpublished Master's Thesis, Asia Pacific International University, Thailand, 2019.

- Cadiong, Amado Montera. "Factors Affecting the Reading Comprehension Level of Grade VI Learners of Selected Elementary School in the District of Tanza, Cavite". Unpublished Master's Thesis, Polytechnic University of the Philippines, Manila, 2019.
- Espejo, Charmane T. "The Comprehension Level of Selected Grade 4 Pupils vis-à-vis Text and Test Types in Filipino". Unpublished Master's Thesis, Philippine Normal University, Manila, 2016.
- Estremera, Michael L. "Factors Affecting the Reading Comprehension of Grade Six Pupils in the City Division of Sorsogon, Philippines as Basis for the Development of Instructional Materials". Unpublished Master's Thesis, Sorsogon State University, Sorsogon City, Philippines, 2018.
- Hijazi, Dima. "The Relationship between Students' Reading Comprehension and their Achievement in English". Unpublished Master's Thesis, Yarmouk University, Irbid, Jordan, 2018.
- Imam, Ombra A. "Reading Comprehension Skills and Performance in Science among High School Students in the Philippines". Unpublished Master's Thesis, Universiti Sains Malaysia, Pulau Pinang, Malaysia, 2014.
- Kerubo, O. "Correlation between Reading Comprehension Practices and Academic Performance: A Case Study of Class Three Pupils in Westlands Sub-County, Kenya". Published Master's Thesis, University of Nairobi, Kenya, 2014.
- Marual-Gillaco, Minariza. "Level of Word Recognition and Reading Comprehension: A Basis for a Reading Program". Unpublished Master's Thesis, Laguna State Polytechnic University-Siniloan Campus, Siniloan, Laguna, October 2014.
- Minoza, Manilyn Vegare. "Reading Comprehension Level among Intermediate Learners". Unpublished Master's Thesis, Western Mindanao State University, Zamboanga City, 2019.
- Nyarko, Kingsley. "English Reading Proficiency and Academic Performance among Lower Primary School Children in Ghana". Unpublished Master's Thesis, University of Ghana, Accra, Ghana, 2018.

Panerio, Reane O. "Reading Comprehension Skills of Gubat South Central School". Published Master's Thesis, Bicol University, 2018.

Tizon, Marylene N. "Reading Comprehension Ability of Grade VI Pupils of Kinangay Sur Elementary School". Unpublished Master's Thesis, Lyceum University of the Philippines, Batangas City, 2012.

Paz, Petervir A. "Reading Comprehension Levels in English among Grade 7 Students in Caraga State University, Philippines". Unpublished Master's Thesis, Caraga State University, Butuan City, Philippines, 2018.

D. ELECTRONIC SOURCES

<https://education.nsw.gov.au>, 5 May 2021.

<https://study.com>, 12 May 2021.

<http://www.mb.com.ph>, 9 May 2021.

<http://www.philstar.com>, 9 May 2021.

<https://www.readnaturally.com>, 5 May 2021.

<http://www.seameo-innotech.org>, 7 May 2021.

<http://www.specialconnections.ku.edu>, 11 May 2021.

<https://www.statisticshowto.com/kuder-richardson/> 3 October 2021.

<https://www.umasd.org>, 5 May 2021.

APPENDICES

APPENDIX A**APPROVAL OF RESEARCH TITLE**

Samar College
Catbalogan City

July 23, 2020

DR. NIMFA T. TORREMORO

Dean, College of Graduate Studies
Samar College

Madame:

The undersigned will enrol in thesis writing this **First** Semester, School Year 2020-2021. In this regard, she would like to present the following proposed thesis titles, preferably number **1** for your evaluation, suggestions, and recommendations:

1. **READING COMPREHENSION LEVEL AND ACADEMIC PERFORMANCE OF GRADE 6 STUDENTS**
2. **READING COMPETENCES OF GRADE 6 PUPILS AND THEIR LEVEL OF COMPREHENSION: BASIS FOR AN INTERVENTION**
3. **INFLUENCE OF READING COMPREHENSION OF GRADE 6 STUDENTS TO THEIR ACADEMIC PERFORMANCE**

Very truly yours,

(SGD) **JOVELYN JOY C. MANDADO**
Researcher

1 (SGD) LETECIA R. GUERRA, PhD

1 (SGD) PEDRITO G. PADILLA, PhD

1 (SGD) MICHELLE L. MUSTACISA, PhD

Approved Title Number: **1**

Approved:

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

APPENDIX B**ASSIGNMENT OF ADVISER**

Republic of the Philippines
 Commission on Higher Education
 Region VIII
SAMAR COLLEGES, INC.
COLLEGE OF EDUCATION (COEd)
 City of Catbalogan

NAME : JOVELYN JOY C. MANDADO

COURSE : Master of Arts in Educational Management

MAJOR : Educational Management

TITLE OF THESIS : READING COMPREHENSION LEVEL AND ACADEMIC PERFORMANCE OF GRADE 6 STUDENTS

NAME OF ADVISER : GUILLERMO D. LAGBO, DPA

(SGD) **JOVELYN JOY C. MANDADO**
 Researcher

Conforme:

(SGD) **GUILLERMO D. LAGBO, DPA**
 Adviser

Approved:

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

3. Gross Monthly Family Income: _____

4. Parents' Highest Educational Attainment

Father		Mother
_____	No Education	_____
_____	Elementary Level	_____
_____	Elementary Graduate	_____
_____	High School Level	_____
_____	High School Graduate	_____
_____	College Level	_____
_____	College Graduate	_____
_____	Vocational-Technical	_____

5. Parents' Occupation

Father		Mother
_____	Government Employee	_____
_____	Private Employee	_____
_____	Public School Teacher	_____
_____	Private School Teacher	_____
_____	Self-Employed (i.e. Vendor)	_____
_____	PNP/BJMP/BFP Personnel	_____
_____	AFP Personnel	_____
_____	OFW/Seafarer	_____
_____	Labor (i.e. Carpenter)	_____
_____	Agriculture-Related (i.e. Farmer/Fisherman)	_____
_____	Househusband/Housewife	_____
_____	No Employment	_____
_____	Others, please specify _____	_____

6. Available Reading Materials at Home

- _____ Textbooks (any subject)
 _____ Magazines (Star Studio, YES Magazine, etc)
 _____ Comics (Archie, or any Filipino Comics)
 _____ Novels (Romance, Suspense, etc., Filipino or English)
 _____ Journals (The Modern Teacher, Bato Balani, etc)
 _____ Newspapers (Bandera, etc)
 _____ Religious Papers (Kerygma, etc)
 _____ Others, please specify _____

PART II. ATTITUDE TOWARD READING

Directions: This part of the questionnaire consists of 53 statement indicators adopted from the Motivations for Reading Questionnaire (MRQ) developed by Wigfield and Guthrie (1995:420-432). Please check the appropriate column of your responses using the following five-point scale:

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

Attitude Statement	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)
1. I like being the best at reading.					
2. I like it when the questions in books make me think.					
3. I read to improve my grades.					
4. If the teacher discusses something interesting, I might read more about it.					
5. I like hard, challenging books.					
6. I enjoy a long, involved story or fiction book.					
7. I know that I will do well in reading next year.					
8. If a book is interesting, I do not care how hard it is to read.					
9. I try to get more answers right than my friends.					
10. I have favorite subjects that I like to read about.					
11. I visit the library often with my family.					
12. I make pictures in my mind when I read.					
13. I don't like reading something when the words are too difficult.					
14. I enjoy reading books about people in different countries.					
15. I am a good reader.					
16. I usually learn difficult things by reading.					
17. It is very important to me to be a good reader.					

18. My parents often tell me what a good job I am doing in reading.					
19. I read to learn new information about topics that interest me.					
20. If the project is interesting, I can read difficult material.					
21. I learn more from reading than most students in the class.					
22. I read stories about fantasy and make believe.					
23. I read because I have to.					
24. I don't like vocabulary questions.					
25. I like to read about new things.					
26. I often read to my brother or my sister.					
27. In comparison to other activities I do, it is very important to me to be a good reader.					
28. I like having the teacher say I read well.					
29. I read about my hobbies to learn more about them.					
30. I like mysteries.					
31. My friends and I like to trade things to read.					
32. Complicated stories are no fun to read.					
33. I read a lot of adventure stories.					
34. I do as little schoolwork as possible in reading.					
35. I feel like I make friends with people in good books.					
36. Finishing every reading assignment is very important to me.					
37. My friends sometimes tell me I am a good reader.					

38. Grades are a good way to see how well you are doing in reading.					
39. I like to help my friends with their schoolwork in reading.					
40. I don't like it when there are too many people in the story.					
41. I am willing to work hard to read better than my friends.					
42. I sometimes read to my parents.					
43. I like to get compliments for my reading.					
44. It is important for me to see my name on a list of good readers.					
45. I talk to my friends about what I am reading.					
46. I always try to finish my reading on time.					
47. I am happy when someone recognizes my reading.					
48. I like to tell my family about what I am reading.					
49. I like being the only one who knows an answer in something we read.					
50. I look forward to finding out my reading grade.					

PART III. READING HABITS

Directions: This part of the questionnaire consists of 20 items reflective of the reading habits of the student-respondents adopted from the Hamline's Habits and Skills Checklist (Pauk & Ross, 2005:1-2). Please check the appropriate column of your responses using the following five-point scale:

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

Reading Habit	5 (A)	4 (O)	3 (S)	2 (R)	1 (N)
1. Reviewing reading materials before breaking them down in detail.					
2. Adjusting reading speed to the material studied.					
3. Finding the main ideas in each paragraph and organizing the details around it.					
4. Stopping at natural breaks in reading and trying to repeat the main ideas in their own words.					
5. Looking up for the meaning of words not understood and developed as a working vocabulary for each subject.					
6. Outlining the material as read.					
7. Using the table of contents and the index of the reading materials.					
8. Relating the text to the maps, graphs, and tables included in the reading assignment.					
9. Anticipating what the author will say in the reading material.					
10. Recalling information and relating it to new material as read.					
11. Questioning and evaluating the content of what is read.					
12. Taking time to summarize the main ideas and drawing conclusions from them.					

13. Reading for pleasure.					
14. Keeping a section in the notebook for each subject and keeping them together and in order.					
15. Writing the notes in outline style to show ideas and subordinate details in the reading materials.					
16. Taking satisfactory notes from reading materials.					
17. Reviewing reading notes while reading a selection.					
18. Summarizing details in the reading materials frequently.					
19. Reviewing reading notes before examinations.					
20. Using school library facilities to read.					

PART IV. READING DIFFICULTIES

Directions: This part of the questionnaire consists of 50 statement indicators reflective of the difficulties in reading encountered by the student-respondents. Please check the appropriate column of your responses using the following five-point scale:

- 5 - Very Highly Difficult (VHD)
- 4 - Very Difficult (VD)
- 3 - Moderately Difficult (MD)
- 2 - Fairly Difficult (FD)
- 1 - Not Difficult

Indicators	5 (VHD)	4 (VD)	3 (MD)	2 (FD)	1 (ND)
A. PHONEMIC AWARENESS					
1. Distinguishing the differences between two phonemes with very subtle sounds like /b/ and /p/.					

2. Separating sounds of letters one from another and categorizing them in a way that permits understanding how words are spelled.					
3. Variations in spoken form from word to word and speaker to speaker or called allophones of a phoneme.					
4. Distinctly identifying words pronounced differently with distinct medial sounds corresponding to their distinct vowels such as /pin/ and /pen/.					
5. Distinguishing words that are phonetically indistinguishable leaving context as the only clue to meaning.					
6. Mistakes related to sounds other than voiceless dental fricatives.					
7. Mistakes in treating other consonant and vowel sounds.					
8. Difficulty in producing the voiceless type of the sound.					
9. Phonological difficulties in consonant sounds.					
10. Inability to focus on and manipulate individual sounds.					
B. WORD DECODING					
1. Difficulty in relying on context to decode or identify unknown words.					
2. Over-relying on context in order to compensate for inadequate word-level reading ability.					

3. Translating print into speech by rapidly matching a letter or combination of letters (graphemes) to their sounds (phonemes) and recognizing the patterns that make syllables and words.					
4. Automatically recognizing individual words or strings of words, which in turn leads to full comprehension - the goal of reading instruction.					
5. Sorting and transferring words from print.					
6. Merely guessing what a word is based on a sound or two.					
7. Reading very slowly because it takes a long time to make sense of the letters.					
8. Has trouble understanding or remembering what he/she reads because it takes so much time and effort to figure out each word.					
9. Inability to take apart the sounds in words (segmenting) and blend sounds together.					
10. Trouble recognizing words that rhyme.					
C. FLUENCY					
1. Difficulty with speed in reading.					
2. Reading connected text rapidly, smoothly, effortlessly, and automatically with little conscious attention to the mechanics of reading.					

3. Difficulty in providing prosody or putting appropriate expression to reading.					
4. Raising and lowering of the volume and pitch of voices, speeding up and slowing down at appropriate places in the text of a reader.					
5. Attending to the meaning of the selection being read.					
6. Stuttering, stammering or cluttering of students.					
7. Inability to read with appropriate expression, volume, pitch, and stress that enhances the meaning of text when reading out loud.					
8. Exerting so much effort in sounding out each letter, blending them into words, then repeating the process word-by-word.					
9. Too little attention left to concentrate on the meaning of what students are reading.					
10. Reading laboriously and in monotone voice.					
D. VOCABULARY					
1. Number of words that students as readers need to learn in the selection.					
2. Differentiating between spoken English and written English.					
3. Limited sources of information about words found in a reading selection such as dictionaries and others.					

4. Differentiating difficult words from easy words in a reading selection.					
5. Differences in the pronunciation of words.					
6. Inability to retain the meaning of the word after learning it.					
7. Difficulty in consolidating and extending meaning of words learned.					
8. Words are absorbed slowly overtime, and that only gradually are words become fully integrated into the students' personal stock of words.					
9. Inability to distinguish between different levels of formality, the effect of different contexts and topics, as well as differences in geographical variation.					
10. Difficulty in learning the rules that enable students to build up different forms of the word or even different words from that word.					
E. COMPREHENSION					
1. Using background knowledge appropriately for better reading comprehension.					
2. Using metacognitive strategies for better reading comprehension.					
3. Differentiating between common text structures.					
4. Using varied strategies to actively engage in the text to understand the text.					

5. Making inferences in the selection being read.					
6. Difficulty in activating prior knowledge and past experiences to actively respond to the reading material.					
7. A situation when students use strategies to understand the text then leads to different situations of the reading material.					
8. Lack of strategies to actively engage with the text so that they can understand it.					
9. Difficulty in understanding words in the text being read.					
10. Inability of children to understand why they are reading in the first place.					

Thank you very much!

APPENDIX D**THE 50-ITEM READING TEST**

Name of Student: _____

Directions: Read each selection silently. Then read the questions that follow and write the letter of the correct answer in the answer sheet

Chameleons

Chameleons are extraordinary animals. They are one of the few animals that can change their color. This is their way of hiding themselves. Chameleons that live in trees are often green. Those that live in desert lands are usually brown. It is also their way of keeping warm. Turning a darker shade helps them absorb more heat. They also change colors to send messages to other chameleons. Their bright colors may attract another chameleon or warn enemies.

1. What is one unique characteristic of chameleons? (Literal)
 - a. Their color changes.
 - b. They live in trees.
 - c. They live in deserts.
 - d. They climb trees fast. They send messages to other animals.
2. What will happen to a chameleon on a cold day? (Inferential)
 - a. It will become invisible.
 - b. It will turn a shade lighter.
 - c. It will turn white.
 - d. It will turn a shade darker.
3. Changing its color is the chameleon's way of _____. (Literal)
 - a. showing its special power
 - b. hiding itself from other animals
 - c. finding its family
 - d. shedding its skin

4. Chameleons are extraordinary animals. Another word for extraordinary is _____. (Inferential)
- a. amazing
 - b. not known
 - c. common
 - d. unusual
5. What is the advantage of changing color? (Inferential)
- a. It can hide itself.
 - b. It can kill enemies
 - c. It can join with other chameleons.
 - d. It can hold on to the branch as it climbs.
6. The main idea of the selection is (Critical)
- a. why chameleons change colors.
 - b. how chameleons survive in the wild.
 - c. where chameleons come from.
 - d. where chameleons live.
7. The best title for this selection is (Critical)
- a. How Chameleons Communicate with Other Animals
 - b. Why Chameleons Change Color
 - c. The Different Habitats of Chameleons
 - d. The Enemies of Chameleons

The Philippine Eagle has replaced the maya as our national bird. It is one of the three largest and strongest eagles in the world. But it is in danger of extinction. Hunting and deforestation have caused the number of Philippine Eagles to dwindle. Scientists have tried to increase their number by breeding them in captivity. The first eagle to be bred in captivity is Pag-asa. At 25 years old, Pag-asa is not yet suited to be released to the wild as she has developed dependency on her human keeper.

8. The Philippine Eagle is in danger of extinction. It means this type of eagle will eventually _____. (Inferential)
- a. disappear

- b. increase
 - c. migrate
 - d. starve
9. When birds are bred in captivity, they are _____.
(Inferential)
- a. allowed to freely fly in the wide forest
 - b. cared for in a safe environment
 - c. caught and sold as pets
 - d. given a diet of bread
10. What is responsible for the decrease in the number of Philippine Eagles? (Inferential)
- a. their migration to cooler countries
 - b. their transfer to warmer places
 - c. the activities of humans
 - d. lack of available food
11. Pag-asa is the name of the first eagle which (Literal)
- a. was discovered first in our country.
 - b. was born in captivity.
 - c. was kept in the wild
 - d. was given as a gift.
12. What is the problem posed in the selection? (Critical)
The Philippine Eagles _____.
- a. are in danger of being gone forever
 - b. are dying because of a disease
 - c. migrate to other countries
 - d. are not growing fast
13. The purpose for writing the selection is to (Critical)
- a. invite researchers to study the Philippine eagle.
 - b. make the reader proud of the Philippine eagle.
 - c. warn the hunters not to harm the Philippine eagle.
 - d. raise an alarm about the possible disappearance of the Philippine Eagle.
14. A good title for this selection is (Critical)
- a. Help Save the Philippine Eagle
 - b. See the Rare Philippine Eagle
 - c. Breeding the Philippine Eagle
 - d. The Effects of Deforestation

Home to Millions of Fish

Coral reefs are found in shallow areas of tropical ocean waters. They are like beautiful underground gardens that grow in salty waters. Millions of fish and sea plants make their home in the reefs as these provide a safe sanctuary for them. They allow small fish to hide from large predator fish. But many coral reefs are in trouble. Water pollution is destroying many reefs. Tourism likewise harms them. If reefs are damaged, we will lose many of our most beautiful fish.

15. Coral reefs are described as underground gardens because _____. (Inferential)
- a. they are full of flowers
 - b. there are many sea plants
 - c. they have many enormous fish
 - d. there are many types of pebbles
16. Coral reefs provide a safe sanctuary to live for the small fish. A sanctuary is synonymous to _____. (Inferential)
- a. water
 - b. shelter
 - c. cage
 - d. cave
17. Which of these bodies of water would have coral reefs? (Inferential)
- a. the sea
 - b. the lake
 - c. the river
 - d. the pond
18. Why are the small fish safer in the coral reefs than in the open sea? (Inferential)
- a. The water is saltier.
 - b. The waves are not so big.
 - c. There is no pollution there.
 - d. It is less likely that the big fish will eat them.
19. How is the last paragraph of the selection developed? (Critical)

- a. by giving a list of effects
 - b. by enumerating a series of sequenced events
 - c. by stating the main topic and giving examples
 - d. by defining the problem and the possible solution
20. Which cause of the destruction of coral reefs is mentioned in the last paragraph? (Literal)
- a. pollution
 - b. the presence of big fish
 - c. the strong wind and big waves
 - d. the increasing temperature of the ocean

DREAMS

We often say "Sweet dreams," but have you ever wondered why we dream? Some say that dreaming is our brain's way of exercising. While we sleep, our brain may be testing the connections and pathways to see if they are working well. Others believe that dreaming is our brain's way of sorting out problems. Problems that have not been addressed during the day are sometimes resolved in our sleep. Yet another explanation is that dreaming is our brain's way of fixing and organizing all the information we have. While sleeping, our brains have a chance to sort out the information that we want to keep from the stuff we no longer want. Still another idea is that dreams are just another form of thinking. Will we ever get to know the answer to this question? Maybe we should sleep on it. Reference: Adapted from

<http://science.howstuffworks.com/life/inside-the-mind/humanbrain/dream1.htm>;

Questions:

21. Based on the selection, what does our brain exercise through sleeping? (Interpretative)
- a. the connections and pathways
 - b. the left and right hemispheres
 - c. the content and concepts
 - d. the gray matter
22. Which of the statements does NOT show how dreams fix our problems? (Interpretative)
- a. As we dream, we constantly think about what we have

- learned or experienced.
 - b. Our dreams help us focus on things we are unable to notice during the day.
 - c. Our brain comes up with solutions in our sleep.
 - d. Our brain sorts and files information.
23. How does a brain - through dreams - perform the function of an office clerk? (Interpretative)
- a. It sorts information we need from what we don't need.
 - b. It files what we know into fixed categories.
 - c. It clears the board to store new information.
 - d. It functions alone.
24. Based on how it is used in the selection, which of the following words is a synonym for the word "resolved?" (Interpretative)
- a. accommodated
 - b. reflected
 - c. decided
 - d. fixed
25. Which of the following statements is NOT true about the brain? (Interpretative)
- a. Our brain makes connections.
 - b. Our brain never stops thinking.
 - c. Sleeping is our brain's way of shutting down.
 - d. Our brain replays our experiences as we sleep
26. Which question is the selection trying to answer?
- a. What are the types of dreams? (Interpretative)
 - b. Why are our reasons for dreaming?
 - c. Are all dreams sweet?
 - d. How can we stop from dreaming?
27. In the selection, what does it mean to "sleep on it?"
- a. ignore it
 - b. take a nap
 - c. think about it
 - d. forget about it
28. Which could be a good title for this selection?
- a. Dreaming: Explained
 - b. Preventing Our Dreams

- c. Interpreting One's Dream
- d. Finding Solutions to Dreaming

Ask the following questions.

Motivation: Have you ever yawned? When do you do so?

Motive Question: In this selection, let's find out why we yawn.

Teacher reads the title. The title of the selection is "Yawning. Now, read the selection

What makes us yawn? Yawning is something that we cannot control. Even in the mother's womb, eleven-week-old babies have been observed to yawn. But why do we do it? One popular explanation for yawning is that a person may be tired or bored. Although many believe this to be true, it cannot explain why athletes yawn before an event or why dogs yawn before an attack.

It is said that yawning is caused by a lack of oxygen and excess carbon dioxide. A good example of this is when we yawn in groups. We yawn because we are competing for air. Others even believe that we yawn to cool our brains off. Cool brains allow us to think more clearly so yawning is said to help us become more alert.

Reference: McManus, M. R. (2001). What makes us Yawn?
Retrieved from: Howstuffworks
com <http://science.howstuffworks.com/life/inside-the-mind/human-brain/question572.htm>

Listen to each question. Choose the letter of the correct answer.

29. What is a fact about yawning?
 - a. It is something we cannot control.
 - b. It is something only humans do
 - c. It is a result of boredom.
 - d. It happens after birth.
30. Which of the following might make us yawn?
 - a. reading a book
 - b. being in a crowded room

- c. being around plants
 - d. being in a small air-conditioned car
31. What does the word "involuntary" mean?
- a. expected
 - b. unexpected
 - c. within control
 - d. uncontrollable
32. Which of the following may be a benefit of yawning?
- a. It warns us of possible attacks by dogs.
 - b. It provides us the carbon dioxide we need.
 - c. It cools our brains.
 - d. It balances the amount of oxygen and carbon dioxide
33. According to the selection, what is most likely to happen after we yawn?
- a. We will become more alert.
 - b. We will be less tired.
 - c. We will be less sleepy.
 - d. We will be calmer.
34. In the selection, how is the word 'compete' used in the phrase "competing for air?"
- a. struggling to take in some air
 - b. arguing about breathing
 - c. battling it out for oxygen
 - d. racing to breathe more air
35. Which of the following shows evidence that "yawning" is "competing for air?"
- a. The passengers in an elevator yawned.
 - b. Several people yawned while picnicking at an open field.
 - c. Two people yawned inside a room with air-conditioning.
 - d. Three students yawned in a big empty room.
36. Which of the following is the best response when we see a person/animal yawn?
- a. Have the person eat a food item that is a good source of energy.
 - b. Change the topic of conversation to a more

interesting one.

- c. Turn on an electric fan or source of ventilation.
- d. Run away to avoid being attacked

Ask the following questions. Motivation: What happens when you laugh?

Motive Question: In the selection, let's find out what happens when one laughs.

Teacher reads the title. The title of the selection is "Laughter.

People love to laugh. We love it so much when there are jokes, jobs, and shows that are made to make us laugh. Even though laughing seems natural, not many species are able to do so. Laughing involves the performance of rhythmic, involuntary movements, and the production of sounds. We are able to laugh using fifteen facial muscles, our respiratory system, and sometimes even our tear ducts. We are lucky that we are able to laugh because there is strong evidence that laughter can help improve health. Laughter boosts the immune system and adds another layer of protection from disease. Since laughter also increases blood flow, it improves the function of blood vessels that helps protect the heart. Laughter also relaxes the whole body by relieving tension and stress. Finally, laughter also brings out the body's natural feel-good chemicals that promote well-being.

Reference: <http://science.howstuffworks.com/life/inside-the-mind/emotions/laughter.htm>

Listen to each question. Choose the letter of the correct answer.

37. What is laughing?

- a. It is the voluntary reception of sounds.
- b. It is the voluntary production of sounds.
- c. It is the involuntary production of sounds.
- d. It is the voluntary use of our facial muscles.

38. What does the statement, "There are jokes, jobs, and shows that are made to make us laugh," imply in this selection?
- a. Laughter is something we have to work at.
 - b. Comedy shows are good sources of income.
 - c. Laughter is an important part of our life.
 - d. Jokes and comedy shows are expensive ways to make us laugh.
39. In what way does laughing prevent us from getting sick?
- a. It lets us have full use of our respiratory system.
 - b. It helps boost our immune system.
 - c. It allows us to use our tear ducts.
 - d. It exercises our facial muscles.
40. If laughter increases blood flow, which body system does it help?
- a. nervous system
 - b. respiratory system
 - c. excretory system
 - d. circulatory system
41. Which word CANNOT be used to describe laughing?
- a. rhythmic
 - b. voluntary
 - c. uncontrollable
 - d. functional
42. Which of the following facts about laughter would be helpful to a hardworking secretary at a busy office?
- a. Laughter uses fifteen facial muscles.
 - b. Laughter keeps tension and stress away.
 - c. Laughter may help protect us from diseases.
 - d. Laughter brings out the 'feel good' chemicals.

Ask the following questions. Motivation: What happens to your body when you are angry?

Motive Question: In this selection, let's find out what happens to our body when we are angry. Teacher reads the title. The title of the selection is "Effects of Anger."

Anger is often viewed as harmful. It does not only affect the person feeling this anger but those around him or her. As these feelings get stronger, changes occur in our body. Our faces turn red and carry a frown. Our teeth are clenched and our hands are closed tight. Our breathing becomes heavy and this makes our heart beat faster. Our shoulder and neck muscles become stiff and our blood pressure begins to rise. All these things happen because our body is preparing for something. It is preparing for action. However, this action does not have to be harmful. People are often guilty about feeling angry. But, anger can be viewed positively. Feelings of anger tell you that something is not right and that something needs to change. The challenge lies in making sure that actions resulting from anger will help rather than harm. Expressing our feelings can help others understand the source of our anger rather than fear its consequences.

Reference: Adapted from <http://vmarano.tumblr.com/post/4955945239/good-news-aboutanger>

angry?

- a. Our face turns red.
- b. Our heart beats faster.
- c. Our shoulders become stiff.
- d. Our breathing becomes slow.

44. In the sentence, "Changes occur in our body," which of the following words is a synonym for the word occur?
- a. stay
 - b. form
 - c. happen
 - d. transform
45. Why do people sometimes feel guilty for being angry?
- a. Anger may hurt others.
 - b. Anger is not a feeling you should show to other people.
 - c. Anger may cause us to create positive change in the world.
 - d. Anger may cause us to be motivated to act on something.
46. Which of these actions is based on anger as a positive form of expression?
- a. focusing on what is wrong
 - b. saying hurtful words
 - c. identifying the root of the problem
 - d. keeping our emotions bottled up inside of us

47. Which of these actions are based on anger as a form of motivation?
- a. asking the person we are angry at to think of how the problem can be resolved
 - b. giving the person that we are angry at the silent treatment
 - c. kicking a chair aside and screaming out loud
 - d. seeking the help of a third person to side with you
48. What is one benefit of feeling angry?
- a. It provides a form of exercise for our heart and blood vessels.
 - b. It prepares us for future occasions that we might feel angry.
 - c. It serves as a signal that something is not right.
 - d. It changes how our mind works.
49. In the selection, what is the meaning of the word "challenge?"
- a. It refers to a task that is new.
 - b. It refers to a task that is different
 - c. It refers to a task that is assigned to us.
 - d. It refers to a task that is difficult to do.
50. In the selection, which trait would be most helpful when trying to use our anger in a positive way?
- a. being obedient
 - b. being honest
 - c. being thoughtful
 - d. being hardworking

APPENDIX E**THE 24-ITEM READING TEST**

Name of Student: _____

Directions: Read each selection silently. Then read the questions that follow and write the letter of the correct answer in the answer sheet

Chameleons

Chameleons are extraordinary animals. They are one of the few animals that can change their color. This is their way of hiding themselves. Chameleons that live in trees are often green. Those that live in desert lands are usually brown. It is also their way of keeping warm. Turning a darker shade helps them absorb more heat. They also change colors to send messages to other chameleons. Their bright colors may attract another chameleon or warn enemies.

1. What is one unique characteristic of chameleons?
(Literal)
 - a. Their color changes.
 - b. They live in trees.
 - c. They live in deserts.
 - d. They climb trees fast. They send messages to other animals.

2. What will happen to a chameleon on a cold day?
(Inferential)
 - a. It will become invisible.
 - b. It will turn a shade lighter.
 - c. It will turn white.
 - d. It will turn a shade darker.

3. Changing its color is the chameleon's way of _____. (Literal)
 - a. showing its special power
 - b. hiding itself from other animals
 - c. finding its family
 - d. shedding its skin

4. Chameleons are extraordinary animals. Another word for extraordinary is _____.
(Inferential)
- a. amazing
 - b. not known
 - c. common
 - d. unusual
5. The main idea of the selection is (Critical)
- a. why chameleons change colors.
 - b. how chameleons survive in the wild.
 - c. where chameleons come from.
 - d. where chameleons live.
6. The best title for this selection is (Critical)
- a. How Chameleons Communicate with Other Animals
 - b. Why Chameleons Change Color
 - c. The Different Habitats of Chameleons
 - d. The Enemies of Chameleons

The Philippine Eagle has replaced the maya as our national bird. It is one of the three largest and strongest eagles in the world. But it is in danger of extinction. Hunting and deforestation have caused the number of Philippine Eagles to dwindle. Scientists have tried to increase their number by breeding them in captivity. The first eagle to be bred in captivity is Pag-asa. At 25 years old, Pag-asa is not yet suited to be released to the wild as she has developed dependency on her human keeper.

7. The Philippine Eagle is in danger of extinction. It means this type of eagle will eventually _____.
(Inferential)
- a. disappear
 - b. increase
 - c. migrate
 - d. starve

8. Pag-asa is the name of the first eagle which (Literal)
 - a. was discovered first in our country.
 - b. was born in captivity.
 - c. was kept in the wild
 - d. was given as a gift.

9. What is the problem posed in the selection? (Critical)
 The Philippine Eagles _____.
 - a. are in danger of being gone forever
 - b. are dying because of a disease
 - c. migrate to other countries
 - d. are not growing fast

10. The purpose for writing the selection is to
 (Critical)
 - a. invite researchers to study the Philippine eagle.
 - b. make the reader proud of the Philippine eagle.
 - c. warn the hunters not to harm the Philippine eagle.
 - d. raise an alarm about the possible disappearance of the Philippine Eagle.

11. A good title for this selection is (Critical)
 - a. Help Save the Philippine Eagle
 - b. See the Rare Philippine Eagle
 - c. Breeding the Philippine Eagle
 - d. The Effects of Deforestation

Home to Millions of Fish

Coral reefs are found in shallow areas of tropical ocean waters. They are like beautiful underground gardens that grow in salty waters. Millions of fish and sea plants make their home in the reefs as these provide a safe sanctuary for them. They allow small fish to hide from large predator fish. But many coral reefs are in trouble. Water pollution is destroying many reefs. Tourism likewise harms them. If reefs are damaged, we will lose many of our most beautiful fish.

12. Coral reefs are described as underground gardens because _____. (Inferential)
 - a. they are full of flowers
 - b. there are many sea plants

- c. they have many enormous fish
 - d. there are many types of pebbles
13. Coral reefs provide a safe sanctuary to live for the small fish. A sanctuary is synonymous to _____. (Inferential)
- a. water
 - b. shelter
 - c. cage
 - d. cave
14. Why are the small fish safer in the coral reefs than in the open sea? (Inferential)
- a. The water is saltier.
 - b. The waves are not so big.
 - c. There is no pollution there.
 - d. It is less likely that the big fish will eat them.
15. How is the last paragraph of the selection developed? (Critical)
- a. by giving a list of effects
 - b. by enumerating a series of sequenced events
 - c. by stating the main topic and giving examples
 - d. by defining the problem and the possible solution
16. Which cause of the destruction of coral reefs is mentioned in the last paragraph? (Literal)
- a. pollution
 - b. the presence of big fish
 - c. the strong wind and big waves
 - d. the increasing temperature of the ocean

DREAMS

We often say "Sweet dreams," but have you ever wondered why we dream? Some say that dreaming is our brain's way of exercising. While we sleep, our brain may be testing the connections and pathways to see if they are working well. Others believe that dreaming is our brain's way of sorting out problems. Problems that have not been addressed during the day are sometimes resolved in our sleep. Yet another explanation is that dreaming is our brain's way of fixing and organizing all the information we have. While sleeping, our brains have a chance to sort out the information that we want to keep from the stuff we no longer want. Still another idea is that dreams are just another form of thinking. Will we ever get to know the answer to this question? Maybe we should sleep on it. Reference: Adapted from

<http://science.howstuffworks.com/life/inside-the-mind/humanbrain/dream1.htm>;

<http://learnenglish.britishcouncil.org/en/magazine/what-are-dreams>

Questions:

17. Based on the selection, what does our brain exercise through sleeping? (Interpretative)
 - a. the connections and pathways
 - b. the left and right hemispheres
 - c. the content and concepts
 - d. the gray matter
18. Which of the statements does NOT show how dreams fix our problems? (Interpretative)
 - a. As we dream, we constantly think about what we have learned or experienced.
 - b. Our dreams help us focus on things we are unable to notice during the day.
 - c. Our brain comes up with solutions in our sleep.
 - d. Our brain sorts and files information.
19. How does a brain - through dreams - perform the function of an office clerk? (Interpretative)
 - a. It sorts information we need from what we don't need.
 - b. It files what we know into fixed categories.
 - c. It clears the board to store new information.
 - d. It functions alone.
20. Based on how it is used in the selection, which of the following words is a synonym for the word "resolved?" (Interpretative)
 - a. accommodated
 - b. reflected
 - c. decided
 - d. fixed
21. Which of the following statements is NOT true about the brain? (Interpretative)
 - a. Our brain makes connections.
 - b. Our brain never stops thinking.
 - c. Sleeping is our brain's way of shutting down.
 - d. Our brain replays our experiences as we sleep
22. Which question is the selection trying to answer?
 - a. What are the types of dreams? (Interpretative)
 - b. Why are our reasons for dreaming?
 - c. Are all dreams sweet?

d. How can we stop from dreaming?

Ask the following questions.

Motivation: Have you ever yawned? When do you do so?

Motive Question: In this selection, let's find out why we yawn.

Teacher reads the title. The title of the selection is "Yawning. Now, read the selection

What makes us yawn? Yawning is something that we cannot control. Even in the mother's womb, eleven-week-old babies have been observed to yawn. But why do we do it? One popular explanation for yawning is that a person may be tired or bored. Although many believe this to be true, it cannot explain why athletes yawn before an event or why dogs yawn before an attack.

It is said that yawning is caused by a lack of oxygen and excess carbon dioxide. A good example of this is when we yawn in groups. We yawn because we are competing for air. Others even believe that we yawn to cool our brains off. Cool brains allow us to think more clearly so yawning is said to help us become more alert.

Reference: McManus, M. R. (2001). What makes us Yawn?
Retrieved from: Howstuffworks
com <http://science.howstuffworks.com/life/inside-the-mind/human-brain/question572.htm>

Listen to each question. Choose the letter of the correct answer.

23. What is a fact about yawning?
 - a. It is something we cannot control.
 - b. It is something only humans do
 - c. It is a result of boredom.
 - d. It happens after birth.

24. What does the word "involuntary" mean?
 - a. expected
 - b. unexpected
 - c. within control
 - d. uncontrollable

APPENDIX F**REQUEST LETTER TO THE SCHOOLS DIVISION SUPERINTENDENT TO
CONDUCT VALIDATION AND TO FIELD INSTRUMENT**

Samar College
Catbalogan City

May 13, 2021

DR. MARILYN B. SIAO

Public Schools Division Superintendent
Schools Division of Catbalogan City

Dear Madame:

Good day!

I am a student of the College of Graduate Studies of Samar College, City of Catbalogan, who is taking up Master of Arts in Educational Management. One of the requirements of the degree for which I am enrolled is thesis writing which is I am currently undertaking. The thesis is entitled, "**Reading Comprehension Level and Academic Performance of Grade 6 Students**". In connection with this study, I would like to respectfully request permission from your good office to allow me to conduct the said study among the Grade 6 students of District VI in this Division.

Please be assured that there will be limited face-to-face interaction during the conduct of the study, and the minimum health requirements of wearing of masks, hygienic practices, and physical distancing will be observe should there be a need for physical administration of the research instrument. Likewise, virtual data gathering will also be made using the various social media platforms.

Please be assured that the privacy of the respondents of this study will be treated with utmost confidentiality and the data collected from them will be used solely for research purposes. A copy of the final manuscript will be provided to your office for reference. Thank you very much and Godspeed!

Very truly yours,

(SGD.) **JOVELYN JOY C. MANDADO**
Researcher

Recommending Approval:

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

Approved:

(SGD.) **MARILYN B. SIAO, EdD, CESO VI**
Schools Division Superintendent

APPENDIX G

REQUEST LETTER TO THE PUBLIC SCHOOLS DISTRICT SUPERVISOR OF THE DISTRICT OF CATBALOGAN VIII TO CONDUCT VALIDATION OF INSTRUMENT

Samar College
Catbalogan City

October 25, 2021

ANTONIETA C. JACOB

Public Schools District Supervisor
District VIII
Schools Division of Catbalogan City

Dear Sir/Madame:

Good day!

I am a student of the College of Graduate Studies of Samar College, City of Catbalogan, who is taking up Master of Arts in Educational Management. One of the requirements of the degree for which I am enrolled is thesis writing which is I am currently undertaking. The thesis is entitled, "**Reading Comprehension Level and Academic Performance of Grade 6 Students**". In connection with this study, I would like to respectfully request permission from your good office to allow me to conduct validation of my instrument among the Grade 6 students in Silanga Elementary School.

Please be assured that there will be limited face-to-face interaction during the conduct of the study, and the minimum health requirements of wearing of masks, hygienic practices, and physical distancing will be observe should there be a need for physical administration of the research instrument. Likewise, virtual data gathering will also be made using the various social media platforms.

Please be assured that the privacy of the respondents of this study will be treated with utmost confidentiality and the data collected from them will be used solely for research purposes. A copy of the final manuscript will be provided to your office for reference. Thank you very much and Godspeed!

Very truly yours,

(SGD.) **JOVELYN JOY C. MANDADO**
Researcher

Recommending Approval:

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

Approved:

(SGD.) **ANTONIETA C. JACOB**
Public Schools District Supervisor

APPENDIX H

**REQUEST LETTER TO THE SCHOOL HEAD TEACHER TO CONDUCT
VALIDATION OF INSTRUMENT**

Samar College
Catbalogan City

October 25, 2021

MAXIMIANO M. CASIÑO
School Head
Silanga Elementary School
Catbalogan City

Dear Sir:

Good day!

I am a student of the College of Graduate Studies of Samar College, City of Catbalogan, who is taking up Master of Arts in Educational Management. One of the requirements of the degree for which I am enrolled is thesis writing which is I am currently undertaking. The thesis is entitled, "**Reading Comprehension Level and Academic Performance of Grade 6 Students**". In connection with this study, I would like to respectfully request permission from your good office to allow me to conduct to conduct validation of my instrument among the Grade 6 students in your school.

Please be assured that there will be limited face-to-face interaction during the conduct of the study, and the minimum health requirements of wearing of masks, hygienic practices, and physical distancing will be observe should there be a need for physical administration of the research instrument. Likewise, virtual data gathering will also be made using the various social media platforms.

Please be assured that the privacy of the respondents of this study will be treated with utmost confidentiality and the data collected from them will be used solely for research purposes. A copy of the final manuscript will be provided to your office for reference. Thank you very much and Godspeed!

Very truly yours,

(SGD.) **JOVELYN JOY C. MANDADO**
Researcher

Recommending Approval:

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

Approved:

(SGD.) **MAXIMIANO M. CASIÑO**
School Head

APPENDIX I

REQUEST LETTER TO THE PUBLIC SCHOOLS DISTRICT SUPERVISOR OF DISTRICT OF CATBALOGAN VI TO CONDUCT THE STUDY

Samar College
Catbalogan City

October 25, 2021

IMELDA M. UY, EdD
Public Schools District Supervisor
District VI
Schools Division of Catbalogan City

Dear Sir/Madame:

Good day!

I am a student of the College of Graduate Studies of Samar College, City of Catbalogan, who is taking up Master of Arts in Educational Management. One of the requirements of the degree for which I am enrolled is thesis writing which is I am currently undertaking. The thesis is entitled, "**Reading Comprehension Level and Academic Performance of Grade 6 Students**". In connection with this study, I would like to respectfully request permission from your good office to allow me to conduct field my instrument among the Grade 6 students in the different schools under your supervision.

Please be assured that there will be limited face-to-face interaction during the conduct of the study, and the minimum health requirements of wearing of masks, hygienic practices, and physical distancing will be observe should there be a need for physical administration of the research instrument. Likewise, virtual data gathering will also be made using the various social media platforms.

Please be assured that the privacy of the respondents of this study will be treated with utmost confidentiality and the data collected from them will be used solely for research purposes. A copy of the final manuscript will be provided to your office for reference. Thank you very much and Godspeed!

Very truly yours,

(SGD.) **JOVELYN JOY C. MANDADO**
Researcher

Recommending Approval:

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

Approved:

(SGD.) **IMELDA M. UY, EdD**
Public Schools District Supervisor

APPENDIX J

REQUEST LETTER TO THE SCHOOL HEAD TEACHER TO CONDUCT THE STUDY

Samar College
Catbalogan City

October 25, 2021

School Head

Elementary School
Catbalogan City

Dear Sir:

Good day!

I am a student of the College of Graduate Studies of Samar College, City of Catbalogan, who is taking up Master of Arts in Educational Management. One of the requirements of the degree for which I am enrolled is thesis writing which is I am currently undertaking. The thesis is entitled, "**Reading Comprehension Level and Academic Performance of Grade 6 Students**". In connection with this study, I would like to respectfully request permission from your good office to allow me to conduct to field my instrument among the Grade 6 students in your school.

Please be assured that there will be limited face-to-face interaction during the conduct of the study, and the minimum health requirements of wearing of masks, hygienic practices, and physical distancing will be observe should there be a need for physical administration of the research instrument. Likewise, virtual data gathering will also be made using the various social media platforms.

Please be assured that the privacy of the respondents of this study will be treated with utmost confidentiality and the data collected from them will be used solely for research purposes. A copy of the final manuscript will be provided to your office for reference. Thank you very much and Godspeed!

Very truly yours,

(SGD.) **JOVELYN JOY C. MANDADO**
Researcher

Recommending Approval:

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

Approved:

(SGD.) _____
School Head

CURRICULUM VITAE

NAME : **JOVELYN JOY C. MANDADO**
HOME ADDRESS : P-1, Brgy. Silanga
Catbalogan City
EMAIL ADDRESS : jovelynjoy.cabuello@deped.gov.ph
BIRTH DATE : July 5, 1994
BIRTH PLACE : Catbalogan City
CIVIL STATUS : Married
SPOUSE : Reynald G. Mandado
CHILD : Mia Zeisha C. Mandado
FATHER : Judito C. Cabuello
MOTHER : Vevincia P. Cabuello
PRESENT POSITION : Teacher III
WORK STATION : New Mahayag Elementary School
DEGREE PURSUED : Master of Arts in Education
SPECIALIZATION : Educational Management

EDUCATIONAL BACKGROUND

ELEMENTARY : Catbalogan IV Central ES
Brgy. Maulong, Catbalogan City
2000-2006
SECONDARY : Samar National School
Catbalogan City
2006-2010
TERTIARY : Samar State University
Catbalogan City
2010-2014
Course : Bachelor of Elementary Education
GRADUATE STUDIES : Samar College
City of Catbalogan
2016-2017

ELIGIBILITY

Licensure Examination for
Teachers (LET) : Rating 78.60
August 23, 2014
Manila

WORK EXPERIENCE

Teacher III : Department of Education
Schools Division of
Catbalogan City
District VI
June 25, 2019-Present

TRAININGS, SEMINARS, WORKSHOPS, AND CONVENTIONS

Troop Leadership Course Training conducted by the Girl Scout of the Philippines, Samar Council on February 15-21, 2016.

Division ICT Literacy Training Workshop conducted by the DepEd, Schools Division of Catbalogan City on June 24-25, 2016.

District Echo Seminar on MAPEH conducted by the Catbalogan V District, DepEd, Schools Division of Catbalogan City on February 12-14, 2016.

Training of Coaches for Math Competition conducted by the DepEd, Schools Division of Catbalogan City on August 30-September 1, 2016.

Division Roll-Out of the Results-Based Management Wash in School (SBM-WinS) Implementation conducted by the DepEd, Schools Division of Catbalogan City on September 13-15, 2016.

Division Refresher Course in Coaching and Officiating Official Sports Event conducted by the DepEd, Schools Division of Catbalogan City on November 3-5, 2016.

Capacity Building for Untrained Grades 1 to 5 Teachers in the Implementation of the K to 12 Basic Education Program (BEP) conducted by the DepEd, Schools Division of Catbalogan City on December 7-10, 2016.

Capability Training of Public-School Supervisors, School Heads, School ICT and M&E Coordinator for the Enhancement

of M&E Tool conducted by the DepEd, Schools Division of Catbalogan City on March 21-23, 2017.

International Seminar-Workshop in Early Childhood Education (ECE) conducted by the Philippine Association for the Career Advancement of Educators on April 24-26, 2017.

Division Workshop on Organization of Learning Resources in MTB-MLE conducted by the DepEd, Schools Division of Catbalogan City on May 17-19, 2017.

Division Training-Workshop in Teaching Reading Strategies for Kindergarten to Grade 3 Teachers conducted by the DepEd, Schools Division of Catbalogan City on July 3-5, 2017.

Division Based Training on Coaching and Officiating School Sports conducted by the DepEd, Schools Division of Catbalogan City on November 3-5, 2017.

Financial Management Operations Manual (FMOM) Seminar-Workshop for Implementing and Non-Implementing Units conducted by the DepEd, Schools Division of Catbalogan City, DepEd, Schools Division of Catbalogan City on November 27-December 1, 2017.

Division Based Training on Coaching and Officiating School Sports conducted by the DepEd, Schools Division of Catbalogan City on October 25-27, 2018.

Capability Building for Kindergarten Teachers Handling Co-Curricular Activities conducted by the DepEd, Region VIII on December 2-5, 2018.

Capability Building for Kindergarten Teachers Handling Co-Curricular Activities conducted by the DepEd, Schools Division of Catbalogan City on April 11-13, 2019.