

**PARENTS' SOCIO-ECONOMIC STATUS AND STUDENTS' ACHIEVEMENT  
IN BEGINNING READING**

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**A Thesis**

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

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

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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, **"PARENTS' SOCIO-ECONOMIC STATUS AND STUDENTS' ACHIEVEMENT IN BEGINNING READING"**, has been prepared and submitted by **MARY JANE B. PABUA** who, having passed the comprehensive examination, is hereby recommended for oral defense.

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#### **DEDICATION**

"Acknowledging the good that you already have in your life is the foundation for all abundance". - Eckhart Tolle-

This academic endeavor is sincerely being offered to the glory of the Almighty Father, the source of life and love;

To My Husband and my Children, the sources of my inspiration and happiness;

To My Kindergarten Students and Parents, the reasons that I had to conduct this study;

To My Fellow Kindergarten Teachers, the reasons that I had to make an effort to make them realize how important our roles are in molding the beginning reading skills of the children;

And to All the People who believed in my capacity as a teacher and as a human being...

Thank you very much, and to God be all the Glory!

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#### **ABSTRACT**

Beginning Reading is also known as emergent reading which is defined as a child's knowledge of reading skills before they learn how to read words. It signals a belief that young children are in the process of becoming literate, and is composed of the components of print motivation, vocabulary, print awareness, narrative skills, letter knowledge, and phonological awareness. Operationally, the term was used in this study to refer specifically to the Phonological Awareness (PA) and Alphabet Knowledge (AK) of the pupil-respondents as sub-domains of the Language, Literacy, and Communications of the Kindergarten Curriculum in the K to 12 Curriculum. This study considered two areas, namely: phonological awareness (PA) and alphabet knowledge (AK) of the students which were associated to the socio-economic profile of the parents. To ensure confidence in the results, appropriate descriptive and inferential tools were utilized. The study revealed that the achievement level of the student-respondents in beginning reading in Mother Tongue and in Filipino along PA and AK, majority of them were rated as "instructional". Further, this study found out that parents' socio-economic status significant influenced the students' achievement level in beginning reading in Mother Tongue and in Filipino along PA and AK.

**Key Terms:** Beginning Reading, Socio-Economic Status, K to 12 Basic Education Curriculum, Phonological Awareness, Alphabet Knowledge

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## Chapter 1

### THE PROBLEM AND ITS BACKGROUND

#### Introduction

There is a pressing idea that the children's initial experiences with literacy is at school. However, an implicit learning already occurs at home. To put it simply, children begin to experience literacy years before they set foot in a classroom. Therefore, it is at home where the foundations of language and literacy skills are initiated. It is unfortunate that, for some learners, home environments may be lacking in opportunities for literacy learning experiences because of factors such as their socio-economic statuses.

Given that literacy is socially-constructed and is not developed in isolation, it is imperative to explore reading as a concept to eventually understand what can potentially inhibit or enhance children's acquisition of better reading abilities. Reading is the process of acquiring meaning from text. It is one of the most complex cognitive activities of human beings which can have significant influence on both academic achievement and further personal development (Meier, 2013:242-252).

Beginning reading is a key prerequisite for success in reading in later years. The emphasis on developing beginning reading stems from the fact that primary school is the point

at which proper foundation should be established by learners for the acquisition of basic literacy skills, including those in reading. These reading skills dictate performance in other learning areas of learners because they are the primary tools which children must have to effectively apply other essential skills so as to comprehend what they read (Soneye, 2010:415).

At the primary school level, in the lower classes, letter identification, word reading, and sentence reading are common features. In reference with the Millennium Development Goals (MDGs), primary school pupils who are beginning readers must be well-groomed in all the skills of reading. Furthermore, the need to underscore beginning reading is supported by evidence-based data from various literature that children with poor reading skills at the end of first grade are unlikely to catch up later on, and likely to have difficulties in reading throughout their schooling. This, likewise stresses the fact that it is in the early elementary grades where the gap in performance between children of different races first appears and this gap must be addressed as important issue for policy making in education (Juel, 2010:457).

However, teaching reading as a concept and as a skill is beset with many problems. The Philippines is not making the best performance when it comes to reading as evidenced by the results of local and international assessments. In the 2018

results of the Programme for International Student Assessment (PISA), the Filipino 15-year-old students scored the lowest in reading comprehension for both boys and girls. It has, in fact, earned an average reading score of 340, which is more than 200 points below the average reading score of China at 555, and more than 100 points less than the average reading score of 487 by the Organization for Economic Co-Operation and Development (OECD). Hence, the country has snatched the last place out of the 79 OECD countries assessed (San Juan, 2019:1).

Similarly, the results in oral reading of the students based on the Philippine Informal Reading Inventory (Phil-IRI) showed a diminishing efficiency in reading skills especially in the primary grades. Sadly, this diminishing efficiency in reading of students was extended in later years as shown by the survey where only 6.59 percent high school students could read, speak, and understand English, while 44.25 percent had no knowledge of the English language at all (Echaure & Torno, 2017:15).

Taking into account the dismal performance of students in reading, there was a need to investigate the factors that may have potential impact on their reading abilities and to explore the mechanisms of these factors. Among the factors considered include personal characteristics, family socio-economic status, teachers, and school characteristics. These

were the key factors affecting the students' reading ability, in particular, and academic achievement, in general. Of these factors, the socio-economic status (SES) of the students was the most commonly discussed factor (Chiu & Chow, 2015:169).

The effect of socio-economic status on reading ability was magnified by the analysis of the results of the 2018 PISA on the Filipino students' performance in reading. According to the PISA 2018 profile of the Philippines, socio-economic status accounted for 18 percent of the variance in reading performance in the country, compared to the OECD average of 12 percent. The country has the largest percentage of low performers in reading among socio-economically disadvantaged students. Conversely, richer students tended to outperform the poorer students in reading (Punongbayan, 2019:1).

Hence, the poor results on reading of the Filipino students and the analysis of causes leaning toward socio-economic status indicated the need to focus on the latter as a factor predictive of reading abilities. In essence, socio-economic status reflects and is measured by the social and economic status of family members. Socio-economic status may be determined by different variables as indicators such as income, educational level, employment, and living conditions. Another author had likewise, proposed the socio-economic index (SEI) which was based on the income and education level of each occupation (Buckingham et al., 2014:428).



As of the 2018 first semester poverty incidence report of the Philippine statistics authority, an estimated 21.1 percent was the proportion of poor Filipinos, with the poverty threshold set at Php 10,532 for a family of five members per month. Consequently, education experts needed to take this into account because it was generally believed that there is a stable correlation between SES and the children's academic achievement and cognitive development (<http://www.psa.gov.ph>, 5 January 2022).

Specifically, many literatures revealed a continuum showing the relationship between socio-economic status and reading, extending from moderate to high correlation. The crux of these literatures was that children in poverty were at a lower level in literacy than their peers in higher socio-economic statuses (Sirin, 2015:417).

With the impeding effect of socio-economic status on the reading abilities of learners, there were some projects that have been entered into by the Department of Education (DepEd) with international organizations such as the United States Agency for International Development (USAID). One of these projects is the Basa Project which aims to improve the reading skills of early grade students which has already strengthened the reading skills of 1.8 million students from Kindergarten to the third grade and provided nearly 10.5 million copies of teacher guides, story books, and other education aids to 3,000

public elementary schools (<https://www.usaid.gov>, 30 October 2020).

The shift from instruction in Filipino and English to teaching in the mother tongue as mandated by Republic Act Numbered 10533, also known as the Enhanced Basic Education Act of 2013 (Official Gazette) has made significant difference for young learners and has contributed to making learners in the primary grade levels read more fluently in their mother tongue and in Filipino than their peers in previous years without the Mother Tongue-Based Multilingual Education (MTB-MLE), a key part of the said Act.

However, not all public schools in the country are given the opportunity to improve the reading abilities of learners in the early years because of lack of learning resources, an outgrowth of the socio-economic disparities in the country's rural communities, thereby limiting the learners' chance to practice beginning to read. The kindergarten pupils in the District of Motiong may be facing the same dilemma in so far as most of the schools in said district suffer from limited resources, coupled with households from lower strata of the socio-economic status. The municipality in itself where the district is located is a fourth-class municipality, with a 41.8 percent poverty incidence in 2018 (PSA, 2020).

Hence, this study determined the impact of the parents' socio-economic status on the achievement in beginning reading

of the Kindergarten students in the District of Motiong, Schools Division of Samar, during the School Year 2020-2021.

### **Statement of the Problem**

The study determined the impact of the parents' socio-economic status on the achievement in beginning reading of the Kindergarten students in the District of Motiong, Schools Division of Samar, during the School Year 2020-2021.

Specifically, the present study sought answers to the following questions:

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

- 1.1 age and sex;
- 1.2 type of pre-school attended; and
- 1.3 attitude toward reading?

2. What is the socio-economic profile of the parent-respondents based on the indicators provided by the National Economic Development Authority (NEDA) as part of its Ambisyon Natin 2040 Survey on the Aspirations of the Filipino People as follow:

- 2.1 estimated household monthly income;
- 2.2 occupation of the household head;
- 2.3 education of the household head;
- 2.4 facilities of the house;
- 2.5 indoor quality (house maintenance);

2.6 durability of the home; and

2.7 location of the house?

3. What is the achievement in beginning reading in Mother Tongue and in Filipino of the student-respondents based on the following domains in Language, Literacy, and Communication in the K to 12 Curriculum Guide for Kindergarten:

3.1 phonological awareness (PA); and

3.2 alphabet knowledge (AK)?

4. Are there significant differences in the achievement in beginning reading in Mother Tongue and in Filipino of the student-respondents when grouped according to their profile variates?

5. Is there a significant relationship between the achievement in beginning reading in Mother Tongue and in Filipino of the student-respondents and the following:

5.1 student-related variates; and

5.2 parents' socioeconomic status?

6. What implications may be derived from the findings of the study?

### **Hypotheses**

This study tested the following hypotheses as follows:

1. There are no significant differences in the achievement in beginning reading in Mother Tongue and in

Filipino of the student-respondents when grouped according to their profile variates.

2. There is no significant relationship between the achievement in beginning reading in Mother Tongue and in Filipino of the student-respondents and the following:

2.1 student-related variates; and

2.2 parents' socio-economic status

### **Theoretical Framework**

The present study underscored the potential link between parental socio-economic status and the pupils' achievement in beginning reading. For this reason, this part focused on a discussion of three relevant theories. These theories include the Sociocultural Theory of Vygotsky, Culturally Responsive Teaching Theory of Billings, and Socio Meter Theory of Leary.

The study was primarily based on the Sociocultural Theory of Vygotsky (1962:39-67). The theory views human development as a socially-mediated process in which children acquire and possess values and beliefs through collaborative dialogues with more knowledgeable members of society. The theory also emphasizes the role of social interaction in the development of cognition. More so, the theory also claims that infants are born with basic abilities for intellectual development known as elementary mental functions. Eventually, through interaction within the sociocultural environment,

these abilities are developed into more sophisticated and effective mental processes.

Furthermore, the theory underscores that each culture in which the child is born provides him with tools needed for intellectual adaptation that allow him to use the basic mental functions more effectively or adaptively. Hence, cognitive functions are affected by the beliefs, values, and tools of intellectual adaptation of the culture in which a person develops, and therefore, culturally-determined. The adults, specifically members of the family, transmit their culture's tools of intellectual adaptation that, in the end, children are able to internalize (McLeod, 2018:5).

Based on the tenets of the theory, the learner's home literacy environment is critical in the development of his literacy. In essence, literacy is an acquired, socially-constructed, and socially-directed instrument, through which people think, communicate, and interact in society. Thus, it follows that a child who is not supported in literary and language development from an early age may fall behind their peers prior to entering school. This early literacy developed will foster the necessary skills to be successful in formal schooling and to align learners' behaviors with expectations of schools. But while every the complexity and diversity of his culture can delineate their literacy acquisition. One of the elements in the home literacy environment that can have

potential impact on the child's literacy development is the parents' socio-economic status (SES). The SES of a child can influence his relationship with books and other reading materials (or the lack thereof), consequently impacting their future success in school (Heath, 2012:49-76).

By implications, teachers have the opportunity to level the field for the development of literacy among learners such as in facilitating beginning reading among young learners who come from inequitable backgrounds. Accordingly, teachers must not pass judgment on learners coming from families from low socio-economic backgrounds. Rather, they must bank on these backgrounds to develop relevant strategies to meet the needs for literacy, including beginning reading, of their learners. In the end, the achievement of beginning reading is no longer viewed in exclusion of external factors such as the parents' socio-economic status. Rather, it is a multifaceted task that includes environmental factors such as issues on the socio-economic conditions of the parents (Gee, 2011:18-25).

The Culturally Responsive Teaching Theory of Billings (Gay, 2010:295-341), likewise, provided theoretical support to the present research. The said theory argues that there are discontinuities between culturally-diverse students' school and home cultures which consequently impact on their academic achievement. Similarly, the theory proposes that if teachers recognize, honor, and incorporate the personal

abilities of their students into their teaching, then the students will improve academically. It follows, therefore, that when the teachers are culturally responsive, they are student-centered and are able to break down barriers to learning. The teachers, being culturally-responsive, are able to address the needs of the students by improving their motivation and engagement.

Now, therefore, when applied to the relationship between the socio-economic status of parents and the achievement of learners, the theory maintains that if teachers learned about and integrated the backgrounds and personal experiences of their learners into the teaching and learning situation, they would positively influence the achievement of all learners. In this case, teachers must always be conscious about the concerns and issues of the underserved learners who may face bias in learning because of their socio-economic status (<https://www.understood.org>, 30 October 2020).

The last theory that provided theoretical basis for the conduct of the present research was the Socio Meter Theory of Leary (1999:243-261). Said theory underscores that the self-esteem evolves as a monitor of social acceptance and that the self-esteem motive functions to avoid social devaluation and rejection. For this reason, people seek self-esteem because it facilitates goal achievement and is a subjective feedback about adequacy of the self. Specifically, the feedback is



positive when individuals cope well with circumstances and is negative when they avoid threats. Stated also, self-esteem affects subsequent goal achievement if it is high as it means coping while low self-esteem leads to non-achievement of goal because it promotes further avoidance.

Among the factors that may determine learning outcomes are the family's socio-economic status, including family type and home location. The socio-economic status of the family is determined by the parents' level of education, occupation, and income levels. Families with high socio-economic status provide their children with more opportunities at home to build their academic skills, and of course, their self-esteem which give them motivation and encouragement. By contrast, those of low socio-economic status are more concerned with providing basic needs and do not put much emphasis on the achievement of the children. The economic hardships that come with low socio-economic status may interfere with learners' ability to concentrate in their school work, and hence, poor achievement in school and generally, low self-esteem (Barry, 2005:10-15).

Thus, learners may have different levels of beginning reading achievement as a consequent result of their diverse socio-economic backgrounds which, in turn, result to diverse levels of self-esteem. The socio-economic disparities that exist between family backgrounds of learners can have far-

reaching influence on how they perform academically in their reading.

From the mentioned theories in this part, it is evident that socio-economic status has varying levels of effects on the learners' academic outcomes such as in beginning reading. Thus, these theories facilitated in-depth understanding to address the specific questions of the study, particularly the connection between the socio-economic status and beginning reading.

### **Conceptual Framework**

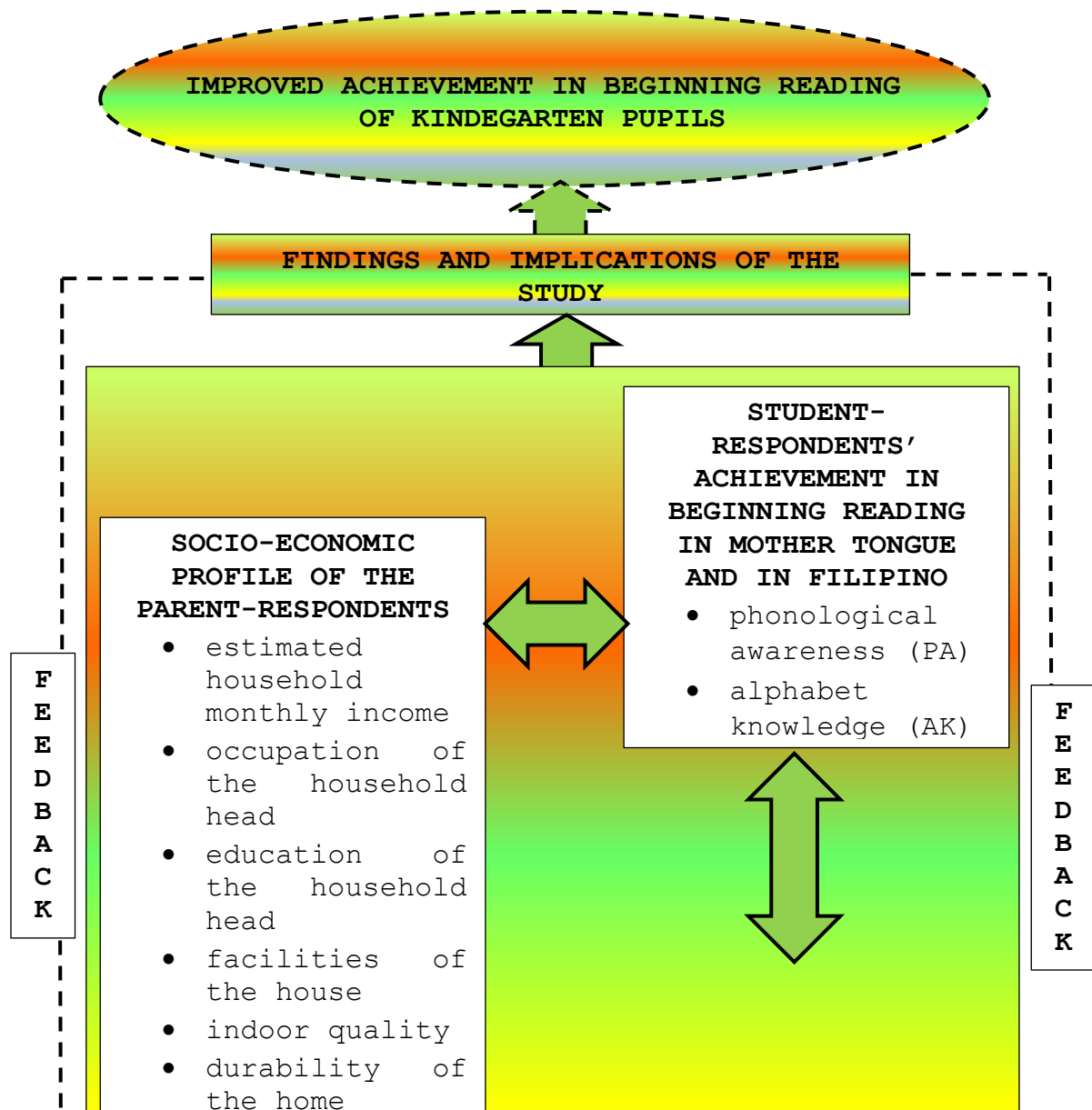
Figure 1 shows the conceptual framework of the study. This illustrates the variates, how they were linked to each other, and how the study was conducted.

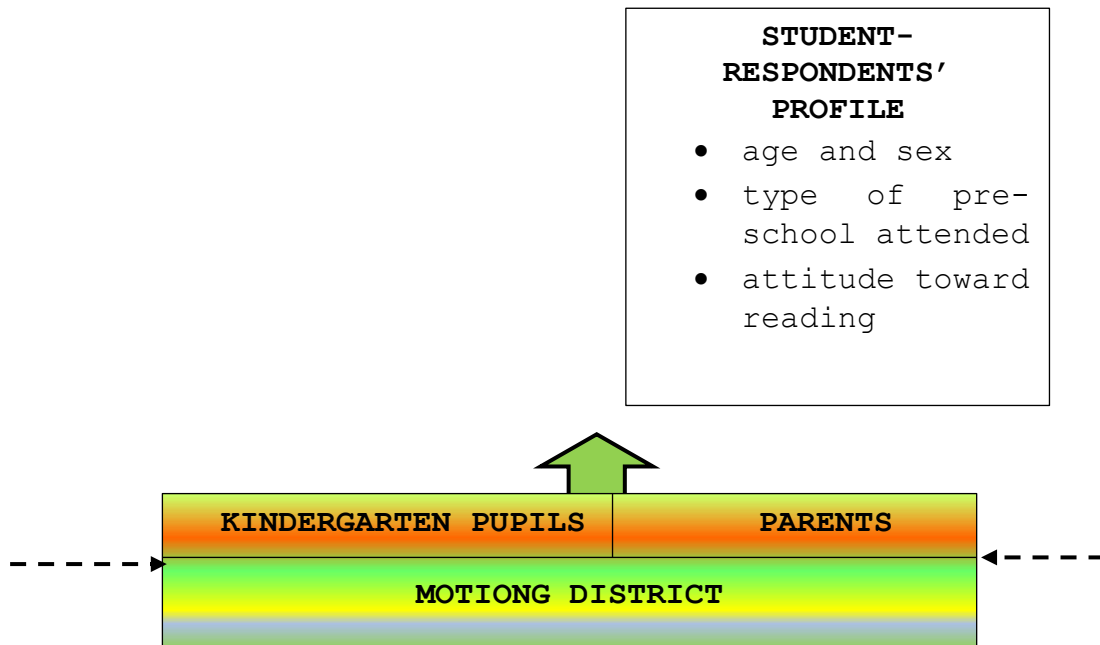
The base frame presents the respondents of the study, the kindergarten students and their parents in the District of Motiong, Schools Division of Samar, during the School Year 2020-2021. This base frame is connected to a bigger box with the variates of the study, by a single-headed arrow moving upwards.

The study specifically described the profile of the student-respondents in terms of their age and sex, type of pre-school attended, and attitude toward reading, as seen in the bottom box at the right of the bigger frame. Similarly,

the socio-economic profile of the parent-respondents was assessed in this study based on the indicators of the National Economic Development Authority (NEDA) as part of its Ambisyon Natin 2040 Survey on the Aspirations of the Filipino People.

The socio-economic status of the parents of the student-respondents was assessed along: estimated household monthly income, occupation of the household head, education of the household head, facilities of the house, indoor quality (house maintenance), durability of the home, and location of the house, seen in the lone box at the right of





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

More importantly, the study assessed the achievement in beginning reading in Mother Tongue and in Filipino of the student-respondents based on the following domains in Language, Literacy, and Communication in the K to 12 Curriculum Guide for Kindergarten: phonological awareness (PA), and alphabet knowledge (KA), as seen in the upper smaller box at the left of the bigger box.

Meanwhile, the study compared the achievement in beginning reading in Mother Tongue and in Filipino of the pupil-respondents according to their profile variates. Likewise, the study attempted to find the relationship between the achievement in beginning reading in Mother Tongue

and in Filipino of the student-respondents and the student-related variates and parents' socio-economic status.

The findings and implications of the study, seen in the third smaller frame, served as inputs for the improvement in the achievement in beginning reading of the kindergarten students, as seen in the topmost perforated shape in the schema. This was ensured by the broken loops on either side of the bigger frame which served as feedback mechanisms of the study.

#### **Significance of the Study**

The study would benefit the Kindergarten pupils, parents, teachers, school administrators, DepEd key officials, local government units, community, and future researchers.

**To the Kindergarten Pupils.** The findings of the study would benefit the Kindergarten pupils in terms of improved achievement in beginning reading through mitigated situation of their socio-economic status with help from concerned local government units (LGUs). Likewise, the Kindergarten pupils would have better understanding of their families' social and economic situations which would perhaps encourage them to strive harder for better quality of life in the future.

**To the Parents.** The findings of the study would give the parents objective data regarding their social and economic realities which may be impacting on their children's learning outcomes, specifically in beginning reading. This would allow them to be more willing and accepting of any help from the government to mitigate their social and economic situations, and to better appreciate programs of the government in aid of their situations such as the 4Ps or the Pantawid Pamilyang Pilipino Program. In the end, they would be provided with more inspirations to work harder toward the education of their children.

**To the Teachers.** The findings of the study would enable the teachers to look for ways to level the field of learning even for those pupils who come from families who are less-fortunate and underserved. They would be able to initiate and implement strategies for the development of beginning reading that are attuned to the needs of the students, taking into account the inequalities of these students. In the end, they would be able to create beginning readers among their pupils despite the diversity in socio-economic statuses of these pupils.

**To the School Administrators.** The findings of the study would enable the school administrators to strengthen school-based management, particularly in terms of linkages with the community and civic organizations. Through these linkages,

the school administrators would be able to address the lack of learning resources of pupils from low socio-economic statuses and would be able to enhance their achievement in beginning reading. This study would also empower school administrators to provide strong instructional leadership to the teachers to coach and mentor them with reading strategies that consider the inadequacies in resources of some pupils' families.

**To the DepEd Key Officials.** The findings of the study would enable the DepEd key officials to look at the macro-level factors that impact on the learning outcomes of the students such as their socio-economic status. This study would give them the opportunity to put into strategic actions the analysis made by the Programme for International Student Assessment (PISA) which identified socio-economic factors as major contributors to poor reading performance of Filipino students. In the end, they would be able to take solutions to mitigate the impact of socio-economic status on the beginning reading achievement of kindergarten pupils.

**To the Local Government Units (LGUs).** The findings of this study would give the LGUs platforms to help the education sector in terms of provisions of reading materials for the Kindergarten students, especially those in lower socio-economic statuses. This study would, likewise, enable them to review the social and economic programs of the LGUs and re-

assess them to suit the perennial problem of poverty as inhibiting factor for children to optimize their cognitive developments. In the end, they would be able to extend financial aid to the schools to purchase reading materials for the pupils' beginning reading.

**To the Community.** The findings of the study would allow the community to strengthen its linkage with schools in aid of educational objectives. The study would broaden the support of the community to providing additional learning resources in beginning reading to Kindergarten pupils.

**To the Future Researchers.** The findings of the study would give the future researchers ample literature and salient findings to conduct follow-up researches involving learners in other grade levels, including other aspects of the reading performance in other school districts and school divisions.

### **Scope and Delimitation**

The study determined the impact of the parents' socio-economic status on the achievement in beginning reading of the Kindergarten students in the District of Motiong, Schools Division of Samar.

The study specifically described the profile of the student-respondents in terms of their age and sex, type of pre-school attended, and attitude toward reading. Similarly,



the socio-economic profile of the parent-respondents was assessed in this study based on the indicators of the National Economic Development Authority (NEDA) as part of its Ambisyon Natin 2040 Survey on the Aspirations of the Filipino People. The socio-economic status of the parents of the student-respondents was assessed along: estimated household monthly income, occupation of the household head, education of the household head, facilities of the house, indoor quality like house maintenance, durability of the home, and location of the house.

More importantly, the study assessed the achievement in beginning reading in Mother Tongue and in Filipino of the student-respondents based on the following domains in Language, Literacy, and Communication in the K to 12 Curriculum Guide for Kindergarten: Phonological Awareness (PA), and Alphabet Knowledge (KA).

Finally, the study was conducted during the School Year 2020-2021.

### **Definition of Terms**

The terms are herein defined in terms of their conceptual and operational definitions so that readers are able to know how they were used in the present research.

**Achievement**. Conceptually, the term has to do with what a student is skilled to accomplish by completing of class

work in the school; has to do with both educational stated objectives and their cognitive attainment in core subjects at school level; something students do or attain at school or in university; and is defined as the individual's objectives to various forms of knowledge and skills (Scarfe, 2012:11). Operationally, the term was used in this study to refer to the accomplishment of the student-respondents in beginning reading in Filipino and in Mother Tongue based on their Phonological Awareness (PA) and Alphabet Knowledge (AK) as measured through the Marungko Approach worksheets and MTB Reading Test based on the K to 12 Curriculum Guide competencies.

**Alphabet Knowledge (AK)**. Conceptually, the term pertains to the knowledge of individual letter names, sounds, and shapes; and the ability to name the letters of the alphabet which usually happens during pre-school and kindergarten and is a well-established indicator of the emergent literacy of the learners and determinative of their future literacies (<https://literacyforallinstruction.ca>, 30 October 2020). Operationally, the term referred in this study to one of the domains of Language, Literacy, and Communication in the K to 12 Kindergarten Curriculum which enabled kindergarten students to determine letter representation of sounds, that letters as symbols have names and distinct sounds; and was used as one of the indexes to determine the achievement levels

in beginning reading in Filipino and in Mother Tongue of the pupil-respondents.

**Attitude toward Reading.** Conceptually, the term refers to an individual's feelings about reading, which causes the learners to approach or avoid a reading situation (Annamalai & Munjandy, 2013:33) Operationally, the term was used in this study to refer to the feelings about reading of the student-respondents based on their attitude toward academic and recreational reading as measured in the Elementary Reading Attitude Survey (ERAS) of McKenna and Kear (1990:626-639).

**Beginning Reading.** Conceptually, the term is also known as emergent reading which is defined as a child's knowledge of reading skills before they learn how to read words; and it signals a belief that young children are in the process of becoming literate; and is composed of the components of print motivation, vocabulary, print awareness, narrative skills, letter knowledge, and phonological awareness (Wang, 2018:24). Operationally, the term was used in this study to refer specifically to the Phonological Awareness (PA) and Alphabet Knowledge (AK) of the pupil-respondents as sub-domains of the Language, Literacy, and Communications of the Kindergarten Curriculum in the K to 12 Curriculum.

**Durability of the Home.** Conceptually, the term pertains to the resistance to degradation of the products and materials used to build buildings, including homes, over time; and the

ability to resist the wear and tear of some built assets (<https://www.designingbuildings.co.uk>, 30 October 2020). Operationally, the term was used in this study in the same context as it is conceptually defined, but was taken as one of the indicators used by NEDA in the Ambisyon Natin 2040 on the Aspirations of the Filipino People which referred specifically to the types and quality of materials used in the construction of the house such as in the flooring, roofing, and walling.

**Education of the Household Head.** Conceptually, the term pertains to the socio-economic indicator that plays pivotal role in income; refers to the levels of education, from the lowest (elementary) to the highest (college or graduate or post-graduate degrees) earned by an individual that earmarks his or her economic and psychological outcomes; and is an important factor in the acquisition of skillsets for placing in jobs (Hunt, 2010:305). Operationally, the term was used in this study to refer to the same context as it was conceptually defined, but was taken as one of the indicators used by NEDA in the Ambisyon Natin 2040 on the Aspirations of the Filipino People which also determined the level of education of the parents of the student-respondents such as whether they graduated college, high school, or elementary.

**Estimated Household Monthly Income.** Conceptually, the term refers to wages, salaries, profits, rents, and any flow

of earnings received; come in the form of unemployment or workers' compensation, social security, pensions, royalties, trusts, alimony, or other government or private assistance; and can also come from monetary wins such as lottery and contests where money is awarded as prize (Scott & Leonhardt, 2005:1). Operationally, the term was used in this study to refer to the same context as it was conceptually defined, but was taken as one of the indicators used by NEDA in the Ambisyon Natin 2040 on the Aspirations of the Filipino People which determined the socio-economic status of the parents of the student-respondents.

**Facility of the House.** Conceptually, the term refers to the aspects in a household which make income and consumption expenditures, improvements of which are important for the well-being and prestige of the members of the household; and includes aspects that are associated with better housing, and consumption of electricity, water, and sanitation facilities (Scott & Leonhardt, 2005:1). Operationally, the term was used in this study to refer to the same context as it was conceptually defined, but was taken as one of the indicators used by NEDA in the Ambisyon Natin 2040 on the Aspirations of the Filipino People which specifically referred to the presence of running water, electricity, sanitary facilities, and household assets.

**Household Head.** Conceptually, the term refers to an adult person, either a male or a female, who is responsible for the organization and care of the household, or who is regarded as such by the members of the household (<http://www.psa.gov.ph>, 30 October 2020). Operationally, the term was used in this study to refer to the parent who was tasked to respond to the questionnaire and who was taken as the focal person to determine the socio-economic status of the family.

**Indoor Quality.** Conceptually, the term refers to the quality of the aspects of a home, the surrounding environment that relates specifically to the health and comfort of the members of the household (Scott & Leonhardt, 2005:1). Operationally, the term was used in this study to refer to the same context as it is conceptually defined, but was taken as one of the indicators used by NEDA in the Ambisyon Natin 2040 on the Aspirations of the Filipino People which will also determine the socio-economic status of the parents of the pupil-respondents.

**Location of the House.** Conceptually, the term is defined as the geographic place where the enumerated person in a household usually resides, that is, the place at which he or she spends most of his or her daily night rest (OECD, 2013:276). Operationally, the term was used in this study to refer to the same context as it is conceptually defined, but

was taken as one of the indicators used by NEDA in the Ambisyon Natin 2040 on the Aspirations of the Filipino People which determined also the socio-economic status of the parents of the student-respondents.

**Occupation of the Household Head.** Conceptually, the term refers to the type of work a person does to earn his or her living; and includes major occupation groups like officials of government and special-interest organizations; corporate executives, managers, managing proprietors and supervisors; professionals; technicians and associate professionals; clerks; service workers and shop and market sales workers; farmers, forestry workers and fishermen; trades and related workers; plant and machine operators and assemblers; laborers and unskilled workers; and special occupations (<http://www.psa.gov.ph>, 30 October 2020). Operationally, the term was used in this study to refer to the same context as it is conceptually defined, but was taken as one of the indicators used by NEDA in the Ambisyon Natin 2040 on the Aspirations of the Filipino People which will also determine the socio-economic status of the parents of the student-respondents.

**Phonological Awareness (PA).** Conceptually defined as the ability to listen inside a word; and refers to the skill of having sensitivity and explicit awareness of and ability to manipulate the phonological structures within words (Gillon,

2002:4). Operationally, the term refers to one of the domains of Language, Literacy, and Communication in the K to 12 Kindergarten Curriculum which specifically implies that the kindergarten pupil demonstrates an understanding of letter sound to name relations; and was used as one of the indexes to determine the achievement levels in beginning reading in Filipino and in Mother Tongue of the pupil-respondents.

**Socio-Economic Status**. Conceptually, the term refers to the combination of social and economic factors that are used as an indicator of household income and opportunity; an index of one's overall social status or prestige in society; and is one of the most commonly studied constructs in social science, usually measured alongside education, occupational status, and income (Aizer & Currie, 2014:856). Operationally, the term was taken in the same context but specifically referred to the indicators provided by the National Economic Development Authority (NEDA) as part of its Ambisyon Natin 2040 Survey on the Aspirations of the Filipino People as follow: estimated household monthly income, occupation of the household head, education of the household head, facilities of the house, indoor quality (house maintenance), durability of the home, and location of the house.



## Chapter 2

### REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents and discusses an extensive review of literature on beginning reading and socio-economic status found in books, journals, and other sources. Likewise, this chapter presents the findings of previous researches that are relevant to the present study in terms of how they are similar and dissimilar in some aspects.

#### **Related Literature**

Various ideas about beginning reading and socio-economic status have been explored by different authors. These ideas are reviewed in this part to better understand the specific problems of the present research and to, eventually, fill the gaps in the existing literatures about beginning reading and socio-economic status.

Education is a key factor in alleviating poverty and in increasing the quality of life of children from vulnerable groups. Poverty is a human condition and a way of life that affects interactions a person has with the world. For decades, policymakers, educators, and concerned individuals across the world have collaborated to address the complex and pervasive problem of poverty. However, there is a scarcity of empirical evidence focused on disadvantaged or marginalized groups and

how their capacity to possess of quality education is affected by the disadvantage (Leach & William, 2017:39).

In the fulfillment of the above goal, parents took the most important and powerful part. The parents had the power, control, and ability to shape and develop their children in terms of their learning process and educational activities. This was because the children's capacity to succeed in school depends on their parental socio-economic status that takes many forms, including their educational level, income, and of course, occupation. The basic assumption resonated around the fact that the socio-economic status of the parents would result to the children's interest and creativeness to succeed because it was in the home environment where they were initiated into the skills, attitude, and behavior which could help them become productive and successful (Richard, 2015:79).

It is obvious that just as learners will have varied learning needs, so too will they come from various socio-economic levels. A family's socio-economic status denotes the family's income, parental educational level and occupation, and social status in the community such as contacts within the community and the community's perception of the family. It is typically categorized as either high, middle, or low. Yet, socio-economic status (SES) encompasses not just income, but also educational attainment, financial security, and

subjective perceptions of social status and social class. It could encompass quality of life attributes and opportunities and privileges afforded to people within society (Demarest et al., 2013:55).

Based on this definition, poverty is not a single factor but is denoted by multiple physical and psychosocial stressors. The reach of socio-economic status is consistent and is considered as a reliable predictor of a vast array of outcomes across the life span, including physical and psychological health. More importantly, it is relevant to all realms of behavioral and social sciences, including education (<https://www.apa.org>, 29 October 2020).

Each component of socio-economic status impacts on the learning outcomes in some certain ways. Income, as one of its components, refers to wages, salaries, profits, payments, and any flow of pays received. It can come from any form of employment or workers' payment, social security, pensions, interests, royalties, trusts, and governmental or private financial assistance. Parental earning (income) is one of the factors that impact on the children's achievement. There is the common view that children from poorer backgrounds are observed to have lower educational outcomes. Parental income has been identified as reasonable and convincing factor that impact on the academic success of students. This is because poorer families are financially restricted which prevents

them from investing in human capital of the offspring (Keeves & Saha, 2012:134).

Nonetheless, a separate view is held by some authors. For them, changes in parents' income have a negligible impact on their children's year of schooling. Rather, social class and economic condition are more important factors related to success in school which cannot be ignored. This means that when children are brought up in less favorable conditions, they obtain less education in spite of the large financial earnings of the households (Steven, 2010:16).

Hence, parental income is another crucial variable which may determine the availability of financial resources within the household. It is posited to have positive impact on the children's educational attainment. It is so because as income rises, consumer products which increase human capital are more abundant in the household. The opportunities to purchase and use learning devices such as computers and others, are common. The accessibility of these resources support parents in promoting education and enhancing what is already being learned in school. Therefore, the presence or absence of the educational resources due to income may support or discourage children's awareness and interest in learning (Steven, 2012:74-81).

Another pivotal socio-economic factor to children's education is parental education. Parents are the first

teachers and role models for their children, and so, they have a strong influence on their learning. Yet, most literatures indicate that majority of parents are not aware of the importance they play in their children's education and have limited understanding of their role in their children's learning. Many literatures suggest that children of educated parents generally have more opportunities for achievement because these parents strongly influence the achievement of their children. However, educated parents could have higher demands of academic effort for their children and as a result, these children have to put more effort in their school to reciprocate their parents' demands (Ackers et al., 2011:23).

On the contrary, the children with parents who have less education perform academically worse than those with parents who have better education. Children with parents who did not even finish primary school fared poorly in school than those whose parents finished university degrees. This stemmed from the fact that parents are expected to be second teachers to their children who can guide and counsel them on the best way to perform in school. Besides that, children who come from educated families mostly would imitate their parents, and so, will work actively toward their studies (Taiwo, 2011:13).

Similarly, the children's learning outcomes are affected by the parental job or employment. An important fact when it comes to the impact of socio-economic factors on the

children's learning outcomes is more emphasized in small towns where differences in social class are highlighted. The children of the bankers, doctors, and teachers of a town may have a different upbringing from those children of most farm workers or domestic workers. It appears that the occupational prestige of parents is a complement of socio-economic status that encompasses both income and educational attainment. In most literatures, parental occupation and the students' well-being in school are linked. Simply said, parents with high occupation are in a better condition to assist and encourage their children toward educational attainment because they can provide whatever is needed to support and encourage them in terms of moral, intellectual, spiritual, and psychological aspects. On the contrary, parents with less prestigious occupation due to instability and financial problems cannot provide appropriate and adequate facilities to enhance their children's education (Gatchathi, 2016:29).

Evidently, the impact of SES permeates deep into the realm of education. As a matter of fact, the achievement gap in the educational setting of economically-disadvantaged and non-economically disadvantaged students is well-documented. This gap is recognized and widely-accepted by authors as shown by the numerous researches conducted on this topic. One of the aspects through which socio-economic status can make an impressive impact is on the achievement of the learners.

Achievement is defined as something which is carried out successfully, a product of effort. It means that something has been accomplished by the exertion of skills, practice, or perseverance. Furthermore, it is a test for the measurement and comparison of skills in various fields of academic study. It is a systematic and purposeful quantification of learning outcomes. Thus, achievement involves the determination of the degree of attainment on individual's tasks of which he was sufficiently exposed. It is usually good but is difficult in most cases (Nawagu, 2012:71).

Therefore, learners' achievement is crucial. For this reason, the different variables that cut across learners' achievement like socio-economic backgrounds must be taken into consideration. It is necessary to look into how socio-economic status is shown in learning outcomes. The students from low socio-economic statuses typically achieve at lower levels than do students from middle- and high-SES families; enter kindergarten with significantly lower language skills; score at least 10 percent lower than the national average in Mathematics and reading; and more likely to be absent from school (<https://iris.peabody.vanderbilt.edu>, 30 October 2020).

Conversely, students of parents with higher educational levels and professional careers have stronger language skills than do students whose parents have lower educational levels

because their parents speak to them more frequently using enhanced vocabulary, longer sentences, direct and open-ended questions, questions that enhances higher-order thinking skills, and encouraging statements (Muijs et al., 2014:149).

Accordingly, there are potential challenges for students related to low socio-economic status. These challenges are related to having their basic needs met, few educational resources at home, less access to enrichment, limited access to transportation, reduced opportunity to participate in extracurricular activities at school or in the community, transiency or homelessness, poor nutrition, less help with homework, delayed language development, more responsibilities of childcare and cooking meals at home, and less supervision at home (Hochschild, 2013:821).

Consequently, students might have difficulty in staying awake, concentrating, remaining engaged, attending school regularly, being on time to school, responding appropriately to authority figures, completing or turning in homework, bringing materials to class, communicating with others, performing on grade levels, and staying in school and graduating (Bradley & Corwin, 2012:371-399).

The parents' socio-economic status matters because the children from low SES face a variety of challenges that can lead to negative educational outcomes. The impetus for the examination of the children's early reading abilities and



social support comes from a need for overall achievement in academics, specifically in reading as it is one of the major domains where children oftentimes fail. Although teaching students to effectively read remains a major goal of education, many of them have persistent difficulties in learning even basic reading skills (Lyon & Moats, 2017:578).

In the analysis of the results in reading in the 2018 Programme for International Student Assessments (PISA) which was participated in by 15-year-old students from the member countries of the Organization for Economic Co-Operation and Development (OECD), the performance gap in the three major domains of Mathematics, Science, and Reading between top-performing and low-achieving students varies widely across education systems. It was not surprising that the smallest differences between high- and low-achieving students tended to be observed among countries with the lowest mean scores. The Philippines, alongside Kosovo and Morocco, manifested a dismal performance in the three major domains tested, with the Philippines scoring the lowest in reading (Schleicher, 2019:19).

The analysis of results made by PISA measures equity in education which means the extent to which student outcomes such as students' performance are related to their personal backgrounds, which include socio-economic status. It implies that the weaker the relationship between students' learning

outcomes and personal backgrounds, the more equitable PISA considers a school system to be. This presumption is based on the basic notion of equity that states that children from wealthier families may find many open doors to a successful life, but children from poor families often have just one chance in life. Accordingly, where there are students with economic or social advantages, it is likely that they will be better equipped to do well (OECD, 2018:13).

The Philippines specifically had dismal performance in reading in the 2018 PISA. It placed last in reading, and so, it showed that Filipino students struggle to learn to read, and to even attain the necessary reading skills that are requisites for school success at the very least. It is such an unfortunate dilemma considering that reading is the most critical factor in determining the academic trajectories of learners. Hence, of the early learning skills that children must master in the first few years of school, reading is the most important because it is basic to overall school success. Inevitably, children need to acquire age-appropriate reading skills because these are contingent on a number of related skills such as phonological awareness, print knowledge, oral language skill, and reading fluency (Fuchs et al., 2011:239).

The dismal performance of 15-year-old students in PISA reflects a weak foundation in reading at their early stages of development. Early education experts have been engaged in

a long-standing debate over when a child should start learning to read. Some of them feel that teaching a child to read before kindergarten overworks their brains. Others, however, believe that the earlier a child learns to read, the better. In response to this debate, these experts have agreed on a common ground that literacy per se is not just an academic skill but a multifaceted ability with psychological, social, and linguistic components. They hold the belief that even if most students will not learn reading fluency until elementary school, children naturally pick-up pre-literacy skills from their infancy onward (Jacobs & Duke, 2018:4).

The traditional thinkers argue that children who learn to read before kindergarten are not equipped to handle such a complicated skill. This idea stems from the conception that reading is confined to reading a book. But the stages of reading development are more varied than just being able to read books independently. Hence, a contrary view holds that students who are read to and who learn basic reading skills before kindergarten have a more positive association with books and make substantial academic gains once they develop full literacy. Similarly, children introduced to reading early on tend to read earlier and excel in school compared to those who are not exposed to language and books at a young age. The skills that are considered pre-reading skills that kindergarten pupils need to possess include listening skills,

print recognition, blending sounds into complex words, and phonological awareness (Torgeson, 2014:355).

Beginning reading basically includes the direct teaching of words and sounds. Children must be able to distinguish the different sounds of language for achieving understanding, and they also need basic knowledge about the written alphabet, sound-symbol relationships, and concepts of print because they are basis for decoding and reading comprehension skills (<https://www.corincolorado.org>, 30 October 2020).

Considering the importance of the skills in reading among kindergarten pupils, educators must be aware of some factors that can affect the development of beginning reading among them. An important presumption is that only one-third of low-income students are read to daily in comparison to two-thirds of high-income students. This can lead to gap in their beginning reading skills unless resources are provided to them to prevent it. Thus, educators must also be aware of and willing to implement programs and initiatives designed to narrow the achievement gap while ensuring success for all students from all economic backgrounds (Barton, 2013:8).

To understand the relationship between socio-economic status and reading, it is imperative to examine whether a causal link between the variates is plausible. It is crucial to clarify not only whether socio-economic status is linked with reading, but also whether socio-economic status can

explain development or growth in reading. This is crucial since a variable that can explain development in reading can explain the actual change in a certain skill over time. Thus, determining whether a variable can explain development has a better potential to disclose the mechanisms that underlie the development rather than examining only whether a variable predicts the concurrent or initial variation (Pan et al., 2015:763).

Also, even if a variable can explain growth in reading, a third variable can underlie and consequently, explain the relationship. Hence, in determining whether growth in reading is mediated by other factors is also worthy of consideration. In fact, it is imperative for education experts to look into longitudinal studies that might have demonstrated a direct, potential causal relationship between socio-economic status and reading ability. In some cases, previous literatures have only presented the premise that socio-economic status is a proxy for additional variables that are more direct factors in the development of reading among learners (Buckingham et al., 2014:428-446).

The previous discussions imply that unpacking the link between socio-economic status and reading needs to take into account other variables that are known predictors of reading growth. These other variables are letter knowledge, phoneme awareness, and rapid naming (RAN). This premise implies that

socio-economic status may be associated with reading because it contributes to the development of letter knowledge and phonemic awareness skills which, in turn, contribute to the development of good reading skills. Hence, these three are considered to be the mediating factors between socio-economic status and reading (Lervag et al., 2010:764).

Meantime, some of the literatures explored by authors have disclosed that socio-economic status predicted early reading development in primary school. Even then, in the early grades, the prediction of the reading development is entirely accounted by general intelligence, phoneme awareness skills, and rapid naming. These literatures have also pointed that the socio-economic status of children is rarely strong enough to explain the growth in reading development beyond letter knowledge, phoneme awareness, and rapid naming. Hence, as to the development of reading in general, socio-economic status has indirect influence only (Hoff, 2016:55).

Amid all the discussions about the impact of parental socio-economic status, it is noteworthy that the timing of poverty is especially critical. In other words, the social and economic conditions of the families of learners in early childhood have the greatest impact on their learning outcomes such as in reading. It has been noted in numerous literatures that socio-economic status is highly associated with school readiness from a very early age (Klebanov et al., 2013:1420).

It can be deduced from previous discussions reviewed in this part that the parents' socio-economic status impact on the reading skills of the children. From these discussions, it is noted that parental socio-economic status matters in considering the development of beginning reading among early learners. It is on the basis of the aforementioned ideas that the present study is being conducted. In the end, the ideas that are narrated and expounded provided solid theoretical and conceptual support to conduct the study.

### **Related Studies**

A thorough review of previous studies is presented and discussed in this part by the researcher to put in appropriate perspectives the relevance of beginning reading and socio-economic status to the learners and how these two variates are intertwined.

Pettigrew (2012) conducted a study entitled, "A Study of the Impact of Socioeconomic Status on Student Achievement in a Rural East Tennessee School System". Findings revealed that there were no significant differences in all the five research questions by socioeconomic status. Also, the mean score of economically-disadvantaged students was lower than the non-economically disadvantaged students in Math, Language Arts, Social Studies, and Science. The results further indicated no difference in the mean writing scores between students who

were economically-disadvantaged and students who were not. The main effect of school was significant in Math, Social Studies, Science, and Writing. There were no significant differences in the mean number of Language Arts items answered correctly among the schools.

The previous research by Pettirgrew found resemblance with the present study because they both focused on the socio-economic status of the students and how they gave effect on their achievement in some disciplines. However, they differed because the previous study determined the effect of socio-economic status of students on their achievement, in general. By contrast, the present research determined the effect of socio-economic status only on the pupils' achievement in beginning reading.

Salameh (2012) conducted a study entitled, "The Impact of Social and Economic Factors on Students' English Language Performance in EFL Classrooms in Dubai Public Secondary Schools". The results disclosed that there was a significant correlation between the parents' level of education, income and occupation with pupil's educational performance. Overall, teachers and principals viewed a relationship between parents' social and economic status and children's performance in learning the English language.

The present research was worthy of note in the present



research because it determined the impact of socio-economic factors on students' learning outcomes. However, the previous research was broader in scope as it dealt with learning the English language compared to the scope of the present research which determined the achievement of the student-respondents in beginning reading. The previous research likewise involved secondary students whereas the present research had Kindergarten pupils.

Lerkkanen (2013) conducted a study entitled, "Learning to Read: Reciprocal Processes and Individual Pathways". The results revealed that the development of reading performance was predicted by different antecedents depending on the phase of reading acquisition a child had reached. It also found out that letter knowledge, listening comprehension, and visual-motor ability predicted word reading whereas initial reading skill and listening comprehension predicted reading ability. Also, a reciprocal relationship between phonemic awareness and reading performance existed during the first grade; and the reciprocity between reading and spelling existed in the beginning phases of reading instruction whereas by the end of the first-grade reading performance predicted spelling in a unidirectional manner.

The two studies were similar because they were both concerned with the nature and complexities of beginning reading of pupils in the primary grades. It was evident,

however, that the previous research differed from the present research in many aspects. Foremost, they were different in breadth because the previous research was focused on the technical aspects of reading and other language skills such as listening skills. Also, the previous research was more complex as it studied the reciprocal processes and individual pathways of learning to read whereas the present research simply found the reciprocity between socio-economic status and achievement in beginning reading of the student-respondents.

Van Vechten (2013) conducted a research entitled, "Impact of Home Literacy Environments on Students from Low Socioeconomic Status Backgrounds". The results of the study revealed that students from low socioeconomic status (SES) homes were behind in their reading levels and were limited in their literacy interests and class participation.

The two studies were similar because they both focused on the how the socio-economic status of student impacted on their reading. Despite the similarity, the two studies differed in terms of scope because the previous study focused generally on home literacy environments as predictive factors of the students' reading whereas the present research was only specific to the student-respondents' socio-economic status. Also, the previous research took the students' low SES as a criterion in the selection of the respondents whereas

the present research was open to all kindergarten pupils as respondents, regardless of their socio-economic status.

Alexandrov (2015) conducted a study entitled, "Socio-Economic Factors for Reading Performance in PIRLS: Income Inequality and Segregation by Achievements". Results found out that students with lack of early home literacy activities have better test scores in schools with higher average socio-economic status, and reading scores in countries with a high level of economic inequality. The higher the stratification level, the better student reading achievements, despite the stratification measure indicating the inequality of their distribution among schools.

The previous research paralleled the present research in terms of subject matter studied which was on socio-economic factors and reading. Additionally, both studies had the same intent, that was, to determine the effect of socio-economic factors on the students' reading performance. Nevertheless, the two studies were different in some certain aspects. First, the previous research was more complex as because it compared the reading performance of the students when segregated by achievements in which case, the present research did not delve into that extent. Second, the previous study had a broader scope as it studied the differences in reading of students across countries with different levels of stratification and inequalities in which case, the present research merely

focused on the differences in the achievement in beginning reading of the student-respondents when grouped according to their profile variates.

Otengo (2016) conducted a research entitled, "Influence of Parental Socio-Economic Status on Students' Academic Performance in Public Secondary Schools in Tana River County, Kenya". The findings of the study were that the income, level of education, occupation, and involvement in education of the parents influenced students' academic performance to a great extent.

The previous study of Otengo was similar to the present one because they focused on parental socio-economic status and how it had potential effects on the learning outcomes of their children. Yet, they differed because the previous research was broader as it tackled the students' academic performance in contrast to the present research which dealt specifically with the achievement in beginning reading of the student-respondents.

Djilali (2017) conducted a research entitled, "Parents' Socioeconomic Status and its Relation to Students' Academic Achievement: The Case of the Second-Year Pupils at Zaghloul Youcef, Oued Lili, Tiaret, Algeria". The findings revealed that the parents' socioeconomic status made significant contribution to students' academic achievements. Thus, the academic achievement of students were highly influenced by

the socioeconomic status of the parents. Therefore, it was found that the lack of learning resources negatively affects the academic achievement of the students since it is an important antecedent of school achievement.

The two studies had the same objective to determine the impact of the parents' socio-economic status on the learning outcomes of the students. The difference between the two studies lies in their scope because the previous research dealt generally with the students' academic achievement whereas the present study zeroed in on the achievement in beginning reading of the student-respondents. Similarly, the previous research took second year students as respondents in contrast to the present one which involved Kindergarten students.

Serrano (2017) conducted a research entitled, "The Effect of Contextual and Socioeconomic Factors on Reading Comprehension Levels". The results showed that the type of school accounts for the variability in reading comprehension, almost half of this variability can be explained by the variable of the socio-economic level group, and only a residual of individual variables such as the parents' education level and their expectations about the students' performance.

The similarity between the two studies was manifest. Both studies focused on the effect of socio-economic status

on the reading comprehension levels of the students. However, the two studies differed because the previous research was more complex as it focused on reading comprehension whereas the present research focused on beginning reading. Likewise, the previous research included contextual factors affecting students' performance in reading comprehension while the present research focused on the socio-economic factors.

Chen (2018) conducted a study entitled, "Effects of Socio-Economic Status, Parent-Child Relationship, and Learning Motivation on Reading Ability". The results of the study indicated that the parent-child relationship played a mediating role in the relationship between socio-economic status and reading ability. This relationship was moderated by students' learning motivation. The direct effects of socio-economic status on reading ability at high, medium, and low levels of learning motivation were 0.24, 0.32, and 0.40, respectively.

The study of Chen was significant in the present study since they both dealt with the impact of socio-economic status on the reading ability of children. Yet, the previous study was more in-depth as it took other variates such as parent-child relationship and learning motivation to mediate the impact of socio-economic status on reading. The present study dealt with the socio-economic status as variate on their beginning reading abilities. Another aspect of difference

between the present and previous study was that the latter measured reading abilities, in general, whereas the present research only considered the beginning reading achievement of the student-respondents.

Shahaeian (2018) conducted a study entitled, "Early Shared Reading, Socioeconomic Status, and Children's Cognitive and School Competencies: Six Year of Longitudinal Evidence". Results indicated that early shared reading was associated with children's academic achievement directly and indirectly through receptive vocabulary and early academic skills. Also, the frequency of early shared reading predicted the outcome measures, over and above other home learning activities. Likewise, associations were stronger among low and middle socio-economic status groups compared to the high socio-economic status group.

The similarity existed between the study of Shahaeian and the present research in terms of subject matter considered because they focused on early or beginning reading as well as socio-economic status as determining factor. However, these two studies differed in terms of the design of research used. While in the previous study longitudinal study was utilized to assess the relationships among the variates, the present study used cross-sectional survey. The previous research explored the effects of the children's school and cognitive competencies in addition to their socio-economic status in

assessing the impact on the early reading abilities of the children. The present study only considered the parents' socio-economic status.

Enighe (2018) conducted a study entitled, "Developing Reading Skills in Beginning Readers in Nigerian Primary Schools towards the Millennium Development Goals". The findings revealed that wrong reading approaches, non-involvement in extensive reading of learners and teachers' instructional techniques significantly relate with the reading competence of learners in Nigerian primary schools or the basic education level.

The previous study was parallel to the previous study in terms of its focus on beginning reading and the factors that impacted on the beginning readers' reading skills. Yet, they differed because the previous study focused on factors other than the socio-economic status of the student-respondents.

Dolean (2019) conducted a study entitled, "Achievement Gap: Socio-Economic Status Affects Reading Development Beyond Language and Cognition in Children Facing Poverty". The Roma children had both poorer initial reading and a slower growth of their reading skills. Socio-economic status did explain growth in reading skills after controlling for other well-known cognitive and linguistic predictors of reading. Among the Roma children, the effects of socio-economic status on reading growth were partly mediated by school absence.



The study of Dolean and the present one found resemblance in some aspects. Foremost, both studies were focused on reading among children. Second, both were concerned with determining whether socio-economic status impacted on the development of reading among children. Third, both researches focused on the achievement in reading of children. Nonetheless, the two studies were different in some aspects. First, the previous study was longitudinal research whereas the present one was cross-sectional research in so far as the former observed the same group of respondents over a period of time whereas the latter examined different samples of the population at one point in time. Second, the previous research zeroed in on reading development of the participants while the present one considered the student-respondents' beginning reading achievement.

Cabalo (2019) conducted a research entitled, "Factors Affecting Pupils' Reading Proficiency in Multigrade Classes among Rural Elementary Schools". The results revealed that the factor that significantly affects the reading proficiency is the teacher factor. On the teacher profile, it was found out that the profile significantly related to the factors affecting the reading proficiency of the pupils. However, the study also revealed some pupil factors to reading. On the pupils' profile, the study revealed that sex, age, and family income do not affect the reading ability of the pupils because

the respondents of the study are from far-flung barangays and that this profile does not have any intervention as reflected in the PHIL-IRI test results. It was also found out that only teacher factor and pupil factor adversely affected the reading proficiency of the students.

The previous study of Cabalo and present research were similar in some important aspects. Foremost, they were both concerned about the reading performance of pupils. Second, they were both focused on determining factors that impact on the reading performance of pupils. In fact, the previous one tackled the pupils' family income which was an aspect of their socio-economic status. In spite of these similarities, they differed in some major aspects that pertain to the methods used. For one, the previous research involved pupils in multigrade classes as opposed to the present research which included pupils in mono-grade classes. Second, the previous study took all types of factors that influence the reading performance of pupils in contrast to the present research which was only concerned with the socio-economic status of the student-respondents.

Li (2020) conducted a research entitled, "Relationship between SES and Academic Achievement of Junior High School Students in China: The Mediating Effect of Self-Concept". The results showed that both family socio-economic (SES) and

self-concept were significantly linked with the children's Chinese and Mathematics performance, and family SES was also significantly correlated with self-concept. The mediation analysis showed that self-concept partially mediated the relationship between SES and school academic achievement.

It is obvious that the previous research was similar to the present research in terms of focused as they both dealt with socio-economic status and how it impacted on achievement of the students. Nonetheless, the previous research was different from the present research in terms of scope because the former was broader as it tackled academic achievement in general in contrast to the present which dealt with the students' achievement in beginning reading in particular.

The cited studies in this part differed in some aspects from the present research. However, they paralleled the present study in terms of their focused on the effects of socio-economic factors on the students' reading abilities. In this case, they provided valuable insights in understanding the specific problems of the present research and in filling the gap in the exploration of the same topics by previous researches.

## **Chapter 3**

### **METHODOLOGY**

This chapter presents and discusses the methods used in the conduct of the study. This chapter includes the following: research design, locale of the study, instrumentation, validation of instrument, sampling procedure, data gathering procedure, and statistical treatment of data.

#### **Research Design**

With a descriptive research design, the study determined the impact of the parents' socio-economic status on the achievement in beginning reading of the Kindergarten students in the District of Motiong, Schools Division of Samar.

The descriptive method was utilized to describe the profile of the student-respondents in terms of their age and sex, type of pre-school attended, and attitude toward reading. Similarly, the same method was used to assess the socio-economic profile of the parent-respondents based on the indicators of the National Economic Development Authority (NEDA) as part of its Ambisyon Natin 2040 Survey on the Aspirations of the Filipino People. The socio-economic status of the parents of the student-respondents was assessed along: estimated household monthly income, occupation of the household head, education of the household head, facilities

of the house, indoor quality like house maintenance, durability of the home, and location of the house.

More importantly, the study assessed the achievement in beginning reading in Mother Tongue and in Filipino of the student-respondents based on their Phonological Awareness (PA), and Alphabet Knowledge (AK).

Meanwhile, the study compared the achievement in beginning reading in Mother Tongue and in Filipino of the student-respondents according to their profile variates. Likewise, the study attempted to find the relationship between the achievement in beginning reading in Mother Tongue and in Filipino of the student-respondents and the student-related variates and parents' socio-economic status.

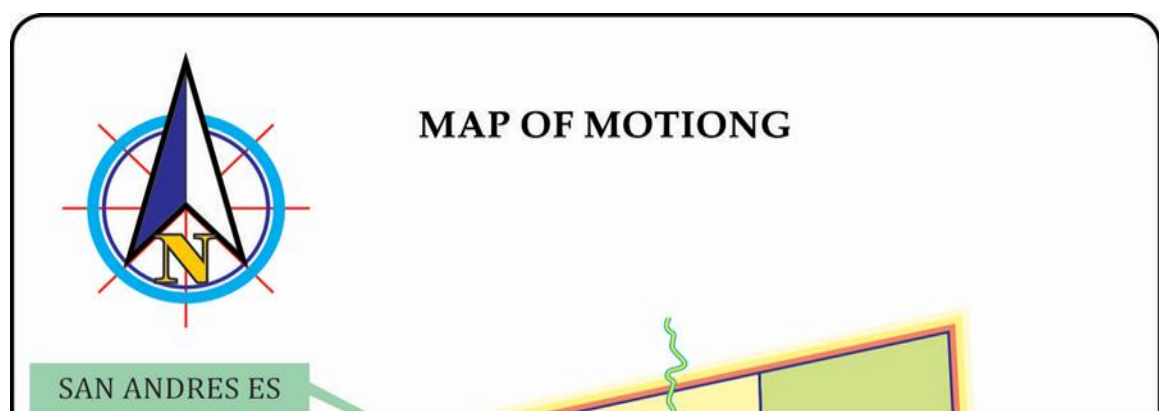
Finally, the study used both descriptive and inferential statistical tools to compute the data. The statistical tools used in this study included: Frequency Count, Percentage, Median, Mean Average Deviation, Weighted Mean, Krustal Wallis Test, Mann-Whitney U-Test for Independent Samples, Chi-Square Test, Spearman's Rank Coefficient of Correlation (Spearman's rho), and Fisher's t-Test.

### **Locale of the Study**

Figure 1 shows the locale of the study, the different elementary schools in the District of Motiong, Schools Division of Samar.

This district is composed of the following schools which served as the respondent schools for this study: Angyap Elementary School, Barayong Elementary School, Bayog Elementary School, Beri Elementary School, Bonga Elementary School, Calantawan Elementary School, Calapi Elementary School, Caluyahan Elementary School, Canatuan Elementary School, Candumacol Elementary School, Canva-Is Elementary School, Capaysagan Elementary School, Caranas Integrated School, Caulayanan Elementary School, Hinicaan Elementary School, Inalad Elementary School, Linoloban Elementary School, Malobago Elementary School, Malonoy Elementary School, Mararangsi Elementary School, Maypange Elementary School, Motiong Central Elementary School, New Minarog Elementary School, Oyandik Elementary School, Pamamas-An Elementary School, Pusongan Elementary School, San Andres Elementary School, Sarao Elementary School, and Sto. Niño Elementary School.

The said district is part of the Municipality of Motiong considered a fourth-class municipality. The locals depend mostly on farming and fishing by which the primary source of living of the Motionganon are seafood products



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

like oysters and farm goods such as rice, corn, cassava, taro, yam tubers, abaca fibers, and coconut fruits.

The said municipality is formerly part of Wright (Paranas) until it was founded through a House Bill Number

1844 by a certain Congressman Tito V. Tizon and was approved by the Republic Act Number 290 on June 16, 1948. By virtue of this Act, the municipality was established as an independent town and was politically sub-divided into 29 barangays wherein mostly of those are located at the upstream of Motiong (Municipal Planning Office, 2018).

### **Instrumentation**

The current research used questionnaires and tests to gather the data.

**Questionnaire**. This was one of the instruments used in gathering data for the current research. There were two sets of questionnaires for the two groups of respondents, namely: the student-respondents and the parent-respondents. The first set (Set I) of the questionnaire intended for use by the student-respondents consisted of two major parts whereas the second set (Set II) intended for use by the parent-respondents consisted of one part.

Part I of Set I questionnaire for the student-respondents consisted of supply and checklist items about their profile. This had items about the age, sex, and type of pre-school attended by the student-respondents. The student-respondents were tasked to fill in the needed information on the blank spaces provided or to place a check mark (/) on the line spaces provided before each item.



Part II of Set I questionnaire for the student-respondents was a checklist consisting of 20 items reflective of the attitude toward reading, which were grouped into attitude toward recreational reading and attitude toward academic reading. The 20 attitude statement indicators were adopted from the Elementary Reading Attitude Survey (ERAS) by McKenna and Kear (1990:626-639). The items were stated in question type and the student-respondents were tasked to encircle their responses using a four-point Garfield drawing scoring guide, as follow: 4 for Happiest Garfield for Strongly Agree, 3 for Slightly Smiling Garfield for Agree, 2 for Mildly Upset Garfield for Disagree, and 1 for Very Upset Garfield for Strongly Disagree.

Meanwhile, Set II questionnaire for the parents of the student-respondents had one major part. This part consisted of supply and checklist types of items which corresponded to the indicators provided by the National Economic Development Authority (NEDA) as part of its Ambisyon Natin 2040 Survey on the Aspirations of the Filipino People which included estimated household monthly income, occupation of the household head, education of the household head, facilities of the house, indoor quality like house maintenance, durability of the home, and location of the house. In this part of the questionnaire, the parents of student-respondents were tasked to fill in the needed information on the blank

spaces provided or to place a check mark (/) on the line spaces provided before each item.

For the purposes of classifying the parents into their socio-economic statuses, four letter classifications were used corresponding to the indicators abovementioned. Table 1 shows the classifications into socio-economic status.

**Tests.** The tests determined the achievement in beginning reading in Mother Tongue and in Filipino of the student-respondents based on the phonological awareness and alphabet knowledge domains in the K to 12 Curriculum Guide for Kindergarten. Both reading tests were adopted from standard sources, with the Marungko Worksheets from the Department of Education (DepEd) resource centers and the beginning reading test in Mother Tongue from the same tests used by the researcher in class.

For the achievement in beginning reading in Filipino of the student-respondents, the Marungko Approach worksheets were used. For the achievement in beginning

**Table 1**  
**Response Rate for Socio-Economic Status**

Factors	AB	UPPER C	BROAD C	D	E
Durability of the Home	Heavy, high quality materials	Of good quality materials, generally permanent	Of mixed light and heavy materials, semi-permanent	Of light and cheap materials, poorly constructed, semi-permanent	Temporary structure, barong-barong type or a poorly-constructed one-room affair

Indoor Quality	Well-painted, not in need of repair	Well-painted but may need a new coat of paint and some minor repairs	Painted but needs a new coat of paint and needs some repairs	Generally unpainted and badly in need of repair	Unpainted and dilapidated
Location of the House	Located in an exclusive subdivision expensive neighborhood enclaves, townhouses and condominiums	Maybe found in mixed neighborhood of larger and smaller houses, with predominantly larger houses	Generally found in mixed neighborhood with houses larger or smaller than it	Found mostly in neighborhoods of houses with generally same size with occasional large houses	Located generally in slum district interior or rural houses
Education of the Household	Graduate of exclusive colleges and universities	Graduate of state colleges and universities, excluding the University of the Philippines	Some college education but did not graduate technical or vocational education	Some high school education	Elementary school graduate or less
Occupation of the Household Head	Moderate to big businessman, top executive	Junior executive or a young professional with moderate to high net value	Maybe a young or starting professional or semi-professional or a middle level supervisor Small businessman	Lowly paid white-collar worker or skilled worker lowland farmer tenant or foreman	Farmland fisherman unskilled worker or vendor not permanently employed or no regular income
Facilities of the House	More than 10 facilities and has a new car	8-10 facilities and has a car or jeep	5-7 facilities with or without a car or jeep	2-4 facilities	0-1 facilities
Estimated Household Monthly Income	A-Php 100,000 and up  B-Php 50,001 to Php 99,000	Php 30,001 - Php 50,000	Php 15,001 - Php 30,000	Php 8,001 - Php 15,000	Below Php 8,000

reading in Mother Tongue, a beginning reading test based on the competencies in the K to 12 Curriculum Guide was used. Tables 2 and 3 were used as the rubrics for rating the achievement in beginning reading in Filipino and Mother Tongue of the student-respondents.

**Table 2**

### Rubric for Phonemic Awareness

CRITERIA					
	(1 point) Beginning	(2 points) Emergent	(3 points) Satisfactory	(4 points) Strong	(5 points) Excellent
<b>Phonic Sound</b>	Shows some interest or enjoyment in rhyme play activities.	Participates during rhyme play by repeating words of similar sound patterns.	Attempts to create word similarities, such as rhyme or initial sound patterns.	Identifies similarities and differences of sounds within words; identifies some letters.	Creates new words within word families; associates consonant letters and sounds.
<b>Concepts Of Print</b>	Shows beginning interest or attention to read.	Attends to reading and graphics with minimal prompts.	Recognizes left to right sequence of text.	Follows the left-right of text.	Reads words in text while following a left-right.
<b>Word Recognition</b>	Shows beginning interest or attends to graphics or pictures.	Identifies named pictures or graphics.	Recognized familiar signs, names, or text words with graphic support.	Identifies some text words without graphic supports.	Identifies an increasing number of high frequency sight words.
<b>Fluency</b>	Shows beginning awareness in reading.	Participates during reading.	Predicts or repeats during reading.	Reads with good rate and intonation about half of the time.	Reads with good rate and intonation.
<b>Comprehension</b>	Shows indications of spoken word and object recognition within own experiences.	Associates spoken word to graphics.	Associates connected with supporting graphics during reading.	Fills in open ended responses during reading.	Engages in "retell" activities and responds to questions that represent comprehension.

**Table 3**

### Rubric for Alphabet Knowledge

CRITERIA
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	1 Poor	2 Fair	3 Good	4 Outstanding
<b>Sustained Attention</b>	Unable to maintain attention	Maintains attention to reading some of the time.	Maintains attention to reading most of the time.	Maintains attention to reading all of the time.
<b>Picture with names</b>	Unable to identify a picture.	Able to identify a picture or words some of the time.	Able to identify a picture or words most of the time.	Picture and words tell a story.
<b>Reads Actively</b>	Has difficulty and comprehending of words.	Demonstrates understanding and comprehension of words.	Moves beyond basic understanding of words.	Demonstrates clear understanding and comprehend of words.
<b>Letter Attempts</b>	Makes uncontrolled or identifiable scribbling.	Uses letter-like formations and/or random letters strings. Hears and records some consonant letter sounds.	Forms easily recognizable letters most of the time.	All letters are easily recognizable.
<b>Letter/Sound</b>	Demonstrates limited knowledge of letter/sound representation.		Hears and records most consonant letter sounds.	Hears and records most consonant letter sounds and some vowel sounds.

The achievement in beginning reading in Filipino and Mother Tongue of the student-respondents was assessed with the use of the competencies on Language, Literacy, and Communication in K to 12 Curriculum Guide for Kindergarten. For phonological awareness, the competencies measured were the student-respondents' ability to identify the sounds of letters orally given; identify whether or not two spoken words begin with the same sound; select from three spoken words those that begin with the same sound.

In addition, competencies for phonological awareness included the following: tell whether a pair or set of spoken words rhyme; tell whether words from a story read rhymes or

not; give a word that rhyme with a spoken word; identify several words that begin with the same sound as the spoken word; and tell the number of syllables in given spoken words.

For the alphabet knowledge, the competencies which were used as basis to assess the achievement levels in beginning reading in Mother Tongue and in Filipino of the student-respondents were as follow: recognize one's given name by sight; identify the letters of one's given name; identify the letters of the alphabet; give the sound of each letter; match the letter sound to its letter form; name the beginning letters of their friends' names, their family members', and common things they use; match an upper- to its lower-case letter; trace, copy, and write different strokes; scribbling, straight lines, slanting lines, combination of straight and slanting lines, curves, combination of straight and curved and zigzag; trace, copy, and draw familiar figures; trace, copy, and write the letters of the alphabet; write one's given name; and write the lower case for each uppercase letter.

### **Validation of Instrument**

The questionnaires and tests were validated only as to their content through expert analysis since these instruments were adopted from standard sources as mentioned in the preceding discussions. Hence, copies of the instruments were

submitted to the research adviser, statistician, and members of the panel of oral defense for content analysis, after their suggestions were incorporated.

### **Sampling Procedure**

The respondents of the study were the Kindergarten students and their parents in the District of Motiong, Schools Division of Samar, during the School Year 2020-2021. As to the student-respondents of the study, the Slovin's formula was used to get the sample for this current research from the number of Kindergarten students with a total enrollment of 338.

$$n = N / (1 + N e^2)$$

where  $n$  = sample size;

$N$  = total population; and

$e^2$  = margin of error.

After computing the sample size, stratified random sampling was used to get the proportionate number of the student-respondents per school in the District of Motiong, as shown in Table 4.

### **Data Gathering Procedure**

The data collection proceeded only when the approval of concerned authorities was secured. First and foremost, a letter request was submitted to the Schools Division Superintendent of the Schools Division of Samar to ask for

approval to conduct the study in the District of Motiong. Another letter of request was made to the Public-School District Supervisor of the District of Motiong to conduct the study among the Kindergarten student of the different public elementary schools in said district.

Then, separate request letters were made addressed to the School Principals, Head Teachers, or Teachers-in-Charge of the various schools under the said district to ask permission to administer the questionnaires to the student-respondents and their parents; and to conduct the tests among the student-respondents. Once approval was given to the researcher, the conduct of the study was done personally taking into account the essential health requirements of the local health unit of the Municipality of Motiong and the Inter-Agency Task Force (IATF) on COVID-19 in said municipality, such as the wearing of face masks, face shields, physical distancing, and hand sanitizing and/or hand washing.

**Table 4**

**The Number of Respondents by School**

<b>School</b>	<b>N</b>	<b>n</b>
Angyap Elementary School	7	4
Barayong Elementary School	5	3
Bayog Elementary School	17	9
Beri Elementary School	1	0
Bonga Elementary School	20	11
Calantawan Elementary School	4	2
Calapi Elementary School	67	37



Caluyahan Elementary School	7	3
Canatuan Elementary School	8	4
Candumacol Elementary School	10	5
Canva-Is Elementary School	4	2
Capaysagan Elementary School	2	2
Caranas Integrated School	23	13
Caulayanan Elementary School	4	2
Hinicaan Elementary School	7	4
Inalad Elementary School	10	5
Linoloban Elementary School	11	6
Malobago Elementary School	2	1
Malonoy Elementary School	3	2
Mararangsi Elementary School	5	2
Maypange Elementary School	13	7
Motiong Central Elementary School	82	43
New Minarog Elementary School	7	4
Oyandik Elementary School	10	6
Pamamas-An Elementary School	1	0
Pusongan Elementary School	4	3
San Andres Elementary School	1	1
Sarao Elementary School	2	1
Sto. Niño Elementary School	1	0
<b>Total</b>	<b>338</b>	<b>182</b>
<b>Response Rate</b>	<b>100.00</b>	

The schedule of the data gathering was coordinated with the Kindergarten teachers in the different public elementary schools in the said district to coincide with the monitoring of the Kindergarten students. In the administration of the questionnaire and tests to the student-respondents, the help of the Kindergarten teachers was sought, especially in the translation to the Mother Tongue of the items in the research instruments. Meanwhile, the researcher assisted the parents of the pupil-respondents in answering the questionnaires on socio-economic status. The available parent and/or guardian

of the student-respondents during the schedule of the data collection were taken as respondents. The questions were translated to Waray-Waray by the researcher.

The data collection period was done during the months of March and April 2021. Finally, the data collected in this current research were tabulated, computed, analyzed, and interpreted using the appropriate statistical software.

### **Statistical Treatment of Data**

The study used both descriptive and inferential statistical tools to compute the data. The statistical tools used in this study included: Frequency Count, Percentage, Median, Mean Average Deviation, Weighted Mean, Krustal Wallis Test, Mann-Whitney U-Test for Independent Samples, Chi-Square Test, Spearman's Rank Coefficient of Correlation (Spearman's rho), and Fisher's t-Test.

**Frequency Count.** The data pertaining to the profile of the student-respondents such as their age, sex, and type of pre-school attended were computed as to their number of occurrences using this statistical tool.

Likewise, the socio-economic profile of the parents in terms of their estimated household monthly income, occupation of the household head, education of the household head, facilities of the house, indoor quality like house maintenance, durability of the home, and location of the house

were computed as to their number of occurrences utilizing this statistical tool.

**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.

**Median.** This statistical tool was used to get the middle value or score for a set of data arranged in order of magnitude such as in the distribution of the student-respondents in terms of their age. The following formula (Freud & 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 Average Deviation.** This tool was used to describe the extent to which not normally distributed data varied. The following formula (Freud & Simon, 1992:35) was used:

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

where: MAD refers to the mean average  
deviation;

$|X_i - \mu|$  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 of the student-respondents, their phonological awareness, and their alphabet knowledge.

The formula (Pagoso, 1997:111) was used as follows:

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

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

$f_i$  refers to the frequency of a category  
of variable;

$X_i$  refers to the identified category of  
a variable;

$W_i$  refers to the weights which are  
 Expressed in a five-point Likert or  
 Thurston scales; and  
 $n$  refers to the sample size.

**Kruskal Wallis Test.** This test statistic was a non-parametric test used to compute two or more categorical independent groups in an ordinal or continuous data such as in the computation of the differences in achievement in beginning reading in Mother Tongue and in Filipino of the student-respondents according to their profile variates such as their age using the following formula (Walpole, 1989):

$$H = \frac{12}{N(N+1)} \sum \frac{R_i^2}{n_i} - 3(N+1)$$

where:  $H$  refers to the computed H-value;

$N$  refers to the total number of samples;

$R$  refers to the ranking of the scores;

$R_i^2$  refers to the squared total of the ranks

for  $i^{\text{th}}$  group; and

$n_i$  refers to the number of observations for the  
 $i^{\text{th}}$  group.

**Mann Whitney U-Test for Independent Samples.** This test statistic was used to compare whether there is a difference in the dependent variable for two independent groups such as in the computation of the differences in achievement in beginning reading in Mother Tongue and in Filipino of the

student-respondents according to their profile variates such as their sex. The formula was as follows:

$U$  = the smaller value between  $u_1$  and  $u_2$

where:

$$u_1 = w_1 - \frac{n_1 (n_1 + 1)}{2};$$

$w_1$  = sum of ranks of the smaller groups;

$$u_2 = w_2 - \frac{n_2 (n_2 + 1)}{2}; \text{ and}$$

$$w_2 = \frac{(n_1 + n_2) (n_1 + n_2 + 1)}{2} - w_1.$$

**Chi-Square Test.** This was used to determine the relationship between nominal dependent variables using the following formula (Walpole,1989:390):

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

where:  $O$  refers to the observed frequency; and

$E$  refers to the expected frequency.

**Spearman's Rank Coefficient of Correlation (Spearman's rho).** This test statistic was used to compute for the relationship between the achievement in beginning reading in Mother Tongue and in Filipino of the student-respondents and the student-related variates and parents' socio-economic status using the following formula (Walpole, 1997:460):

$$\rho = 1 - \frac{6\sum D^2}{n(n^2 - 1)}$$

$$N^3 - N$$

where:  $\rho$  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; and

N refers to the total number of paired observations.

Table 5 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 (Simon & Freund, 1992: 481) was used.

The formula is 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

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  $\alpha$ . 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  $\alpha$ ; 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  $\alpha$ .

Meanwhile, the decision rule for the U-test deviated from the foregoing decision rule for approximately normally distributed observations. In this case, the hypothesis was rejected if and when the computed u-value turned lesser than or equal to the critical u-value and the hypothesis was accepted if it turned otherwise.

Finally, in testing the hypotheses,  $\alpha = 0.05$  level of

**Table 5**

**The Table of Linear Association**

<b>Correlation Coefficient</b>	<b>Interpretation</b>
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

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 available software and statistical package.

## Chapter 4

### PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the findings of the study with the corresponding analysis and interpretation of data. This includes the profile of the student-respondents, socio-economic profile of the parents of the student-respondents, achievement in beginning reading in Mother Tongue and in Filipino of the student-respondents, comparison in the achievement in beginning reading in Mother Tongue and in Filipino of the student-respondents when grouped according to their profile variates, relationship between the achievement in beginning reading in Mother Tongue and in Filipino of the student-respondents and the student-related variates and parents' socioeconomic status, and implications derived from the findings of the study.

#### **Profile of Student-Respondents**

This section contains the profile of student-respondents in terms of age and sex, type of pre-school attended, and attitude toward reading.

**Age and Sex.** Table 6 presents the profile of student-respondents.

From the table, it can be noted that the student-respondents ranged from five years old to eight years old

**Table 6****Age and Sex Distribution of Student-  
Respondents**

<b>Age</b>	<b>Sex</b>			<b>Total</b>	<b>%</b>
	<b>Male</b>	<b>Female</b>	<b>Not Stated</b>		
8	1	1	0	2	1.05
7	20	42	0	62	32.46
6	58	55	0	113	59.16
5	5	4	0	9	4.71
Not Stated	0	0	5	5	2.62
<b>Total</b>	<b>84</b>	<b>102</b>	<b>5</b>	<b>191</b>	<b>100.00</b>
<b>%</b>	<b>43.98</b>	<b>53.40</b>	<b>2.62</b>	<b>100.00</b>	
<b>Median</b>	<b>6.00 years old</b>				
<b>MAD</b>	<b>0.00 year</b>				

$\omega^2 = p < .001 < .05$  not normally distributed

whereby majority of them were aged six years old accounting for 113 or 59.16 percent. Sixty-two of them or 32.46 percent were aged seven years old and the rest were slimly distributed to the other identified ages.

The median age of the student-respondents was posted at six years old with a mean average deviation (MAD) of 0.00 year. This implied that the student-respondents were on the age level fitted for the grade they were enrolled in.

Moreover, the majority was composed by the female student-respondents accounting for 102 or 53.40 percent while the male counterpart was composed of 84 or 43.98 percent

which signified that female dominance existed among the student-respondents, an indication that there was a disparity in the motivation between the two sexes toward schooling. But this does not mean that the male lacked interest in schooling less than the female ones. Probably, it was because of the priority that mattered most as the male were usually expected to help the family earn their living.

**Type of Pre-School Attended.** Table 7 shows the information as regards the type of pre-school attended by the student-respondents.

From the table, it can be gleaned that almost all except five who did not disclose the type of pre-school they attended, had attended public schools in their pre-school education accounting for 186 or 97.38 percent.

**Attitude Toward Reading.** Table 8 presents the type of pre-school attended by student-respondents. There were 20 attitude questions considered in this area whereby the

**Table 7**

**Type of Pre-School Attended by Student-Respondents**

<b>Type of School</b>	<b>f</b>	<b>%</b>
Private	0	0.00
Public	186	97.38
Not Stated	5	2.62
<b>Total</b>	<b>191</b>	<b>100.00</b>

**Table 8**

**Attitude Toward Reading of Student-  
Respondents**

<b>Attitude Question</b>	<b>WM</b>	<b>I</b>
1.How do you feel when you read a book on a rainy Saturday?	2.69	SSG
2.How do you feel when you read a book in school during free time?	3.09	SSG
3.How do you feel about reading for fun at home?	3.30	SSG
4.How do you feel about getting a book for a present?	2.94	SSG
5.How do you feel about spending free time reading a book?	3.01	SSG
6.How do you feel about starting a new book?	2.83	SSG
7.How do you feel about reading during summer vacation?	3.38	SSG
8.How do you feel about reading instead of playing?	2.61	SSG
9.How do you feel about going to a bookstore?	2.70	SSG
10.How do you feel about reading different kinds of books?	2.90	SSG
11.How do you feel when teacher asks you questions about what you read?	2.85	SSG
12.How do you feel about reading workbook pages and worksheets+	2.70	SSG
13.How do you feel about reading in school?	3.00	SSG
14.How do you feel about your school books?	2.96	SSG
15.How do you feel about learning from a book?	3.12	SSG
16.How do you feel when it is time for reading in class?	3.06	SSG
17.How do you feel about stories you read in reading class?	3.10	SSG
18.How do you feel when you read out loud in class?	3.16	SSG
19.How do you feel about using a dictionary?	2.76	SSG
20.How do you feel about taking a reading test?	3.01	SSG

Table 8 continued

Attitude Question		WM	I
Grand Weighted Mean		2.96	
Interpretation		Slightly Smiling Garfield	
<b>Legend:</b>	<b><u>Range</u></b>	<b><u>Description</u></b>	<b><u>Interpretation</u></b>
	3.50-4.00	Happiest Garfield (HG)	Very Favorable
	2.50-3.49	Slightly Smiling Garfield (SSG)	Favorable
	1.50-2.49	Mildly Upset Garfield (MUG)	Unfavorable
	1.00-1.49	Very Upset Garfield (VUP)	Very Unfavorable

the respondents appraised their attitude though the Garfield comic strip.

Table 8 presents that the student-respondents appraised their attitude toward reading by giving a response of "slightly smiling Garfield" in all attitude questions with weighted means ranging from 2.69 to 3.38. Consequently, the attitude questions that obtained response with the highest and the least weighted means, corresponded to Question Numbers 7 and 1, respectively, with questions stating: "How do you feel about reading during summer vacation?" and "How do you feel when you read a book on a rainy Saturday?"

Taken as a whole, the student-respondents considered their attitude toward reading with a response of "slightly smiling Garfield" being manifested by the grand weighted mean of 2.96. This implied that the student-respondents manifested favorable attitude toward reading which indicated that they

were interested to learn with it in school and even to apply the same outside school.

### **Socio-Economic Profile of Parents**

Table 9 reveals the socio-economic profile of parents of the student-respondents based on the indicators provided by the National Economic Development Authority (NEDA) as part of its Ambisyon Natin 2040 Survey on the Aspirations of the Filipino People along estimated household monthly income, occupation of the household head, education of the household head, facilities of the house, indoor quality (house

**Table 9**

#### **Socio-Economic Profile of Parents of the Student-Respondents**

<b>Indicator</b>	<b>WM</b>	<b>I</b>
1.Estimated Household Monthly Income	2.45	D
2.Occupation of the Household Head	2.50	Broad C
3.Education of the Household Head	3.50	Upper C
4.Facilities of the House	2.04	D
5.Indoor Quality (House Maintenance)	3.37	Broad C
6.Durability of the Home	4.13	Upper C
7.Location of the House	2.65	Broad C
<b>Grand Weighted Mean</b>	<b>2.95</b>	
<b>Interpretation</b>	<b>Class Broad C</b>	

**Legend:**

4.50-5.00	Class AB
3.50-4.49	Class Upper C
2.50-3.49	Class Broad C
1.50-2.49	Class D
1.00-1.49	Class E

maintenance), durability of the home, and location of the house.

**Estimated Household Monthly Income.** The foregoing table presents that the parents of the student-respondents considered themselves belonging to the "Class D" classification of the social stratification in the community in terms of income being shown by the weighted mean of 2.45. This signified that the parents of the student-respondents earned an estimated monthly income below Php8,000.00 lower than the poverty threshold. This indicated that the parents of the student-respondents were low-income earners which could hardly make both ends meet however, they put premium on the education of their children that they, as much as possible sent them to school.

**Occupation of the Household Head.** Table 9 reveals that the parents of the student-respondents considered themselves belonging to the "Class Broad C" classification of the social stratification in the community in terms of occupation of the household head being shown by the weighted mean of 2.50. This indicated that the parents of the student-respondents were professionals which could earn better monthly income however, because of the accelerating prices of basic commodities and services, they could hardly make both ends meet coupled with the surmounting monthly amortizations they pay for the many loans they availed to keep their household survive.



**Education of the Household Head.** The same table reveals that the parents of the student-respondents considered themselves belonging to the "Class Broad C" classification of the social stratification in the community in terms of education of the household head being shown by the weighted mean of 3.50. This indicated that the parents of the student-respondents were graduates of state colleges and universities (excluding the University of the Philippines) which could land them a better job with higher monthly pay however, because of the competitiveness and distance of the job offered to them, they preferred to accept job offered to them proximate to their household members despite the low monthly pay.

**Facilities of the House.** The same table reveals that the parents of the student-respondents considered themselves belonging to the "Class D" classification of the social stratification in the community in terms of facilities of the house being shown by the weighted mean of 2.04. This indicated that the parents of the student-respondents provided 2-4 facilities for the household convenience. This signified that parents of the student-respondents lived according to their means and provided only the basic facilities for the household like electricity, light and others however, functional to minimize their monthly bills.

**Indoor Quality (House Maintenance).** The same table

reveals that the parents of the student-respondents considered themselves belonging to the "Class Broad C" classification of the social stratification in the community in terms of indoor quality or house maintenance being shown by the weighted mean of 3.37. This signified that the parents of the student-respondents dwelled in a painted house but needs new coat of paint and the unit needs some repairs. This indicated that parents of the student-respondents prioritized food and other basic commodities and services including education of their children that they set aside repainting of the house and attend to minor repairs which probably they thought of having it when increase in income and savings would be generated in the future.

**Durability of the Home.** The same table reveals that the parents of the student-respondents considered themselves belonging to the "Class Broad C" classification of the social stratification in the community in terms of durability of the home being shown by the weighted mean of 3.13. This signified that the parents of the student-respondents dwelled in a house of good quality materials which was generally permanent. This indicated that the household put premium also on the protection of the members by provided a dwelling unit that was constructed with permanent, robust, and durable materials and could last for a longer number of years.

**Location of the House.** The same table reveals that the

parents of the student-respondents considered themselves belonging to the "Class Broad C" classification of the social stratification in the community in terms of location of the house being shown by the weighted mean of 2.65. This signified that the parents of the student-respondents generally dwelled in mixed neighborhood with houses larger or smaller than it. This indicated that the household saw to it that the house where the household dwelled was located in a safe place from uncertain calamities where they could live also with confidence, peace, and security.

In summary, the overall socio-economic status profile of the parents of the student-respondents was "Class Broad C" being indicated by the grand weighted mean of 2.95. This indicated that based on the different indicators, the parents of the student-respondents were place in the middle social echelon which signified that though they could belong to the poor household, yet, they were not poor of the poorest of the society, they still have the chance to rise socially and economically when things turned in their favor.

**Achievement in Beginning Reading in Mother  
Tongue and in Filipino of Student-Respondents**

Table 10 contains the achievement in beginning reading in Mother Tongue and in Filipino of the student-respondent based on the domains in language, literacy, and communication in the K to 12 Curriculum Guide for Kindergarten

Table 10

**Achievement in Beginning Reading in Mother Tongue  
and Filipino of the Student-Respondents**

Reading Level	Phonological Awareness		Alphabet Knowledge	
	f	%	f	%
Independent	27	14.14	36	18.85
Instructional	130	68.06	135	70.68
Frustration	34	17.80	20	10.47
<b>Total</b>	<b>191</b>	<b>100.00</b>	<b>191</b>	<b>100.00</b>

along the areas of phonological awareness (PA), and alphabet knowledge (AK).

**Phonological Awareness (PA)**. Table 10 reveals that in the achievement level of the student-respondents in beginning reading in Mother Tongue and in Filipino along PA, majority of them were rated as "instructional" accounting for 130 or 68.06 percent while 34 or 17.80 percent were in the "frustration" and 27 or 14.14 percent were "independent." The foregoing data suggested that the student-respondents garnered an average achievement level in in beginning reading in Mother Tongue and in Filipino along PA which indicated that they need intervention activities to raise the performance in reading, both in Mother Tongue and in Filipino particularly in the skill of phonological awareness.

**Alphabet Knowledge (AK)**. The same table presents that in the achievement level of the student-respondents in beginning

reading in Mother Tongue and in Filipino along AK, majority of them were rated as "instructional" accounting for 135 or 70.68 percent while 36 or 18.85 percent were "independent" and 20 or 10.47 percent were in the "frustration" level. The foregoing data suggested that the student-respondents garnered an average achievement level in in beginning reading in Mother Tongue and in Filipino along AK which indicated that they need intervention activities to raise the performance in reading, both in Mother Tongue and in Filipino particularly on the skill of alphabet knowledge.

**Comparison in the Achievement in Beginning Reading in Mother Tongue and in Filipino of Student-Respondents When Grouped According to Their Profile Variates**

Table 11 discloses the comparison in the achievement in beginning reading in Mother Tongue and in Filipino of the student-respondents when grouped according to their profile variates in terms of age, sex, type of pre-school attended, and attitude toward reading.

**Age**. In comparing the achievement in beginning reading in Mother Tongue and in Filipino of the student-respondents when grouped according to their age, the Kruskal-Wallis Test was employed whereby the computed H-value was posted at 1.718 with a p-value of 0.424. The critical value was set at 5.991 at  $df = 2$ . In comparing the calculated value with the critical value and the p-value with the  $\alpha$  of .05. It was obvious that

Table 11

**Comparison of the Achievement in Beginning Reading in  
Mother Tongue and in Filipino Student-Respondents  
When Grouped According to Their Profile Variates**

Variate	Value		df	p- Value @ $\alpha=.05$	Evaluation/ Decision
	Computed	Critical			
Age	H = 1.718 ( $\omega^2=.000$ )	5.991	2	0.424	NS / Accept Ho.
Sex	U = 4456.5	274.0	---	0.047	NS / Accept Ho.
Type of Pre- School Attended	Not possible; N $\neq$ 2				
Attitude Toward Reading	H = 0.360 ( $\omega^2=.000$ )		2	0.835	NS / Accept Ho.

the computed H-value turned lesser than the critical value and the p-value turned greater than the  $\alpha$ . Following the decision rule stated in the methodology, the observed variation among the achievement in beginning reading in Mother Tongue and in Filipino of the student-respondents when grouped according to their age was not significant. Therefore, the hypothesis stating that "there are no significant differences among the achievement in beginning reading in Mother Tongue and in Filipino of the student-respondents when grouped according to their age" was accepted. This suggested that the achievement in beginning reading in Mother Tongue and in Filipino of the student-

respondents was similar despite the disparities in their age.

**Sex.** In comparing the achievement in beginning reading in Mother Tongue and in Filipino of the student-respondents when grouped according to their sex, the Mann Whitney U-Test for Independent Samples was employed whereby the computed U-value was posted at 4456.5 with a p-value of 0.047. The critical value was set at 274. In comparing the calculated value with the critical value and the p-value with the  $\alpha$  of .05. It was obvious that the computed U-value turned greater than the critical value and the p-value turned greater than the  $\alpha$ . Following the decision rule stated in the methodology, the observed variation between the achievement in beginning reading in Mother Tongue and in Filipino of the student-respondents when grouped according to their age was not significant. Therefore, the hypothesis stating that "there is no significant differences among the achievement in beginning reading in Mother Tongue and in Filipino of the student-respondents when grouped according to their sex" was accepted. This suggested that the achievement in beginning reading in Mother Tongue and in Filipino of the student-respondents was similar despite the disparity in their sex.

**Type of Pre-School Attended.** The comparison of the achievement in beginning reading in Mother Tongue and in Filipino of the student-respondents when grouped according to the type of pre-school they attended was not possible

considering that 100 percent of the student-respondents attended pre-school in public schools, hence, no variation was noted in the observations.

**Attitude Toward Reading.** In comparing the achievement in beginning reading in Mother Tongue and in Filipino of the student-respondents when grouped according to their attitude toward reading, the Kruskal-Wallis Test was employed whereby the computed H-value was posted at 0.360 with a p-value of 0.835. The critical value was set at 5.991 at  $df = 2$ . In comparing the calculated value with the critical value and the p-value with the  $\alpha$  of .05. It was obvious that the computed H-value turned lesser than the critical value and the p-value turned greater than the  $\alpha$ . Following the decision rule stated in the methodology, the observed variation among the achievement in beginning reading in Mother Tongue and in Filipino of the student-respondents when grouped according to their attitude toward reading was not significant. Therefore, the hypothesis stating that "there are no significant differences among the achievement in beginning reading in Mother Tongue and in Filipino of the student-respondents when grouped according to their attitude toward reading" was accepted. This suggested that the achievement in beginning reading in Mother Tongue and in Filipino of the student-respondents was similar despite the disparities in their attitude toward reading it.



In summary, the achievement in beginning reading in Mother Tongue and in Filipino of the student-respondents was similar irrespective of their disparities in age, sex, and attitude toward reading.

**Relationship Between the Achievement in Beginning Reading in Mother Tongue and in Filipino of the Student-Respondents and the Identified Factors**

This section shows the relationship between the achievement in beginning reading in Mother Tongue and in Filipino of the student-respondents and the following factors, namely: student-related variates and parents' socioeconomic status.

**Student-Related Variates.** Table 12 presents the relationship between the achievement in beginning reading in Mother Tongue and in Filipino of the student-respondents and the student-related variates in terms of age, sex, type of pre-school attended, and attitude toward reading.

**Age.** In associating the achievement in beginning reading in Mother Tongue and in Filipino of the student-respondents and their age using the Spearman's Rank Coefficient of Correlation or the Spearman's rho, the computed the coefficient resulted to 0.338 denoting a weak linear association. To ascertain the significance of the calculated coefficient, the Fisher's t-Test was employed which yielded a value of 4.937 with a p-value of 0.018. The critical value

Table 12

**Relationship Between the Achievement in Beginning  
Reading in Mother Tongue and in Filipino Student-  
Respondents and Their Profile Variates**

Variate	Coefficient		Fisher's t-Value	p- Value @ $\alpha=.05$	Evaluation/ Decision
	Computed	Degree			
Age	0.338	Weak	4.937	0.018	S / Reject Ho.
Sex	-0.042	Very Weak	0.578	0.570	NS / Accept Ho.
Type of Pre- School Attended	Not possible; values are similar				
Attitude Toward Reading	0.554	Moderate	9.148	0.015	S / Reject Ho.

Fisher's t-Critical =  $\pm 1.973$   
df = 189

S = Significant  
NS = Not Significant

was set at  $\pm 1.973$  at df = 189. In comparing the calculated value with the critical value and the p-value with the  $\alpha$  of .05. It was obvious that the computed t-value turned greater than the critical value and the p-value turned lesser than the  $\alpha$ . Following the decision rule stated in the methodology, the linear association between the achievement in beginning reading in Mother Tongue and in Filipino of the student-respondents and their age was significant. Therefore, the hypothesis stating that "there is no significant between the achievement in beginning reading in Mother Tongue and in Filipino of the student-respondents and their age" was

rejected. This meant that the age of the student-respondents influenced their achievement in beginning reading in Mother Tongue and in Filipino.

The coefficient being positive suggested a direct proportional linear relationship which denoted that the older student-respondents manifested higher achievement in beginning reading in Mother Tongue and in Filipino than the older ones which indicated that maturity of the students mattered to their preparedness in reading.

**Sex.** In associating the achievement in beginning reading in Mother Tongue and in Filipino of the student-respondents and their age using the Spearman's rho, the computed the coefficient resulted to -0.042 denoting a very weak linear association. To ascertain the significance of the calculated coefficient, the Fisher's t-Test was employed which yielded a value of 0.578 with a p-value of 0.570. The critical value was set at  $\pm 1.973$  at  $df = 189$ . In comparing the calculated value with the critical value and the p-value with the  $\alpha$  of .05. It was obvious that the computed t-value lesser greater than the critical value and the p-value turned greater than the  $\alpha$ . Following the decision rule stated in the methodology, the linear association between the achievement in beginning reading in Mother Tongue and in Filipino of the student-respondents and their sex was not significant. Therefore, the hypothesis stating that "there is no significant between the

achievement in beginning reading in Mother Tongue and in Filipino of the student-respondents and their sex" was accepted. This meant that the sex of the student-respondents did not influence their achievement in beginning reading in Mother Tongue and in Filipino.

**Type of Pre-School Attended.** The linear association between the achievement in beginning reading in Mother Tongue and in Filipino of the student-respondents and their type of pre-school attended was not possible considering that the values in all cases were similar.

**Attitude Toward Reading.** In associating the achievement in beginning reading in Mother Tongue and in Filipino of the student-respondents and their attitude toward reading using the Spearman's rho, the computed the coefficient resulted to 0.554 denoting a moderate linear association. To ascertain the significance of the calculated coefficient, the Fisher's t-Test was employed which yielded a value of 9.148 with a p-value of 0.015. The critical value was set at  $\pm 1.973$  at  $df = 189$ . In comparing the calculated value with the critical value and the p-value with the  $\alpha$  of .05. It was obvious that the computed t-value turned greater than the critical value and the p-value turned lesser than the  $\alpha$ . Following the decision rule stated in the methodology, the linear association between the achievement in beginning reading in Mother Tongue and in Filipino of the student-respondents and their attitude

toward reading was significant. Therefore, the hypothesis stating that "there is no significant between the achievement in beginning reading in Mother Tongue and in Filipino of the student-respondents and their attitude toward reading" was rejected. This meant that the attitude toward reading of the student-respondents influenced significantly their achievement in beginning reading in Mother Tongue and in Filipino.

The coefficient being positive suggested a direct proportional linear relationship which meant that the student-respondents with highly favorable attitude toward reading consequently obtained higher achievement in beginning reading in Mother Tongue and in Filipino than the students with an unfavorable toward it.

In summary, of the student-related variates, age and attitude toward reading showed significant linear relationship with the achievement in beginning reading in Mother Tongue and in Filipino of the student-respondents in a direct proportional way. The other variates showed no evidence that the same significantly influenced it.

**Parents' Socio-Economic Status.** Table 13 contains the linear relationship between the achievement in beginning reading in Mother Tongue and in Filipino of the student-respondents and their parents' socio-economic status.

Eventually, in associating the achievement in beginning

**Table 13**

**Relationship Between the Achievement in Beginning Reading in Mother Tongue and in Filipino Student-Respondents and the Socio-Economic Status of Parents**

Coefficient		Fisher's t-Value	p-Value @ $\alpha=.05$	Evaluation/ Decision
Computed	Degree			
0.269	Weak	3.840	0.025	S / Reject Ho.

Fisher's t-Critical = +1.973  
df = 189

S = Significant  
NS = Not Significant

reading in Mother Tongue and in Filipino of the student-respondents and their parents' socio-economic status using the Spearman's rho, the computed the coefficient resulted to 0.269 denoting a weak linear association. To ascertain the significance of the calculated coefficient, the Fisher's t-Test was employed which yielded a value of 3.840 with a p-value of 0.025. The critical value was set at +1.973 at df = 189. In comparing the calculated value with the critical value and the p-value with the  $\alpha$  of .05. It was obvious that the computed t-value turned greater than the critical value and the p-value turned lesser than the  $\alpha$ . Following the decision rule stated in the methodology, the linear association between the achievement in beginning reading in Mother Tongue and in Filipino of the student-respondents and their parents' socio-economic status was significant. Therefore, the hypothesis stating that "there is no significant between the

achievement in beginning reading in Mother Tongue and in Filipino of the student-respondents and their parents' socio-economic status" was rejected. This meant that the socio-economic status of parents of the student-respondents influenced significantly their achievement in beginning reading in Mother Tongue and in Filipino.

The coefficient being positive suggested a direct proportional linear relationship which meant that the student-respondents whose parents had a better socio-economic status in the society obtained higher achievement in beginning reading in Mother Tongue and in Filipino than the students whose parents had a lower socio-economic status. This could be attributed to the fact that parents with higher social classification in terms of income, occupation, education and the like, were apt to assist the reading ability of the students financially, economically, and morally.

#### **Implications Derived from the Findings of the Study**

The study served as an eye-opener for both the parents, teachers, and school administrators as regards the achievement of the students in beginning reading which redound to their readiness in reading in the following ways:

1. The maturity of the students mattered most in their readiness in beginning reading both in the Mother Tongue and Filipino. With this, the incoming Grade 1 students who are

younger should be given intervention activities to prepare their beginning reading ability to be at the same pace with the older ones.

2. As the interest of the students toward reading influenced significantly to their achievement in beginning reading, it should be sustained by providing them activities that would motivate them to enhance their beginning reading abilities particularly during the new normal. The use of the new modality in the delivery of education might be boring but with interactive activities coupled with innovative teaching delivery using their common cartoon characters in a "play while you learn" scheme might raise and sustain their interest in reading.

3. Likewise, as it was revealed that parents' socio-economic status was on the average, but posed significant impact on the readiness and achievement of the students, teachers and school administrators should try to provide the parents an avenue to be self-reliant by organizing them in a spirit of cooperativism and indulge them in a gainful activity that could help them alleviate their socio-economic status and eventually sustain the reading achievement of their students.



## Chapter 5

### SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of findings with the 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 median age of the student-respondents was posted at six years old with a mean average deviation (MAD) of 0.00 year whereby the majority was composed by the female student-respondents accounting for 102 or 53.40 percent.

2. Almost all except five who did not disclose the type of pre-school they attended, had attended public schools in their pre-school education accounting for 186 or 97.38 percent.

3. The student-respondents considered their attitude toward reading with a response of "slightly smiling Garfield" to the attitude questions being manifested by the grand weighted mean of 2.96.

4. The parents of the student-respondents considered themselves belonging to the "Class D" classification of the social stratification in the community in terms of income being shown by the weighted mean of 2.45.

5. The parents of the student-respondents considered themselves belonging to the "Class Broad C" classification of the social stratification in the community in terms of occupation of the household head being shown by the weighted mean of 2.50.

6. The parents of the student-respondents considered themselves belonging to the "Class Broad C" classification of the social stratification in the community in terms of education of the household head being shown by the weighted mean of 3.50.

7. The parents of the student-respondents considered themselves belonging to the "Class D" classification of the social stratification in the community in terms of facilities of the house being shown by the weighted mean of 2.04.

8. The parents of the student-respondents considered themselves belonging to the "Class Broad C" classification of the social stratification in the community in terms of indoor quality or house maintenance being shown by the weighted mean of 3.37.

9. The parents of the student-respondents considered themselves belonging to the "Class Broad C" classification of the social stratification in the community in terms of durability of the home being shown by the weighted mean of 3.13.

10. The parents of the student-respondents considered

themselves belonging to the "Class Broad C" classification of the social stratification in the community in terms of location of the house being shown by the weighted mean of 2.65.

11. The overall socio-economic status profile of the parents of the student-respondents was "Class Broad C" being indicated by the grand weighted mean of 2.95.

12. In the achievement level of the student-respondents in beginning reading in Mother Tongue and in Filipino along PA, majority of them were rated as "instructional" accounting for 130 or 68.06 percent.

13. In the achievement level of the student-respondents in beginning reading in Mother Tongue and in Filipino along AK, majority of them were rated as "instructional" accounting for 135 or 70.68 percent.

14. In comparing the achievement in beginning reading in Mother Tongue and in Filipino of the student-respondents when grouped according to their profile variates, it was found not significant along age, sex, and attitude toward reading. In terms of type of pre-school attended, it was not possible considering that all the student-respondents attended the same type of pre-school which was public schools.

15. In associating relationship between the achievement in beginning reading in Mother Tongue and in Filipino of the student-respondents and the student-related variates, the

following was the result: in terms of age, significant; sex, not significant; type of pre-school attended, not possible, and attitude toward reading, significant.

16. In associating linear relationship between the achievement in beginning reading in Mother Tongue and in Filipino of the student-respondents and their parents' socio-economic status, it was found significant.

### **Conclusions**

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

1. The student-respondents were on the age level fitted for the grade they were enrolled in whereby female dominance existed among them which indicated that there was a disparity in the motivation between the two sexes toward schooling. But this does not mean that the male lacked interest in schooling less than the female ones. Probably, it was because of the priority that mattered most, as the male were usually expected to help the family earn their living.

2. The parents of the student-respondents, aside from the financial constraint, put premium on public schools that they enrolled their students in this institution during their pre-school education.

3. The student-respondents manifested a favorable attitude toward reading which indicated that they were

interested to learn with it in school and even to apply the same outside school.

4. The parents of the student-respondents earned an estimated monthly income below Php8,000.00 lower than the poverty threshold. This indicated that the parents of the student-respondents were low-income earners which could hardly make both ends meet however, they put premium on the education of their children that they, as much as possible sent them to school.

5. The parents of the student-respondents were professionals which could earn better monthly income however, because of the accelerating prices of basic commodities and services, they could hardly make both ends meet coupled with the surmounting monthly amortizations they pay for the many loans they availed to keep their household survive.

6. The parents of the student-respondents were graduates of state colleges and universities (excluding the University of the Philippines) which could land them a better job with higher monthly pay however, because of the competitiveness and distance of the job offered to them, they preferred to accept job offered to them proximate to their household members despite the low monthly pay.

7. The parents of the student-respondents provided 2-4 facilities for the household convenience. This signified that parents of the student-respondents lived according to

their means and provided only the basic facilities for the household like electricity, light and others; however, functional to minimize their monthly bills.

8. The parents of the student-respondents dwelled in a painted house but needs new coat of paint and the unit needs some repairs. This indicated that parents of the student-respondents prioritized food and other basic commodities and services including education of their children that they set aside repainting of the house and attend to minor repairs which probably they thought of having it when increase in income and savings would be generated in the future.

9. The parents of the student-respondents dwelled in a house of good quality materials which was generally permanent. This indicated that the household put premium also on the protection of the members by provided a dwelling unit that was constructed with permanent, robust, and durable materials and could last for a longer number of years.

10. The parents of the student-respondents generally dwelled in mixed neighborhood with houses larger or smaller than it. This indicated that the household saw to it that the house where the household dwelled was located in a safe place from uncertain calamities where they could live also with confidence, peace, and security.

11. Based on the different indicators, the parents of the student-respondents were placed in the middle social

echelon which signified that though they could belong to the poor household, yet, they were not poor of the poorest of the society, they still have the chance to rise socially and economically when things turned in their favor.

12. The student-respondents garnered an average achievement level in in beginning reading in Mother Tongue and in Filipino along PA which indicated that they need intervention activities to raise the performance in reading, both in Mother Tongue and in Filipino particularly in the skill of phonological awareness.

13. The student-respondents garnered an average achievement level in in beginning reading in Mother Tongue and in Filipino along AK which indicated that they need intervention activities to raise the performance in reading, both in Mother Tongue and in Filipino particularly on the skill of alphabet knowledge.

14. The achievement in beginning reading in Mother Tongue and in Filipino of the student-respondents was similar irrespective of their disparities in age, sex, and attitude toward reading.

15. Of the student-related variates, age and attitude toward reading showed significant linear relationship with the achievement in beginning reading in Mother Tongue and in Filipino of the student-respondents in a direct proportional way. The other variates showed no evidence that the same

significantly influenced it.

16. The socio-economic status of parents of the student-respondents influenced significantly their achievement in beginning reading in Mother Tongue and in Filipino whereby the student-respondents whose parents had a better socio-economic status in the society obtained higher achievement in beginning reading in Mother Tongue and in Filipino than the students whose parents had a lower socio-economic status. This could be attributed to the fact that parents with higher social classification in terms of income, occupation, education and the like, were apt to assist the reading ability of the students financially, economically, and morally.

### **Recommendations**

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

1. The maturity of the students mattered most in their readiness in beginning reading both in the Mother Tongue and Filipino. With this, the incoming Grade 1 students who were younger should be given intervention activities to prepare their beginning reading ability to be at the same pace with the older ones.

2. As the interest of the students toward reading influenced significantly to their achievement in beginning



reading, it should be sustained by providing them activities that would motivate them to enhance their beginning reading abilities particularly during the new normal. The use of the new modality in the delivery of education might be boring but with interactive activities coupled with innovative teaching delivery using their common cartoon characters in a "play while you learn" scheme might raise and sustain their interest in reading.

3. Likewise, as it was revealed that parents' socio-economic status was on the average but posed significant impact on the readiness and achievement of the students, teachers and school administrators should try to provide the parents an avenue to be self-reliant by organizing them in a spirit of cooperativism and indulge them in a gainful activity that could help them alleviate their socio-economic status and eventually sustain the reading achievement of their students.

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

5. A sequel study may be conducted to ascertain improvement in the socio-economic status of the family after intervention measures are implemented.

## **Chapter 6**

### **READING INTERVENTION ACTIVITIES FOR BEGINNING READING**

#### **READERS IN FILIPINO AND MOTHER TONGUE-BASED**

#### **MULTILINGUAL EDUCATION (MTB-MLE)**

This chapter consists of the output of the study which is an intervention program entitled, Reading Intervention Activities for Beginning Readers in Filipino and Mother Tongue-Based Multilingual Education (MTB-MLE). Specifically, the rationale, general objectives of the reading intervention program, strategy for implementation, and monitoring and evaluation requirements are presented in this chapter. Most importantly, the intervention program is presented in a booklet consisting of the reading activities which are in Marungko Approach in Filipino.

#### **Rationale**

The development of a child's reading skills is critical to their success in higher grade levels and in their future works. These skills will help children access the depth and breadth of the curriculum in literacy and communication. In addition, these reading skills can help children appreciate reading as a fun and creative activity that opens the doors to all kinds of other activities inside and outside the classrooms.

In the current research, the findings suggested for an intervention in reading since the kindergarten students needed to be prepared for reading in Grade 1. In this case, some reading activities in Filipino and MTB-MLE are being proposed using the Marungko Approach.

### **General Objectives of the Reading Intervention Program**

This current research proposes reading intervention activities for beginning readers in Filipino and Mother Tongue-Based Multilingual Education (MTB-MLE) to develop the kindergarten students' beginning reading skills in phonological awareness and alphabet knowledge using the Marungko Approach.

More specifically, this reading intervention activities for beginning readers in Filipino and MTB-MLE aims to:

1. improve the phonological awareness and alphabet knowledge in Filipino and MTB-MLE of the kindergarten pupils; and

2. improve their beginning reading level from the frustration reading level to instructional level, and from the instructional level to the independent level.

### **Strategy for Implementation**

The implementation of the reading intervention activities for beginning readers in Filipino and Mother Tongue-Based Multilingual Education (MTB-MLE) will be divided

into three phases, to wit: PHASE I - Introduction of and Orientation on the Reading Intervention Activities for Beginning Readers in Filipino and MTB-MLE in the District of Motiong, Schools Division of Samar, during the School Year 2022-2023, to the kindergarten teachers two weeks before the start of classes; PHASE 2 - Actual Implementation of the Reading Intervention Activities for Beginning Readers in Filipino and MTB-MLE in the District of Motiong, Schools Division of Samar through incorporation in the Learning Activity Sheets (LAS) in Filipino and MTB-MLE; and PHASE 3 - Program Evaluation after the School Year or during the first half of the school year.

**Pre-Implementation Activities.** This will be the first phase of the implementation of the Reading Intervention Activities for Beginning Readers in Filipino and MTB-MLE in the District of Motiong, Schools Division of Samar which will include information and education campaign regarding the objectives, activities, and implementation strategies of the reading intervention activities for beginning readers among the kindergarten teachers. In this phase, the proponent (the herein researcher) will request a part in an executive committee meeting conducted among school heads and kindergarten teachers in the District of Motiong to introduce and orient them about reading intervention activities.

**Delivery Mechanisms.** The implementation of the Reading Intervention Activities for Beginning Readers in Filipino and MTB-MLE in the District of Motiong, Schools Division of Samar, will be through the incorporation of these activities in the Learning Activity Sheets (LAS) in Filipino and MTB-MLE, during the School Year 2022-2023. The proponent will specifically request for the approval of the inclusion of these activities from the Schools Division Superintendent and the Head of the Learning Resources Management and Development Systems (LRMDS).

During these activities, reading activity worksheets in Filipino and MTB-MLE using the Marungko Approach will be distributed to the kindergarten students. The timetable for the distribution of the worksheets will depend on the specific week and quarter when competencies in phonological awareness and alphabet knowledge are to be developed by the teachers.

### **Monitoring and Evaluation**

The Reading Intervention Activities for Beginning Readers in Filipino and MTB-MLE in the District of Motiong, Schools Division of Samar will go through monitoring and evaluation. The monitoring of the program will be the systematic and routine collection of information to learn from experiences or best practices gathered through careful studies to improve practices and activities in the future; to

have internal and external accountability of the resources used and the results obtained, to take informed decisions on the future of the program, and to promote empowerment of beneficiaries.

The monitoring will be done immediately after every LAS in Filipino and MTB-MLE are returned and will be documented and submitted to the class advisers of the kindergarten students. The Monitoring Evaluation (M&E) report will be used as basis to steer decision-making and learning processes for future revisions of the program. The monitoring and evaluation (M&E) of the program will be ideally understood as a post-LAS evaluation tool.

### **Budgetary Requirements**

Since this activity falls part of the regular teaching-learning process, no budgetary requirements are needed to operationalize the intervention.

### **The Intervention Activities**

<b>A , n , i</b>
------------------



a

ni

ani      ani      a      :      ani      n      :  
 ani      i  
          a      ani :      ni      ni :  
 nini  
          n      ani :  
 ani

a	ni
na	i

an ani      : ani  
 ani      : an ani

ni Ana

ni Nina

ni Nini

ni An-An

hi Nina

han ani

**g**



**gani**

**ga**

***ni***

**gani**

:

**g**

**ga**

:

**ga**

**g**

:

**gani**

<b>a</b>	<b>ga</b>	<b>ni</b>
<b>in</b>	<b>na</b>	<b>gi</b>

**gana**

**An gana ni nana : gana**

**An gana : An gana**

**gana : An gana ni**



**nana**

<b>an naga</b>	<b>ni nana</b>
<b>agi an aga</b>	<b>gaan an gana</b>
<b>Gani ni Ana</b>	<b>gana ni Nina</b>
<b>Gaan na</b>	<b>naga ini</b>
<b>Inagi hi nana han aga.</b>	

**O**



**nigo**

**ni**

**go**

**nigo**

**:**

**o**

**go**

**:**

**go**

**o**

**:**

**nigo**

**i**

**ga**

**na**

**no**

**a**

**gi**

**ni**

**go**

**Ano an gana**

**:**

**Ano**

**Ano an : Ano an**  
**Ano : Ano an gana.**

**Igo an ani. Naigo an nigo.**  
**Nigo ni nana. Naagi an aga.**  
**Nigo ni Nana An gana**

**t**



**toga**

**to**

**ga**

**toga : t**

**to : to**

**t :**

**toga**

to	na	ga	ta
ti	go	no	gi

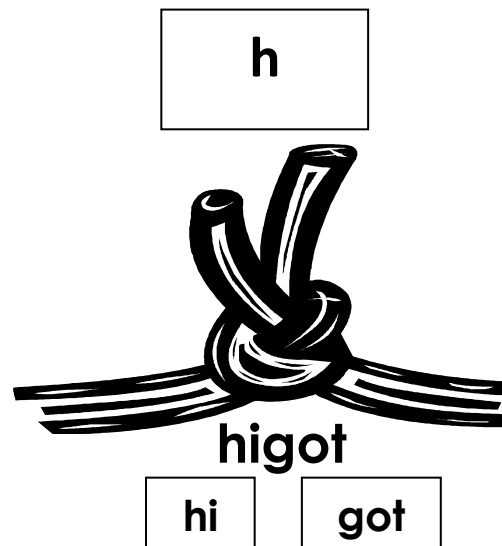
**tagi**

**Tagi ako hin nigo. : Tagi**

**Tagi ako : Tagi ako**

**Tagi : Tagi ako hin  
nigo.**

**An nati ni Toto.  
Igo an toga ni Tina.  
Tinago ni Ana an nigo.**



**higot : h**

hi : hi  
h : higt

ga	ta	hi	ho	ti
go	ni	ha	na	gi

tinahi

Tinahi an toga ni Ana : Tinahi

Tinahi an toga :

Tinahi an toga

Tinahi : Tinahi an toga

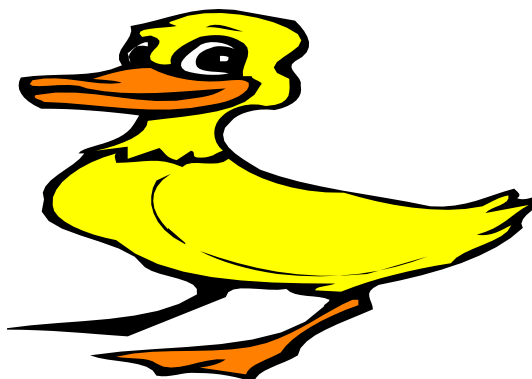
Tinagan hin taho hi Ana.

Ginhigt an nigo ha naga.

Hain an toga ni Tina.

Ika-8 nga Leksyon

p



pato

pato : p

pa : pa

p : pato

pa	gin	ti	po	to
----	-----	----	----	----

pi	ha	na	go	ho
----	----	----	----	----

**gintago**

**Gintago an pana. :**

**Gintago**

**Gintago an :**

**Gintago an**

**Gintago :**

**Gintago an pana.**

**an pato ni tito han pito**

**An pato ni tito tinago.**

**Pito an pato ni Toto.**

## Ika- 9 nga Leksyon

u
---



upo

upo

:

u

u

:

upo

po	na	pa	pi	ga	pu
go	to	no	tu	hu	ni

huni

huni han pugo

:

huni

huni han

:

huni

han

huni

:

huni

han pugo

pito an upo                      an pana ni Nato  
 puno hin tuna                  tagi hin pipino  
 Tagi hin pipino hi Tito.  
 Ginpana an pugo.

Ika-11 nga Leksyon

k



kahon

ka

hon

kahon : k

ka : ka

k : kahon

ka	to	ga	hi	na	ta
a	ha	ku	ta	ki	no

**kuhaa**

**Kuhaa an kahon. : Kuhaa**

**Kuhaa an :**

**Kuhaa an**

**Kuhaa : Kuhaa an**

**kahon.**

**ugat han kugon tagok ha kuna**

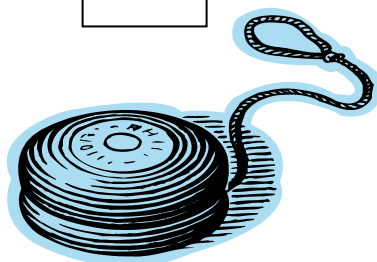
**Nahulog hi Tina.**

**Nakit-an an kuto han anit ni Ana.**

**Naghuni an tuko han aga.**

Ika-12 nga Leksyon

**y**





yoyo

yo	yo
----	----

yoyo

:

y

yo yo :

yo

yo

y

:

yoyo

ku	to	nag	ro	go	gu	koy	ya
pi	i	ta	to	yu	kot	yo	ye

nagyoyo

Nagyoyo hi Toto.

:

Nagyoyo

Nagyoyo hi Toto

:

Nagyoyo

hi Toto

Nagyoyo

:

Nagyoyo hi Toto.

An gukoy ni kuya

hi tiyo ug tiya

Hi Intoy may koykoy.

An taya ni kuya gukoy.

## Ika-13 nga Leksyon

s



saya

sa

ya

saya : s

sa : sa

s : saya

ha	si	sa	noy	to	hu	got	yo
ta	ya	su	oy	yu	na	ha	pa

suoy

Ada an suoy ha tasa :

Ada

Ada an suoy : Ada

an

Ada an : Ada an suoy  
 Ada : Ada an  
 suoy ha tasa

an suoy ni Nonoy an sunoy an taya  
 Nasina hi Tiyo. Hain an yoyo ni Toto?  
 Tumaya han sunoy hi Nonoy.  
 Tinugot hi Tatay.

Ika-14nga Leksyon

r



rosas

ro

sas

rosas : r

**ro : ro**

**r : rosas**

ru	si	ko	ran	ri	ot	so	ka
ra	tu	og	ro	ta	sa	ya	ku

**riko**

**Riko hi Tito : Riko**  
**Riko : Riko hi Tito.**

**Kuha hin tasa.**

**Karasa han puto.**

**Hataas an tuog.**

**Humuni an tuko han aga.**

**Purot hin si-ot.**

**Nagkanta hi Tina.**

## Ika-16 nga Leksyon

ng



ngipon

ngi

pon

ngipon : ng

ngi : ngi

ng : ngipon

nga	sa	na	goy	ngit	ha	si	sing
ung	ngi	ko	ing	ngo	go	hi	ka

**nahangit**

Nahangit ako kan Inggo : Nahangit

Nahangit ako : Nahangit ako

Nahangit : Nahangit

ako kan Inggo.

**Nangiho an ngipon ni Ging.**

**Ihatag an singko kan Otoy.**

**Tagi hin saging an unggoy.**

**Hain an akon singsing?**

**Ginkuha an sungo.**

**An sanga ginsungo ni Nana.**

Ika-17 nga Leksyon

**d**



**dahon**

**da**

**hon**

**dahon : d**

**da : da**

**d : dahon**

du	kot	da	di	su	n	ko	ha
is	ga	nga	t	ri	k	go	nga

dako

Dako an **dahon**. : Dako  
 Dako an : Dako an  
 Dako : Dako an **dahon**.

Nagdukot an dugo ha saya.

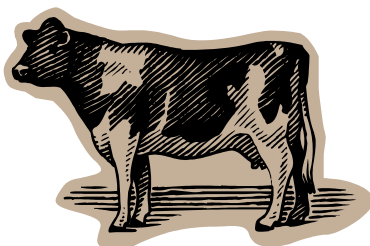
Diri nakaon hin suha hi Ana.

Hi Tino ginsugo pagdakop han isda.

Nangadi hi Nana.

Ika-18 nga Leksyon

b



baka

ba

ka

baka : b

ba : ba

b : baka

ba	bi	s	bo	k	og	kid	si
ot	ka	do	ta	na	ya	ni	bu

**busog**

**Busog an baka. : Busog**

**Busog : Busog an baka.**

**Dako an bado han bata.**

**An buta nahadlok han baka.**

**Adto ha bukid hi Tatay.**

**Nabukog hi Tina han isda.**

**Nabido hi Nanay.**

**Kinuha an bukad ni kuya.**

Ika-19 nga Leksyon

**I**



**lobo**

**lo**

**bo**

**lobo : I**

**lo : lo**

**I : lobo**



li	la	ko	ho	sa	tak	ya	ha
ba	so	lu	d	to	ngib	yo	ta

### luhod

**Luhod kita ha altar. : Luhod**

**Luhod kita : Luhod kita**

**Luhod : Luhod kita ha altar.**

Ada an lato ha lata.	Nagluto hi Nanay hin tinola.
Ginkuha an laya nga dahon.	An luy-a ginbutang ha tinola.
Pul a an laso ni Lisa	Ha luyo naglingkod hi Lito.

### Ika-21 nga Leksyon

**m**



**Manok**

ma	nok
----	-----

manok : m  
ma : ma  
m : manok

ma	sa	ha	ka	sag	ra	na	mi
ta	ya	na	is	mo	ong	no	d

### marasa

Marasa an mais : Marasa an mais.  
Marasa : Marasa

Puno hin mantika an makaong.

Nagtanom hi mano hin mais.

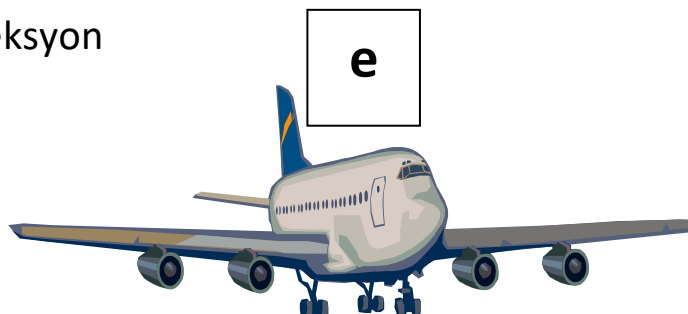
Malidong an mata ni Mona.

Nagluto hin maha hi tiya

Mahamot hi mana.

Kamo an mag-uupod.

### Ika-22 nga Leksyon



**edro****edro : e****ed : ed****e : edro**

e	kis	li	pan	ba	s
da	le	se	te	dad	pa

**ekisi****Ekisi an papel. : Ekisi****Ekisi : Ekisi an papel.**

Pira an edad ni Tatay?

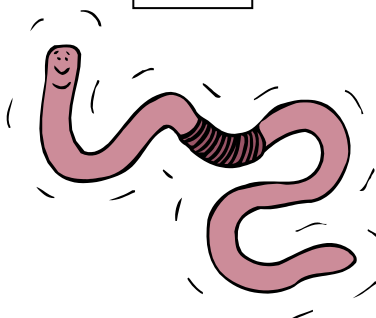
Halaba an espada.

May elise an edro.

Marasa an embutido.

Kumita ako hin elepante.

May engkanto ha puno.

**Ika-23 nga Leksyon****w**

**wati****wati** : **w****wa** : **wa****w** : **wati**

wa	ting	ra	na	lis	ray	wu
la	wo	ta	sa	ngi	ring	tok

**nawara**

Nawara an sawa. : Nawara

Nawara : Nawara an sawa

Dako an tawa ni Wena.

May walo nga wati ha lata.

Nawaring an dako nga bato.  
tanom.

Warikwiki hin tubig an

**Annex A ( Review Lessons)****Ika- 2 nga Leksyon****Review Lesson: a, n, i**

- I. Lidongi an letra nga pareho an ada ha kahon.

( Circle the letter which is the same as the letter inside  
the box.)

a

n

i

a

n

i

n

a

i

n

a

i

- II. Ekisi an letra nga makakahimo in kumpleto nga pulong:  
( Mark X the letter that will complete the word below:)

a \_\_\_\_\_ l

( a n i )

\_\_\_\_\_ ni

( n i a )

an \_\_\_\_\_

( i n a )

- III. Basaha an nasunod:  
(Read the following;)

ni

in

na

an

nini

ini

nana

ana

## Ika- 5 nga Leksyon

Review Lesson: g, o, i, n, a

- I. Tikang han dako nga kahon, pilia an letra nga makumpleto han mga pulong nga nasunod:  
( From the big box, choose the letter that will complete the following words: )

g	o
---	---

\_\_\_ani

\_\_\_aan

\_\_\_ni

nig\_\_\_

an\_\_\_

- II. Bilnga tikang ha mga nagsusuronod nga letra an mga nasunod nga pulong:  
( Look for the following words from the series of letters below:

nigo

gaan

ani

ano

a	n	o	n	i	g	o	g	a	a	n	i
---	---	---	---	---	---	---	---	---	---	---	---

## Ika- 10 nga Leksyon

Review Lesson: t , h, p, u, g, o, i, n, a

- I. Pilia an letra nga makumpleto han nasunod nga mga pulong:

( Choose the letter that will complete the following words: )

\_\_\_ oga ( t h p u )

higo\_ ( t p g u )

\_\_\_po ( p u t h )

\_\_\_ato ( u t h p )

- II. Lidongi an ngaran han ginpapakita nga ladawan:

( Circle the name of the picture shown below )



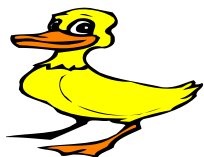
una )

( pato upo



hito)

( nigo higot



( pito      puto      pato)

## Ika-15 nga Leksyon

Review Lesson: k, y, s, r, t, h, p, u, g, o, i, n, a

- I. Ikahon an nawawara nga grupo hin letra nga nagsusumat han ngaran han nasunod nga ladawan:  
( Box the syllable that completes the name of the following pictures)



\_\_hon

( pa      ka      ri      su)



sa \_\_\_\_

( ha      pa      ya      na)



sa \_\_\_\_

( ya      ko      ra      la)



\_\_sas

( pu      ro      ta      go)

- II. Takipa an mga grupo hin letra para makahimo hin usa nga pulong. Isurat an bag-o nga pulong ha kahon:

Ka	Ha	Yo	ya	si
Ga	Sa	To	no	ko




## Ika-20 nga Leksyon:

Review Lesson: ng, d, b, l, k, y, s, r, t, h, p, u, g, o, i, n, a

- I. Igsurat an ngaran han ladawan para makumpleto an pinulungan.

( Write the name of the picture to complete the phrase)

Hinog na an \_\_\_\_\_ .



Kuha hin duha nga \_\_\_\_\_ .



May \_\_\_\_\_



hi Tatay.

Gusto ni Tina hin \_\_\_\_\_ .



- II. Bilnga an nasunod nga mga pulong dida han linya han mga letra sulod han kahon.

( Find the following words in the columns of letters below)

bato baso lata atabay bagyo  
unggoy

tala tasa saho obra ayon agap

b a s o l a t a b a  
a g y o u n g g o y  
t a l a t a s a h o  
o b r a o d a p o n

## Annex B

### KEY WORD CHART

Lesson	New Symbol	Key Word	Big Box Words
1	a, n, i	A`ni	ani, ina, ni, nana, ana
2			Review
3	g	gani	gani, gaan, gana, aga, agi, naga, ani, ina, ni, nana, ana
4	o	nigo	igo, ano, oo, gaan, gana, aga, agi, naga, ani, ina, ni, nana, ana
5			Review
6	t	toga	toga, Tina, tina, tago, tana, tinagan, tina-l, tigo, taon, iti, aton, iton, igo, ano, oo, gaan, gana, aga, agi, naga, ani, ina, ni, nana, ana
7	h	higot	higot, hito, taho, tahi, hain, hin-o, hatag, higoti, toga, Tina, tina, tago, tana, tinagan, tina-l, tigo,

			taon, iti, aton, iton, igo, ano, oo, gaan, gana, aga, agi, naga, ani, ina, ni, nana, ana
8	p	pato	pato, paa, patani, paha, pito, garapon, higot, hito, taho, tahi, hain, hin-o, hatag, higoti, toga, Tina, tina, tago, tana, tinagan, tina-l, tigo, taon, iti, aton, iton, igo, ano, oo, gaan, gana, aga, agi, naga, ani, ina, ni, nana, ana
9	u	upo	upo, una, uha, ugat, puno, puto, pugot, puso, upat, tuna, huna-huna, tunog, hugot, guho, tuno, pato, paa, patani, paha, pito, garapon, higot, hito, taho, tahi, hain, hin-o, hatag, higoti, toga, Tina, tina, tago, tana, tinagan, tina-l, tigo, taon, iti, aton, iton, igo, ano, oo, gaan, gana, aga, agi, naga, ani, ina, ni, nana, ana
10			Review
11	k	kahon	kahon, kaha, kuna, kugon, kuha, kiha, kuto, takna, tagok, tuko, tako, tok-tok, upo, una, uha, ugat, puno, puto, pugot, puso, upat, tuna, huna-huna, tunog, hugot, guho, tuno, pato, paa, patani, paha, pito, garapon, higot, hito, taho, tahi, hain, hin-o, hatag, higoti, toga, Tina, tina, tago, tana, tinagan, tina-l, tigo, taon, iti, aton, iton, igo, ano, oo, gaan, gana, aga, agi, naga, ani, ina, ni, nana, ana
12	y	yoyo	yoyo, yukot, yana, yakan, yaya, taya, hiya, niya, kuya, tiyo, tiya, kukoy, tuyo, toyo, intoy, ukoy, hanoy, haruy, kuykuy, kahon, kaha, kuna, kugon, kuha, kiha, kuto, takna, tagok, tuko, tako, tok-tok, upo, una, uha, ugat, puno, puto, pugot, puso, upat, tuna, huna-huna, tunog, hugot, guho, tuno, pato, paa, patani, paha, pito, garapon, higot, hito, taho, tahi, hain, hin-o, hatag, higoti, toga, Tina, tina, tago, tana,

			tinagan, tina-l, tigo, taon, iti, aton, iton, igo, ano, oo, gaan, gana, aga, agi, naga, ani, ina, ni, nana, ana
13	s	saya	saya, saha, sako, suhi, sukot, siko, sipi, suso, sakto, suki, suno, sulo, sapa, sapin, sato, yoyo, yukot, yana, yakan, yaya, taya, hiya, niya, kuya, tiyo, tiya, gukoy, tuyo, toyo, intoy, ukoy, hanoy, haruy, kuykuy, kahon, kaha, kuna, kugon, kuha, kiha, kuto, takna, tagok, tuko, tako, tok-tok, upo, una, uha, ugat, puno, puto, pugot, puso, upat, tuna, huna-huna, tunog, hugot, guho, tuno, pato, paa, patani, paha, pito, garapon, higot, hito, taho, tahi, hain, hin-o, hatag, higoti, toga, Tina, tina, tago, tana, tinagan, tina-l, tigo, taon, iti, aton, iton, igo, ano, oo, gaan, gana, aga, agi, naga, ani, ina, ni, nana, ana
14	r	rosas	rosas, rayhak, riko, rasa, ratan, ruta, rayna, kariton, karo, sara, para, harayo, tara, tiro, .....
15			Review
16	ng	saging	saging, ngay-an, hangin, unggoy, hungko, hinguto, hangit, inggo, nganga, ngisi, sanga, .....
17	d	dahon	dahon, dagat, duha, duro, dako, dara, dikit, dugo, dukot, dunggo, duma, diri, donya, radyo, didi, dirig, isda, dakop, .....
18	B	baka	baka, baso, baha, bata, bato, bitok, butok, bukog, бага, bagyo, barko, baya, bayong, buot, bukid, iba, labi, kabi, boto, buong, basa, barana, bisan, biling, bangin, baryo, .....
19	l	lobo	lobo, laso, lato, latos, luto, luha, lusa, lusak, lunang, lutak, lugar, larga, luno, lusong, liga,

			laya, layag, pala, sala, hilo, ngilo, kali, pala, hala, halo, pili.....
20			Review
21	m	manok	manok, masa, maha, mantika, mangga, makaong, maya, masag, maiha, mahal, maiingat, mana, mano, marasa, mirisi, humay, kamot, hamot, samok, namok, makopa, sinamay,.....
22	e	edro	edro, ekis, elisi, elepante, espada, embutido, etikita, papel, bandera,.....
23	w	wati	wati, walo, wara, waray, wating, waring, wutok-wutok, wagtang, wili, sawil, kawil, hawid, pawod, nawara.....



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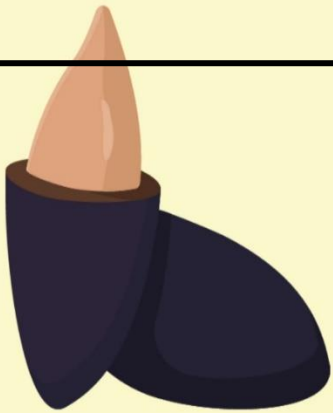










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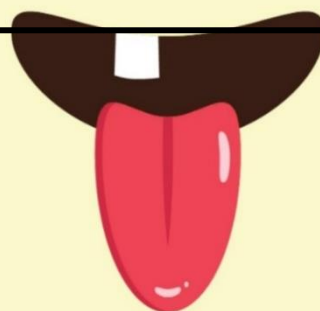


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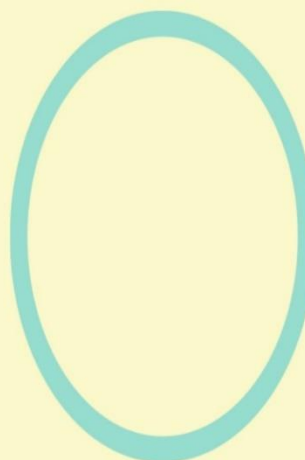
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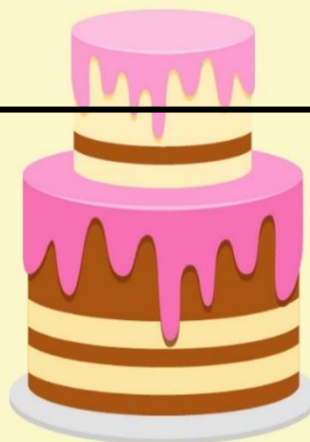
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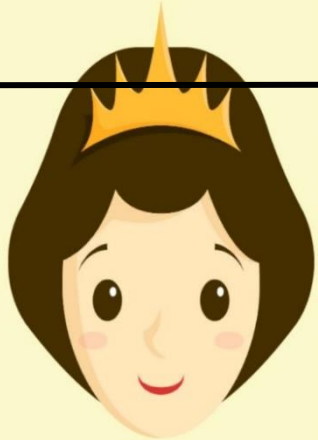



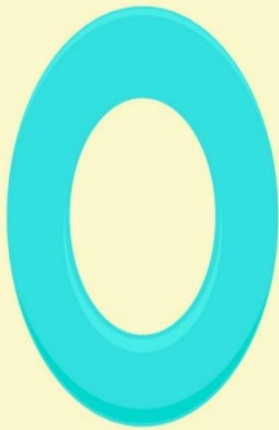

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**APPENDICES**

# APPENDIX A

## REQUEST LETTER FOR APPROVAL OF RESEARCH TITLE

Samar College  
Catbalogan City

September 14, 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. **PARENTS' SOCIO-ECONOMIC STATUS AND STUDENTS' ACHIEVEMENT IN BEGINNING READING**
2. THE SCHOOL READINESS OF THE KINDERGARTEN PUPILS IN MOTIONG DISTRICT FOR SCHOOL YEAR 2020-2021
3. THE IMPACT OF INNOVATION IN CLASSROOM TEACHING TO THE KINDERGARTEN PUPILS IN MOTIONG DISTRICT

Very truly yours,

(SGD.) **MARY JANE B. PABUA**

1 (SGD.) GUILLERMO D. LAGBO, DPA

1 (SGD.) NATALIA B. UY, PhD

1 (SGD.) PEDRITO G. PADILLA, PhD

Approved Title Number: **1**

Approved:

(SGD.) **NIMFA T. TORREMORO, PhD**

Dean, College of Graduate Studies

**APPENDIX B****LETTER FOR ASSIGNMENT OF ADVISER**

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

**NAME** : MARY JANE B. PABUA  
**COURSE** : Master of Arts in Education  
**MAJOR** : Educational Management  
**TITLE OF THESIS** : PARENTS' SOCIO-ECONOMIC STATUS AND  
STUDENTS' ACHIEVEMENT IN BEGINNING  
READING  
**NAME OF ADVISER** : GINA L. PALINES

(SGD.) **MARY JANE B. PABUA**  
Name of Researcher

Conforme:

(SGD.) **GINA L. PALINES, PhD**  
Adviser

Approved:

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

**APPENDIX C**  
**QUESTIONNAIRE FOR STUDENT-RESPONDENT**

Samar College  
Catbalogan City

March 22, 2021

Dear Respondent:

Good day!

I am presently conducting a research entitled, "**Parents' Socio-Economic Status and Students' Achievement in Beginning Reading**", as a final requirement of the degree for which I am currently enrolled, the Master of Arts in Education, major in Educational Management, program in Samar College. In view of this, I am praying for your cooperation by being one of the respondents of this study.

Please be assured that your privacy will be treated with utmost care and your responses will be used solely for the purpose of providing data for this study. A final copy of this study will also be provided to the Schools Division of Samar and the District of Motiong to show proof that this is conducted for the purpose of improving pupils' outcomes in reading.

Thank you very much and Godspeed!

Very truly yours,

(SGD.) **MARY JANE B. PABUA**  
Researcher

---

**PART I. STUDENT-RESPONDENT'S PROFILE**

**Directions:** This part of the questionnaire consists of items about your profile. Please fill in the blank spaces the needed information and/or check (/) the appropriate boxes of your responses.

Name (Optional) \_\_\_\_\_

1. Age \_\_\_\_

2. Sex \_\_\_\_ Male

\_\_\_ Female

3. Type of Pre-School Graduated From  
\_\_\_ Private (like UCCP Dorcas Center of Education)  
\_\_\_ Public (like Brgy Daycare Centers)

**PART II. STUDENT-RESPONDENTS' ATTITUDE TOWARD READING**

**Directions:** This part consists of 20 attitude statements with pictorial presentations of your scores adopted from the Elementary Reading Attitude Survey. Please encircle the Garfield comic strip which closely describes your attitude toward reading guided by the following interpretations.



Happiest Garfield - 4 Points



Slightly Smiling Garfield - 3 Points



Mildly Upset Garfield - 2 Points



Very Upset Garfield - 1 Point

1.

How do you feel when you read a book on a rainy Saturday?



2.

How do you feel when you read a book in school during free time?



3.

How do you feel about reading for fun at home?



4.

How do you feel about getting a book for a present?





5.

How do you feel about spending free time reading a book?



6.

How do you feel about starting a new book?



7.

How do you feel about reading during summer vacation?



8.

How do you feel about reading instead of playing?



9.

How do you feel about going to a bookstore?



10.

How do you feel about reading different kinds of books?



11. How do you feel when a teacher asks you questions about what you read?



12.

How do you feel about reading workbook pages and worksheets?



13.

How do you feel about reading in school?



14.

How do you feel about reading your school books?



15.

How do you feel about learning from a book?



16.

How do you feel when it's time for reading in class?



17. How do you feel about stories you read in reading class?



18. How do you feel when you read out loud in class?



19. How do you feel about using a dictionary?



20. How do you feel about taking a reading test?



### Elementary Reading Attitude Survey Scoring Sheet

Student Name \_\_\_\_\_

Teacher \_\_\_\_\_

Grade \_\_\_\_\_ Administration Date \_\_\_\_\_

#### Scoring Guide

4 points	Happiest Garfield
3 points	Slightly smiling Garfield
2 points	Mildly upset Garfield
1 point	Very upset Garfield

#### Recreational reading

1. \_\_\_\_

2. \_\_\_\_

3. \_\_\_\_

4. \_\_\_\_

5. \_\_\_\_

6. \_\_\_\_

7. \_\_\_\_

8. \_\_\_\_

9. \_\_\_\_

10. \_\_\_\_

Raw Score: \_\_\_\_

#### Academic reading

1. \_\_\_\_

2. \_\_\_\_

3. \_\_\_\_

4. \_\_\_\_

5. \_\_\_\_

6. \_\_\_\_

7. \_\_\_\_

8. \_\_\_\_

9. \_\_\_\_

10. \_\_\_\_

Raw Score: \_\_\_\_

Full scale raw score ..... (Recreational + Academic): \_\_\_\_

Percentile ranks: ..... Recreational

..... Academic

..... Full scale

**APPENDIX D****PARENTS' SOCIO-ECONOMIC STATUS QUESTIONNAIRE**

Samar College  
Catbalogan City

March 22, 2021

Dear Respondent:

Good day!

I am presently conducting a research entitled, "**Parents' Socio-Economic Status and Students' Achievement in Beginning Reading**", as a final requirement of the degree for which I am currently enrolled, the Master of Arts in Education, major in Educational Management, program in Samar College. In view of this, I am praying for your cooperation by being one of the respondents of this study.

Please be assured that your privacy will be treated with utmost care and your responses will be used solely for the purpose of providing data for this study. A final copy of this study will also be provided to the Schools Division of Samar and the District of Motiong to show proof that this is conducted for the purpose of improving pupils' outcomes in reading.

Thank you very much and Godspeed!

Very truly yours,

(SGD.) **MARY JANE B. PABUA**  
Researcher

---

**Directions:** This part consists of items about your socio-economic profile which is sub-divided into your estimated household monthly income, occupation of the household head, education of the household head, facilities of the house, indoor quality like house maintenance, durability of the home, and location of the house. Please read each of the items in this questionnaire and answer by filling in the needed information in the blank line spaces provided and/or by placing a check

mark (/) on the appropriate line spaces of your responses.

Name (Optional) \_\_\_\_\_

1. Age \_\_\_\_\_ 2. Sex \_\_\_\_\_ Male  
 \_\_\_\_\_ Female

3. Estimated Household Monthly Income

\_\_\_\_\_ Below Php 8,000.00  
 \_\_\_\_\_ Php 8,001.00 - Php 15,000.00  
 \_\_\_\_\_ Php 15,001.00 - Php 30,000.00  
 \_\_\_\_\_ Php 30,001.00 - Php 50,000.00  
 \_\_\_\_\_ Php 50,001.00 - Php 100,000.00  
 \_\_\_\_\_ Php 100,000.00 and Up

4. Occupation of the Household Head

\_\_\_\_\_ Official of Government and Special-Interest  
 Organization (i.e., elective official)  
 \_\_\_\_\_ Corporate Executive, Manager, Managing Proprietor  
 Supervisor (i.e., heads of offices, private and  
 public)  
 \_\_\_\_\_ Professional (i.e., teachers, dentists, doctors)  
 \_\_\_\_\_ Technician and Associate Professional  
 (i.e., engineers, architects)  
 \_\_\_\_\_ Clerk (i.e., either in public or in private)  
 \_\_\_\_\_ Service Worker and Shop and Market Sales Worker  
 (i.e., sales receptionists in stores)  
 \_\_\_\_\_ Farmer, Forestry Worker, and Fisherman  
 \_\_\_\_\_ Trade and Related Worker (i.e., vendors)  
 \_\_\_\_\_ Plant and Machine Operator (i.e., factory workers)  
 \_\_\_\_\_ Laborer and Unskilled Worker (i.e., construction  
 worker)  
 \_\_\_\_\_ Special Occupation

5. Education of the Household Head

\_\_\_\_\_ Graduate of Exclusive Colleges and Universities  
 (especially in the University of the Philippines)  
 \_\_\_\_\_ Graduate of State Colleges and Universities  
 (excluding the University of the Philippines)  
 \_\_\_\_\_ Some College Education but Did Not Graduate  
 and Graduate of Technical or Vocational Education  
 (includes college level)  
 \_\_\_\_\_ Some High School Education (includes high school  
 level and high school graduate)  
 \_\_\_\_\_ Elementary School Graduate or Less

6. Facilities of the House

6.1 Running Water (check as many as applicable)

- ☐ private connection to pipeline
- ☐ public taps (i.e., Catbalogan Water District)
- ☐ protected well/spring
- ☐ unprotected well/spring
- ☐ river, stream, lake or pond
- ☐ rain water
- ☐ others, please specify \_\_\_\_\_

## 6.2 Electricity

- ☐ public utility for electricity (i.e., SAMELCO)
- ☐ kerosene or gas lantern
- ☐ firewood
- ☐ solar or other natural sources like biogas
- ☐ others, please specify \_\_\_\_\_

## 6.3 Sanitary Facilities (Toilet/Comfort Room)

- ☐ covered pit latrine private
- ☐ covered pit latrine shared
- ☐ uncovered pit latrine
- ☐ flush toilet private
- ☐ flush toilet private
- ☐ bush
- ☐ others, please specify \_\_\_\_\_

## 6.4 Household Assets

- ☐ furniture (i.e. carpet, mat, mattress, etc)
- ☐ appliance (i.e. kettle, flat iron, etc)
- ☐ electronic equipment (i.e. television, radio, computers, etc)
- ☐ generator
- ☐ transport equipment (bicycle, motorcycle, car)
- ☐ jewelry and watches
- ☐ mobile phones, tablets, and others
- ☐ others, please specify \_\_\_\_\_

## 7. Indoor Quality

- ☐ well-painted, not in need of repair
- ☐ wall-painted but may need a new coat of paint and some minor repairs
- ☐ painted but needs a new coat of paint and needs some repairs
- ☐ generally unpainted and badly in need of repairs
- ☐ unpainted and dilapidated

## 8. Durability of the Home

- ☐ heavy, high quality materials
- ☐ of good quality materials, generally permanent



- \_\_\_ of mixed light and heavy materials, semi-permanent
- \_\_\_ of light and cheap materials, poorly constructed, semi-permanent
- \_\_\_ temporary structure, barong-barong type or a poorly constructed one-room affair

9. Location of the House

- \_\_\_ located in an exclusive subdivision, expensive neighborhood, townhouses, and condominiums
- \_\_\_ maybe found in mixed neighborhood of larger and smaller houses, with predominant large houses
- \_\_\_ generally found in mixed neighborhood with houses larger or smaller than it
- \_\_\_ found mostly in neighborhood of houses with generally same size with occasional large houses
- \_\_\_ located generally in slum district or interior or rural houses

## APPENDIX E

## RESPONSE RATE FOR SOCIO-ECONOMIC STATUS

Factors	AB	UPPER C	BROAD C	D	E
Durability of the Home	Heavy, high quality materials	Of good quality materials, generally permanent	Of mixed light and heavy materials, semi-permanent	Of light and cheap materials, poorly constructed, semi-permanent	Temporary structure, barong-barong type or a poorly-constructed one-room affair
Indoor Quality	Well-painted, not in need of repair	Well-painted but may need a new coat of paint and some minor repairs	Painted but needs a new coat of paint and needs some repairs	Generally unpainted and badly in need of repair	Unpainted and dilapidated
Location of the House	Located in an exclusive subdivision expensive neighborhood enclaves, townhouses and condominiums	Maybe found in mixed neighborhood of larger and smaller houses, with predominantly larger houses	Generally found in mixed neighborhood with larger or smaller than it	Found mostly in neighborhoods of houses with generally same size with occasional large houses	Located generally in slum district interior or rural houses
Education of the Household	Graduate of exclusive colleges and universities	Graduate of state colleges and universities, excluding the University of the Philippines	Some college education but did not graduate technical or vocational education	Some high school education	Elementary school graduate or less
Occupation of the Household Head	Moderate to big businessman, top executive	Junior executive or a young professional with moderate to high net value	Maybe a young or starting professional or semi-professional or a middle level supervisor Small business-man	Lowly paid white-collar worker or skilled worker lowland farmer tenant or foreman	Farmland fisherman unskilled worker or vendor not permanently employed or no regular income
Facilities of the House	More than 10 facilities and has a new car	8-10 facilities and has a car or jeep	5-7 facilities with or without a car or jeep	2-4 facilities	0-1 facilities
Estimated Household Monthly Income	A-Php 100,000 and up B-Php 50,001 to Php 99,000	Php 30,001 - Php 50,000	Php 15,001 - Php 30,000	Php 8,001 - Php 15,000	Below Php 8,000

## APPENDIX F

MARUNGKO APPROACH WORKSHEETS FOR BEGINNING READING  
IN FILIPINO

**Panuto:** Makikita sa ibaba ang iba't ibang mga aralin hinggil sa mga tunog ng bawat letra alinsunod sa Marungko Approach. Maaaring ipabasa ito sa mga mag-aaral na tagasagot.

**Ba - ba**

<b>Ba</b>	<b>Ba</b>	<b>Ma</b>	<b>Ma</b>	<b>Sa</b>	<b>Sa</b>
<b>ba</b>	<b>ba</b>	<b>ma</b>	<b>ma</b>	<b>sa</b>	<b>sa</b>

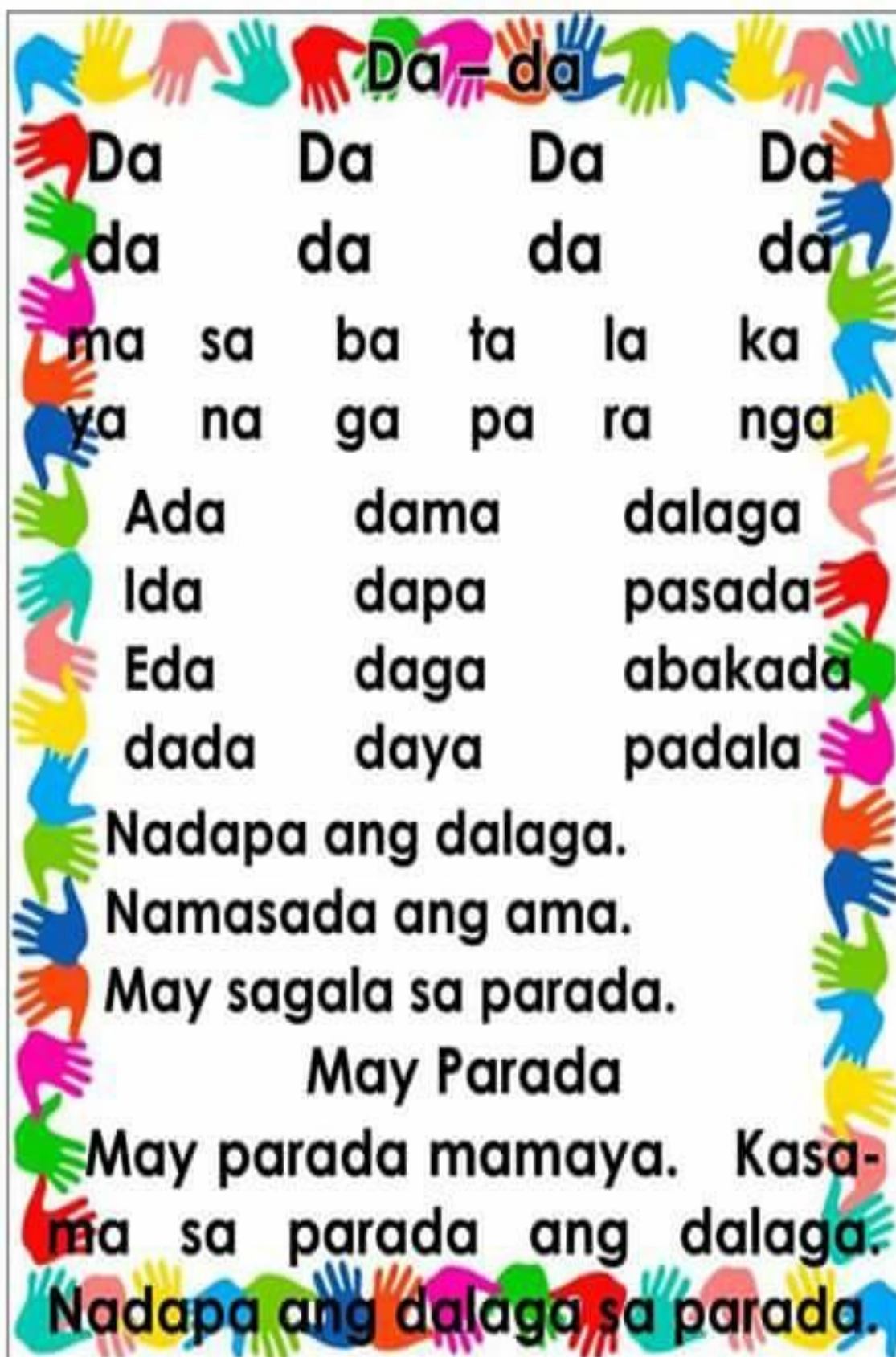
<b>aba</b>	<b>saba</b>	<b>babae</b>	<b>bababa</b>
<b>iba</b>	<b>basa</b>	<b>ibaba</b>	<b>mababa</b>
<b>bao</b>	<b>aba</b>	<b>iba-iba</b>	<b>babasa</b>

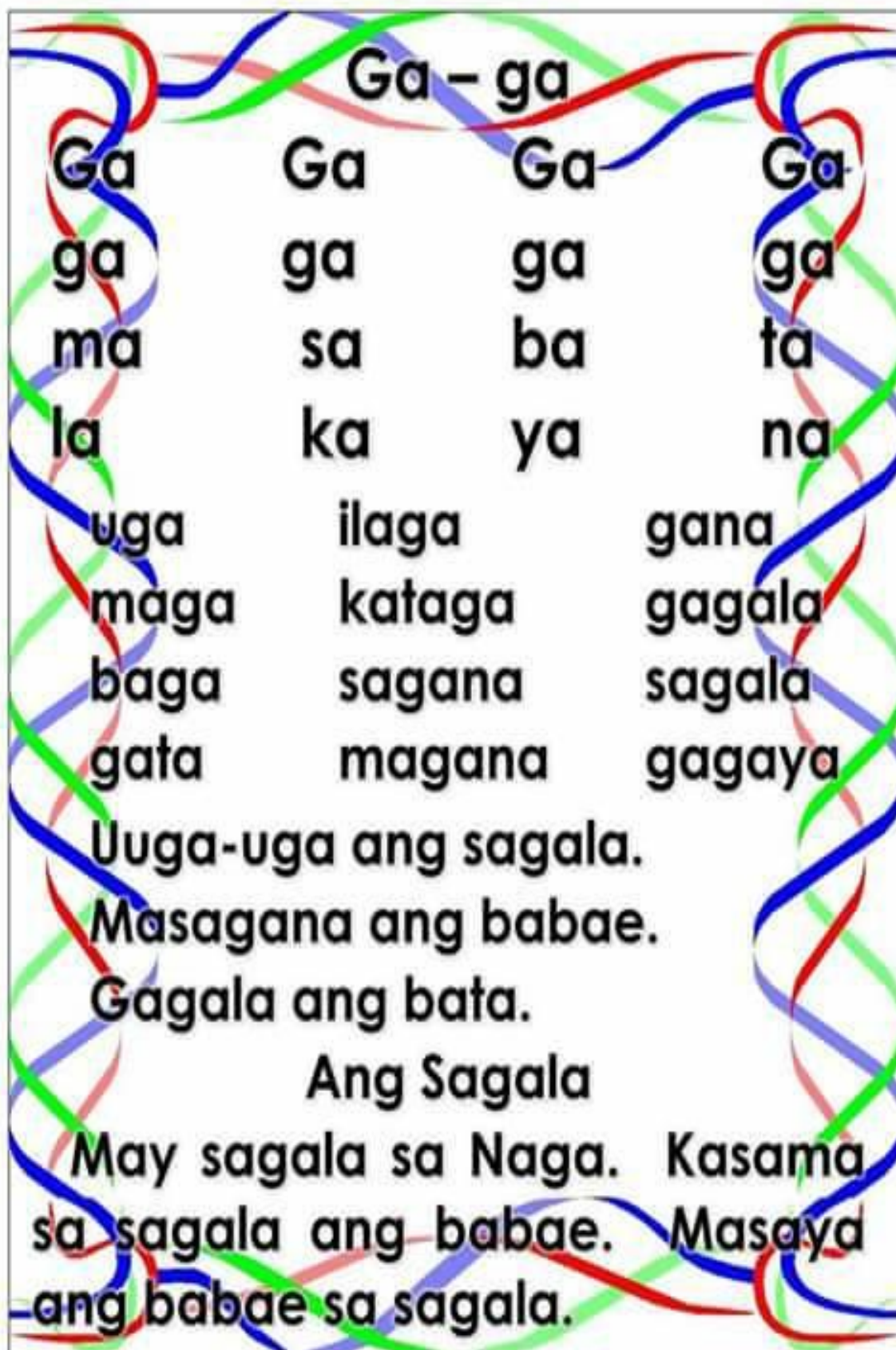
**Babasa ang babae.  
May saba sa ibaba.  
Ang bao ay basa.**

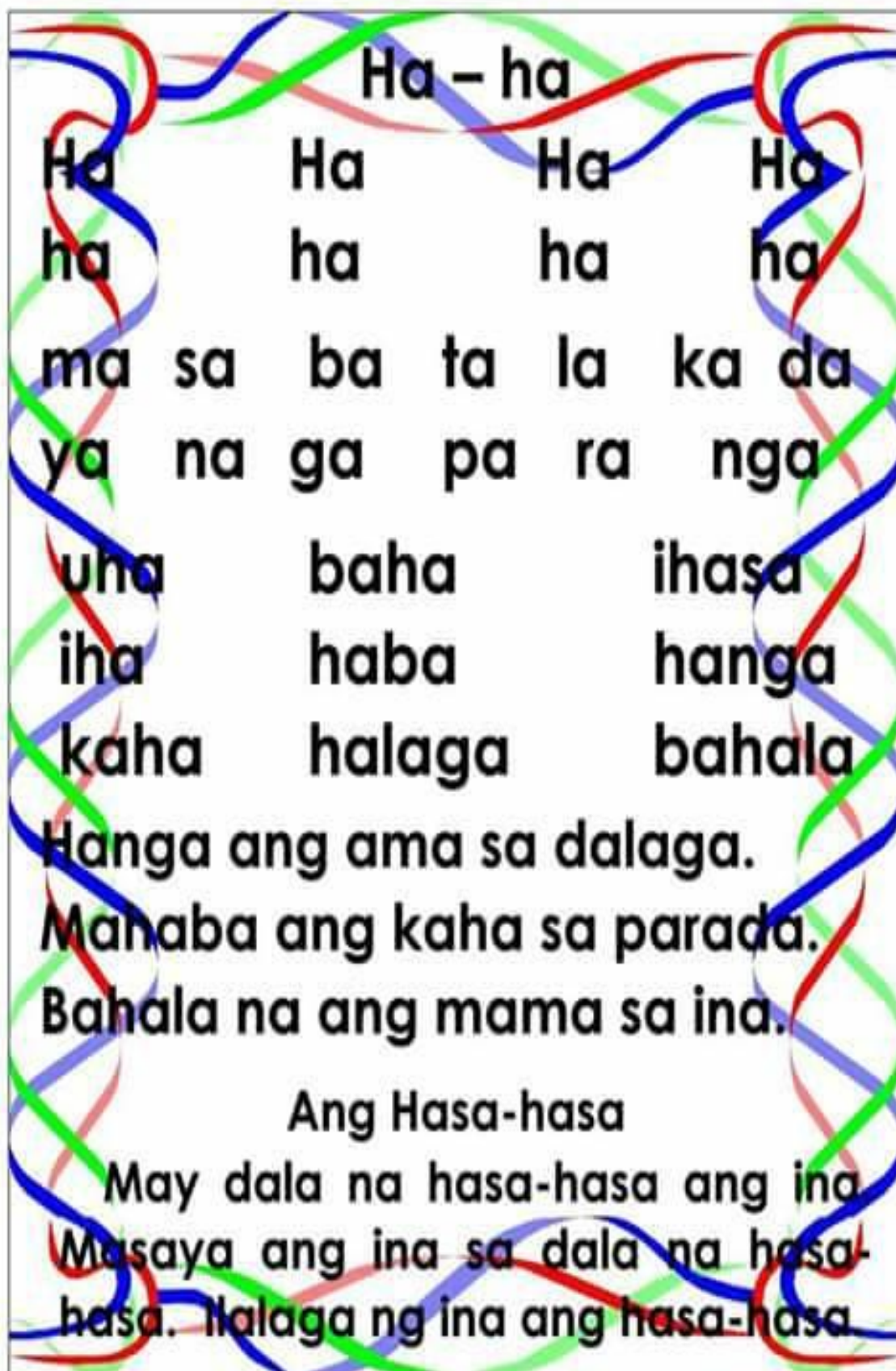
  

**Ang Saba**  
**May saba ang babae. Basa**  
**ang bao sa ibaba. Aba! Iba-**  
**iba ang saba sa ibaba.**

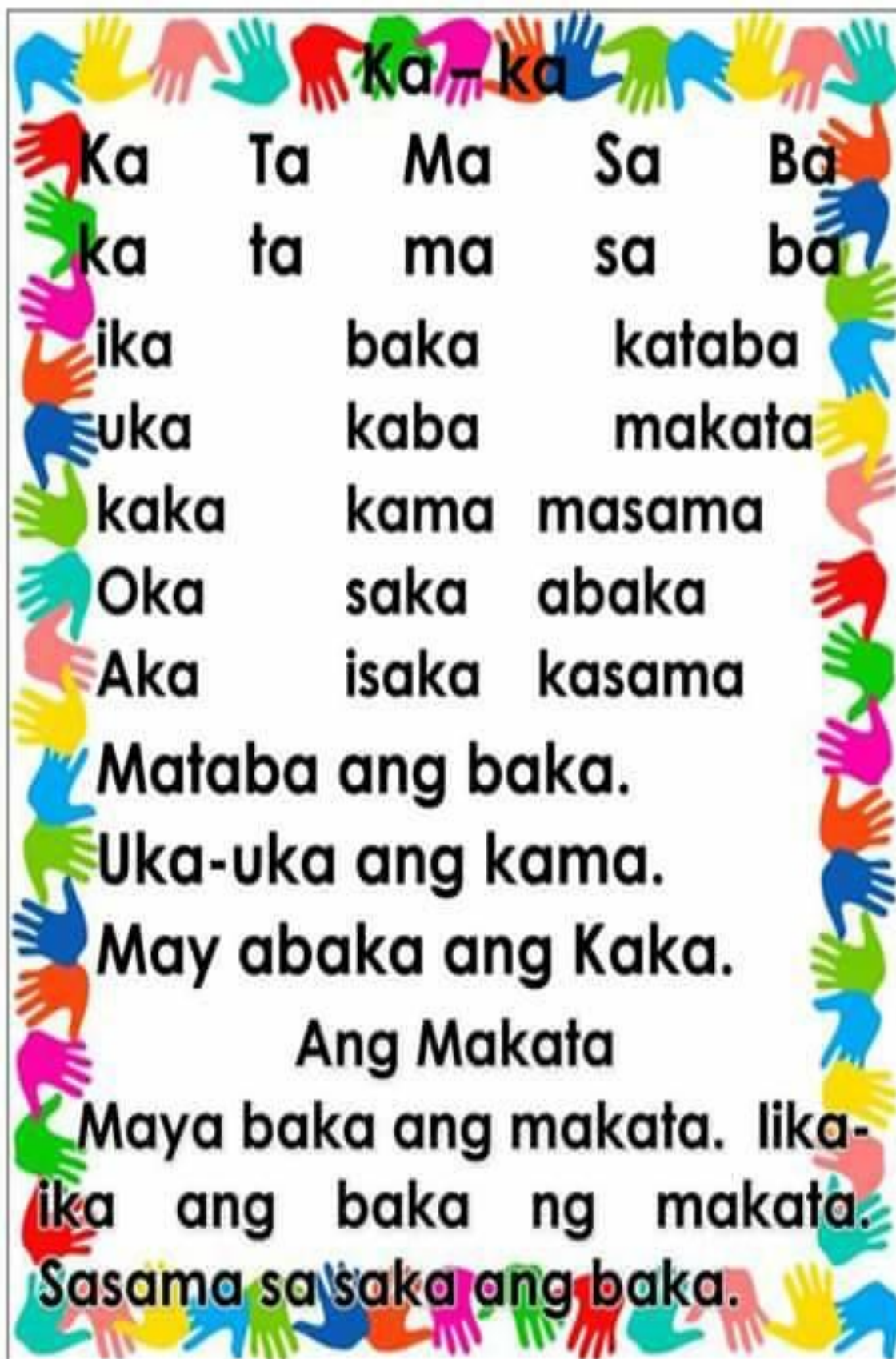


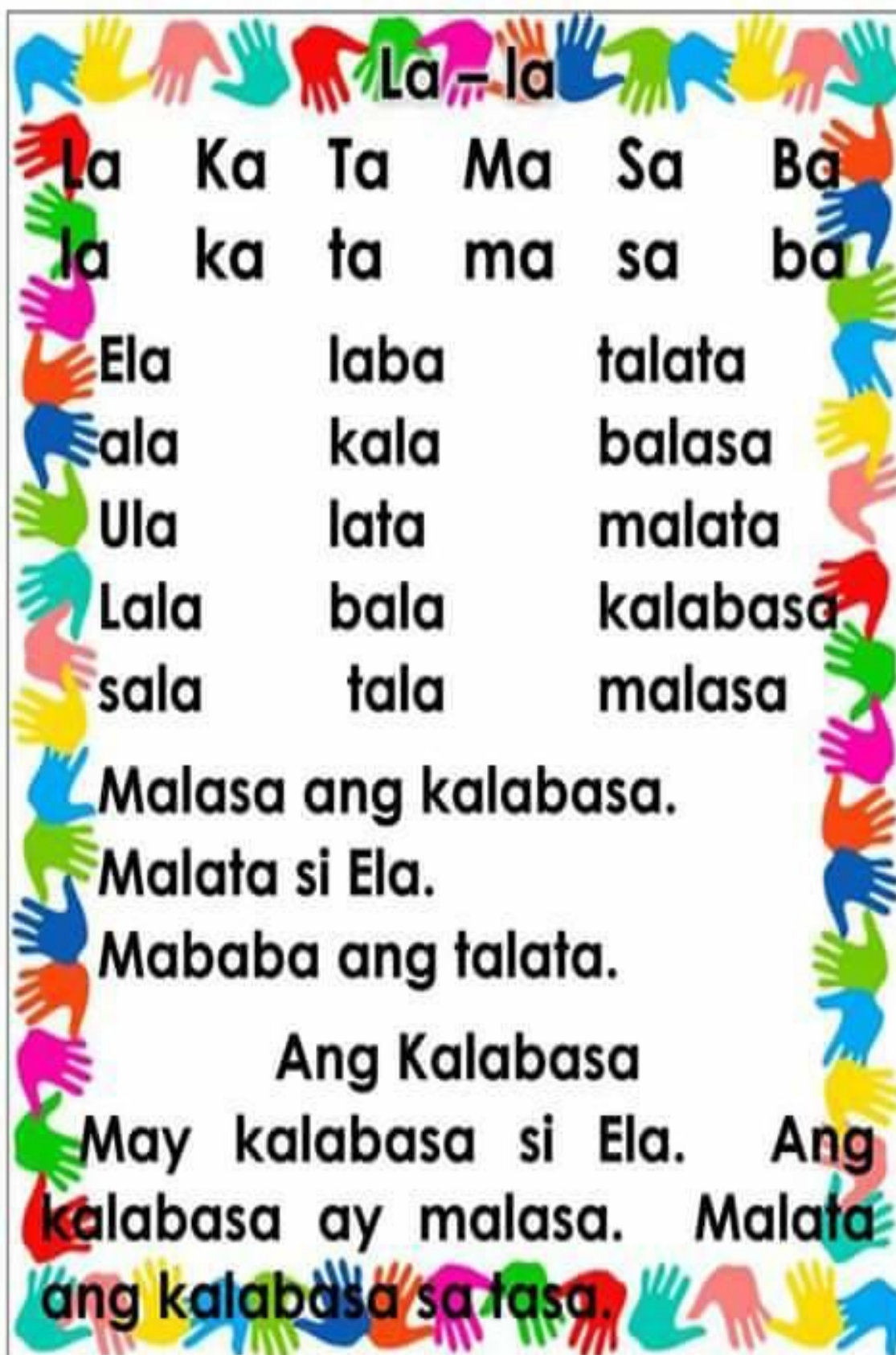














**Ma – ma**

**Ma Ma Ma Ma**  
**ma ma ma ma**

**ama Ima Uma**  
**Ema Oma mama**

**Si ama ang mama.**  
**Ang ama ay si Oma.**

**Ang Ama**  
**Ang ama ay si Uma**  
**Si ama ay mama.**



## Na – na

Na	Na	Na	Na
na	na	na	na
ma	sa	ba	ta
la	ka	ya	
ina	lana	mana	banaba
una	sana	bana	balana
Ana	nasa	nata	namana

Mana sa ina ang bata.

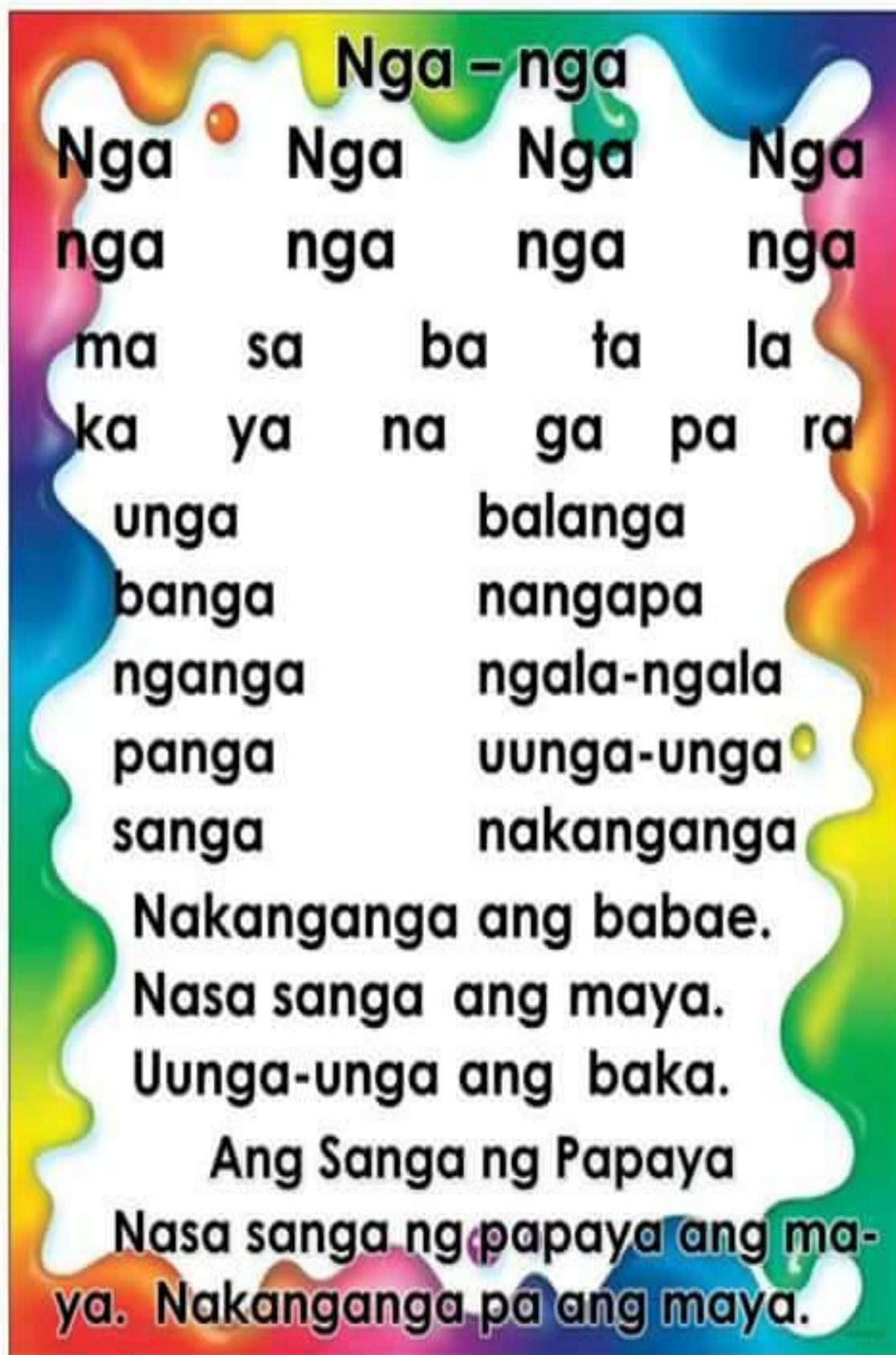
May banaba ang yaya.

Nasa balana ang nata.

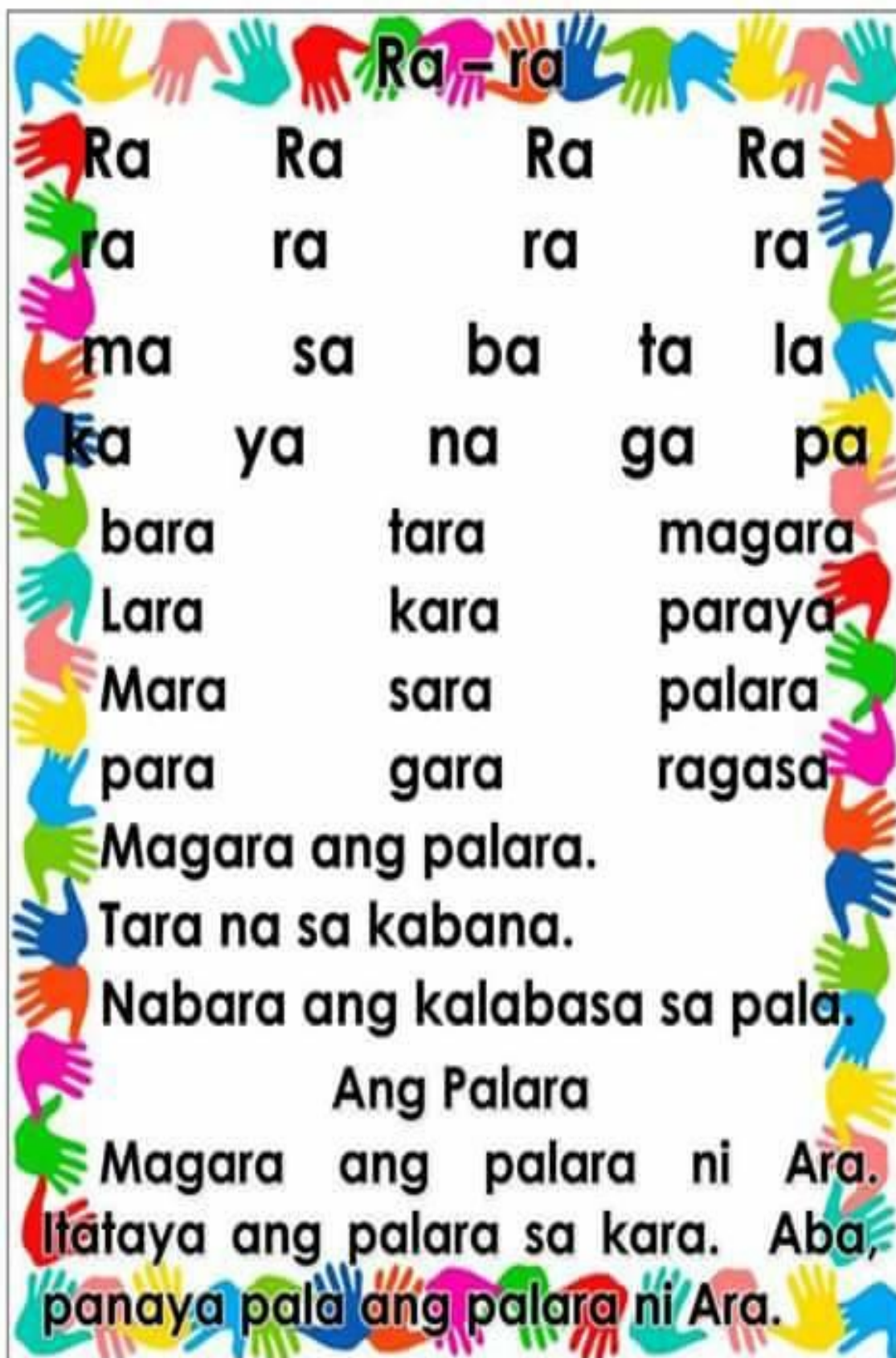
### Ang Mana

May mana sa ina si Ana.  
 Ang mana ni Ana ay lana.  
 Masaya si Ana sa mana sa ina.











**Sa – sa**

**Ma Ma Ma Sa Sa Sa**  
**ma ma ma sa sa sa**

**asa masa masama**  
**usa sama sasama**  
**isa isama isasama**

**Masama ang ama.**

**Sasama ang masa sa usa.**

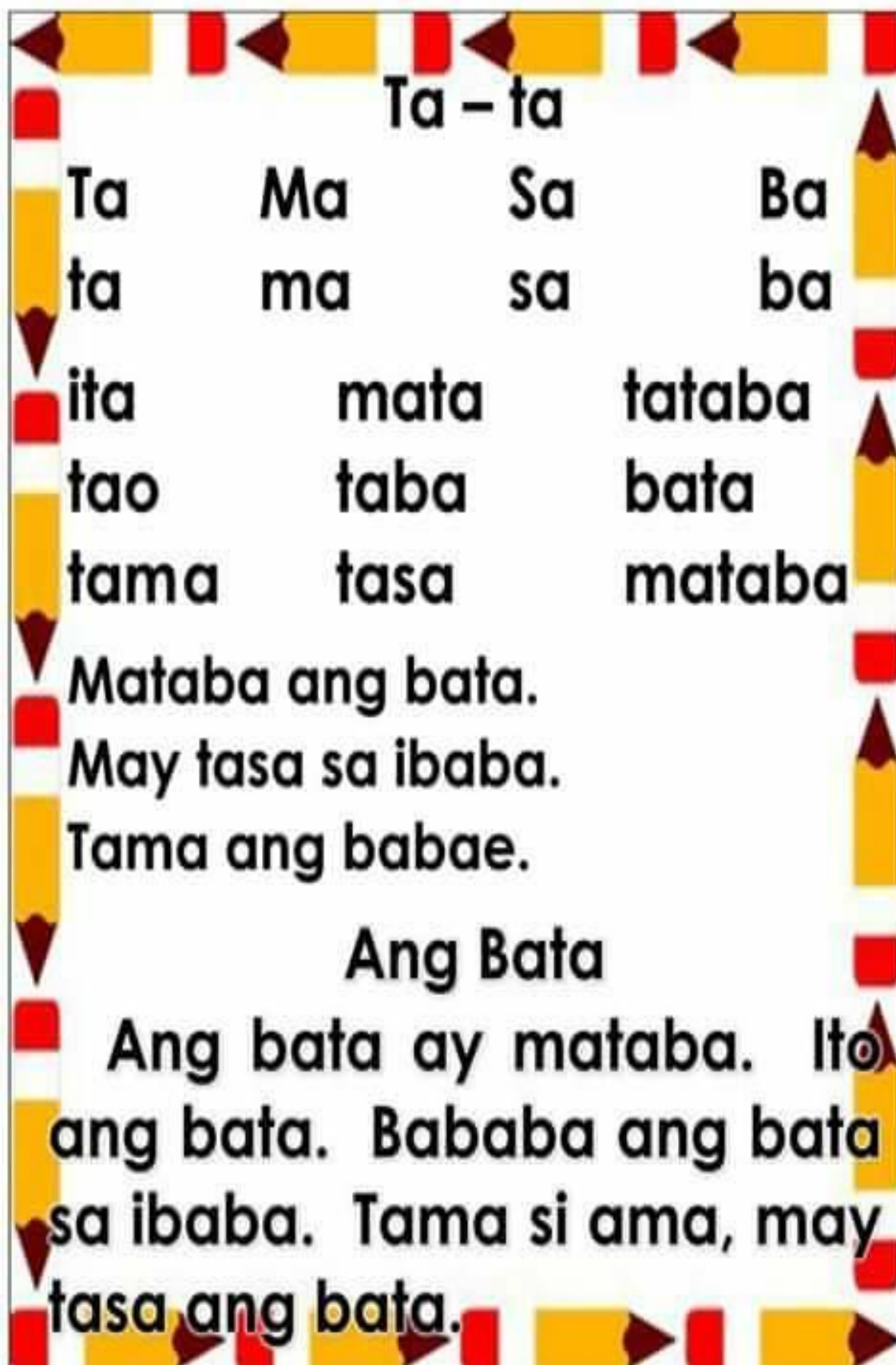
**Kay Isa ang usa.**

**Ang Usa**

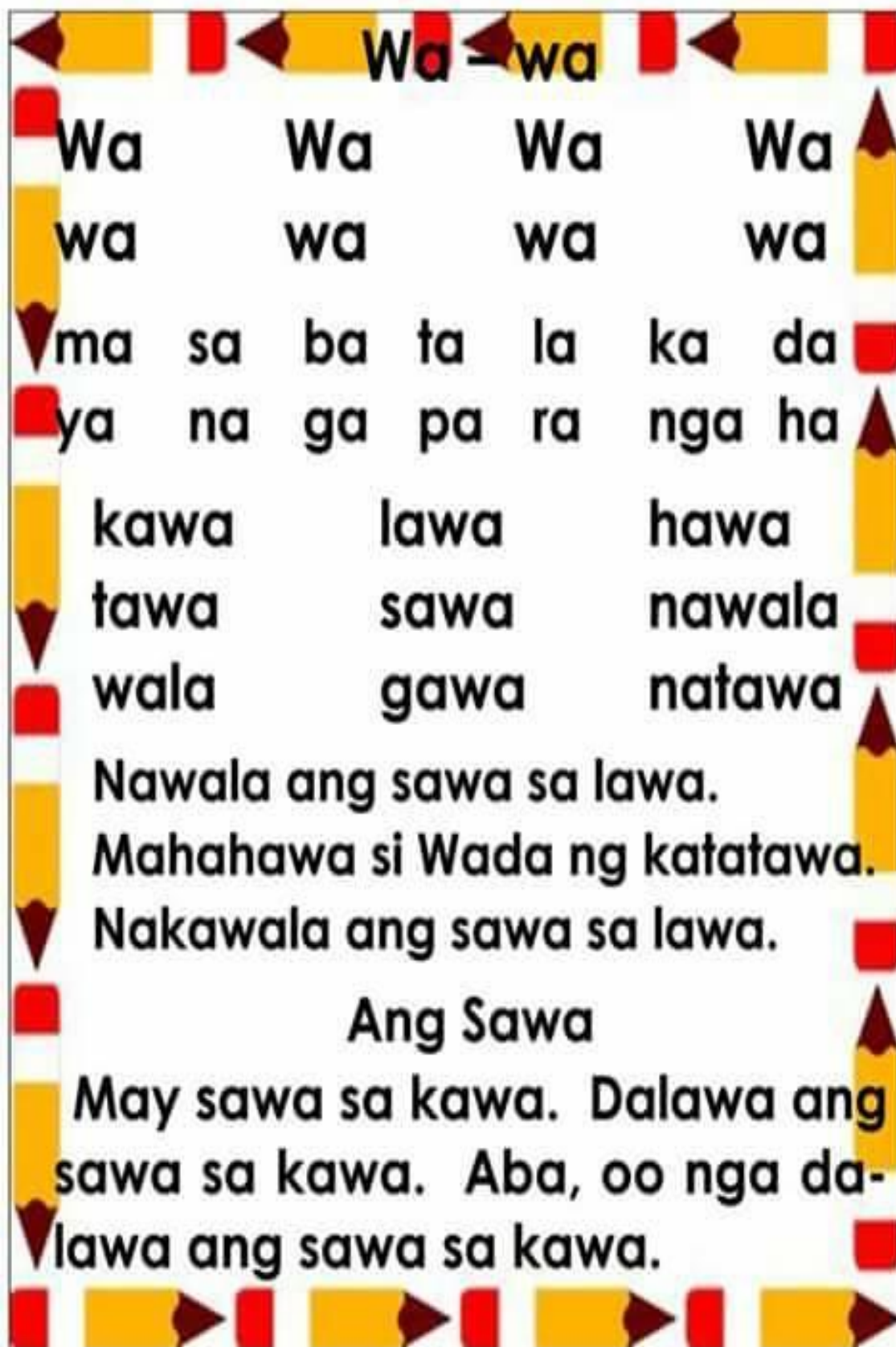
**May usa si Isa. lisa ang usa.**

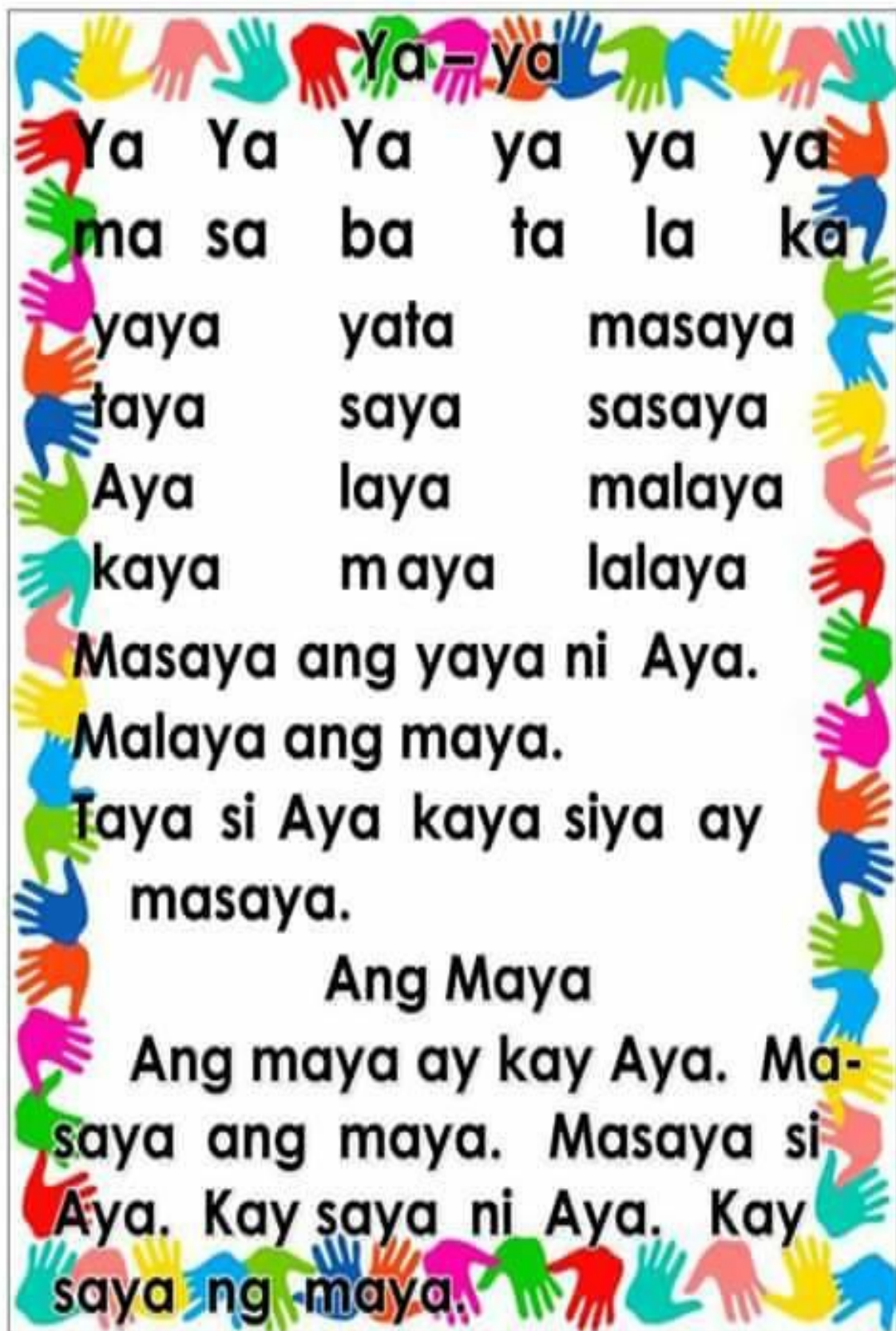
**Sasama ang usa sa ama.**













## APPENDIX G

**SAMPLE SCHEDULE FOR THE MARUNGKO APPROACH IN BEGINNING  
READING FOR KINDERGARTEN STUDENTS**

Target Date	Persons Involved	Activities
The dates of all these activities will be reckoned after the pre-oral defense.	Students	Review of past lessons specifically the sounds of the letters in the alphabet using the Marungko Approach.
	Students	Mastery of the letter sound using the Marungko Approach.
	Students, Teacher	Blend together the two-letter sound to form a syllable to begin formal reading. Establish a tutor-tutee relationship in reading to ensure reading and learning with comprehension.
	Students, Teacher	Provide interesting and challenging syllable activities showing attractive and variety of pictures with repetitive way of teaching learning game.
	Students, Teacher	Mastery of syllable. Allocate 30 minutes of syllable reading together.
	Students, Teacher	Combining syllables together to form a word. Teacher must ensure word reading activity with fun and excitement for the customers to eagerly participate the lessons given by the teacher.
	Students, Teacher	Mastery of the lesson. Teacher will provide lots of words for mastery purposes.
	Students, Teacher	Word picture association. Always associate words with picture to understand the meaning of each word being read.
	Students, Teacher	Impose the word <b>"kung anong bigkas siyang baybay"</b> Pupils now begin to write the simple words they read.

	Students, Teacher	Mastery of the lesson. Spelling activity, board work activity and spelling game.
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## REQUEST LETTER TO THE SCHOOLS DIVISION SUPERINTENDENT

Samar College  
Catbalogan City

March 22, 2021

**DR. CARMELA R. TAMAYO**  
Schools Division Superintendent  
Schools Division of Samar

Dear Madame:

Good day!

I am presently conducting a research entitled, "**Parents' Socio-Economic Status and Students' Achievement in Beginning Reading**", as a final requirement of the degree for which I am currently enrolled, the Master of Arts in Education, major in Educational Management, program in Samar College. In view of this, I am praying for your cooperation by being one of the respondents of this study.

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.

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.) **MARY JANE B. PABUA**  
Researcher

Noted:

(SGD.) **GINA L. PALINES, PhD**  
Research Adviser

Recommending Approval:

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

Approved:

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

**APPENDIX I**

# REQUEST LETTER TO THE PUBLIC SCHOOLS DISTRICT SUPERVISOR

Samar College  
Catbalogan City

March 22, 2021

## The PUBLIC SCHOOLS DISTRICT SUPERVISOR

District of Motiong  
Schools Division of Samar

Dear Madame:

Good day!

I am presently conducting a research entitled, "**Parents' Socio-Economic Status and Students' Achievement in Beginning Reading**", as a final requirement of the degree for which I am currently enrolled, the Master of Arts in Education, major in Educational Management, program in Samar College. In view of this, I am praying for your cooperation by being one of the respondents of this study.

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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.) **MARY JANE B. PABUA**  
Researcher

Noted:

(SGD.) **GINA L. PALINES, PhD**  
Research Adviser

Recommending Approval:

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

## REQUEST LETTER TO THE SCHOOL HEAD

Samar College  
Catbalogan City

March 22, 2021

**The SCHOOL HEAD**

Motiong Central Elementary School  
District of Motiong  
Schools Division of Samar

Dear Madame:

Good day!

I am presently conducting a research entitled, "**Parents' Socio-Economic Status and Students' Achievement in Beginning Reading**", as a final requirement of the degree for which I am currently enrolled, the Master of Arts in Education, major in Educational Management, program in Samar College. In view of this, I am praying for your cooperation by being one of the respondents of this study.

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Very truly yours,

(SGD.) **MARY JANE B. PABUA**  
Researcher

Noted:

(SGD.) **GINA L. PALINES, PhD**  
Research Adviser

Recommending Approval:

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

## **CURRICULUM VITAE**

NAME : **MARY JANE B. PABUA**  
 HOME ADDRESS : P-3, Brgy. Calapi  
 Motiong, Samar  
 EMAIL ADDRESS : [maryjane.pabua@deped@deped.gov.ph](mailto:maryjane.pabua@deped@deped.gov.ph)  
 BIRTH DATE : April 14, 1993  
 BIRTH PLACE : Paranas, Samar  
 CIVIL STATUS : Married  
 SPOUSE : Jayson Rey P. Pabua  
 FATHER : Julian A. Bacaycay  
 MOTHER : Rosa Villa C. Solayao  
 PRESENT POSITION : Teacher III  
 DEGREE PURSUED : Master of Arts in Education  
 SPECIALIZATION : Educational Management

#### **EDUCATIONAL BACKGROUND**

ELEMENTARY : Pabanog, Elementary School  
 Pabanog, Paranas, Samar  
 1998-2004  
 SECONDARY : Wright National High School  
 Paranas, Samar  
 2004-2009  
 TERTIARY : Bachelor of Elementary  
 Education  
 Samar State University  
 Catbalogan, City  
 2009-2013  
 GRADUATE STUDIES : Samar College  
 City of Catbalogan  
 2016-2021

### **ELIGIBILITY**

Licensure Examination for  
Teachers (LET) : Rating 75.80  
August 17, 2014  
Cebu City

### **WORK EXPERIENCE**

Teacher III : Department of Education  
Schools Division of  
Samar  
District of Motiong  
Calapi Elementary School  
March 13, 2019-Present

### **TRAININGS, SEMINARS, AND CONVENTIONS**

Orientation of School Forms and Innovations for Non-Readers and Slow Readers conducted by the Department of Education, District of Motiong, Calapi Elementary School on November 23-24, 2018.

Slac on Phono, Visual, Oral, Sound, Blending and Meaning conducted by the Department of Education, District of Motiong on March 12, 2020.

Interim Guidelines for Assessment in Light of the Basic Education Learning Continuity Plan conducted by the Department of Education, District of Motiong, Calapi Elementary School on September 11, 2020.

School Roll-Out on Philippine Professional Standards for Teacher (PPST) and Result-Based Management System (RPMS) conducted by the Department of Education, District of Motiong, Calapi Elementary School on September 19-21, 2020.

National Webinar on Kindergarten Remote Teaching and Learning: Developmentally Appropriate Responses in the Covid-19 conducted by the Department of Education, BLD-TLD for Cluster 3 - Regions VI, VII, and VIII on September 21-25, 2020.

Learning Action Cell as a K To 12 Education Program School-Based Continuing Professional Development Strategy conducted by the Department of Education, Samar Division,



District of Motiong, Calapi Elementary School on November 18, 2020.

District In-Service Training on Learning Activity Sheet Writeshop and Quality Assurance and Open Educational Resources conducted by the Department of Education, Samar Division, District of Motiong, Calapi National High School on March 15-17, 2021.

Virtual In-Service Training for Teachers conducted by the Department of Education, Office of the Undersecretary for Administration on August 30, 2021-September 3, 2021.

School-Based Brigada Pagbasa Training of Selected Stakeholders conducted by the Department of Education, Samar Division, District of Motiong, Calapi Elementary School on September 9-11, 2021.