Reading and Comprehension Skills of Grade II Learners in Relation to their Academic Performance

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Abstract —The study aimed to relationship between the reading and comprehension skills and academic performance of Grade II pupils in Talairan Elementary School, Capoocan II District, Leyte Division. A proposed reading intervention plan was formulated based on the findings of the study. Utilizing the descriptive-correlational research design for an in-depth analysis of the study, the researcher used a researcher-made reading passage with comprehension questions and average grades of the Grade II pupils for School Year 2020-2021. Standard Deviation, Means and Pearson r were the statistical tools used. The data revealed that Grade II pupils have attained up to satisfactory level of word recognition while most of them got a passing score for comprehension questions and all of them passed the subjects and was promoted to the next grade level. Moreover, it was also revealed that there is a positive and moderately high correlation between the word recognition, comprehension skills and academic performance of the Grade II pupils and both correlations are highly significant. Thus, reading and comprehension skills are the most important skills to be developed first to attain high academic performance.

Keywords — Reading, Comprehension Skills, Grade II Learners, Academic Performance

I. Introduction

School Year 2020-2021 has proven to be challenging in the education sector of our country due to COVID-19 pandemic. Schools nationwide have shifted from the traditional face-to-face academic instruction to the relatively new non-face-to-face approach of teaching and learning. most of the schools in the country had adapted the new normal learning modality, the modular or blended distance learning. public schools' resort to the use of self-learning modules as their primary mode of learning especially with that of the far-flung areas. This approach mainly utilizes teacher-made learning modules that students are expected to independently comprehend the content and answer the given tasks and activities.

Kanchan (2016), in his study on the effectiveness of self-learning modules on the achievement of students, states that SLMs helps to inculcate self-study habits and self-confidence among students. These two characteristics are essential in this time where learners are basically the captain of their learning. Using modules as the primary mode of learning forces students to

understand the learning contents of their learning material. As opposed to having their teacher provide lectures and discussions in school; they are left to read and comprehend the lesson with minimal supervision from their parents or guardians.

Reading what students and parents wrote on their query sheets, some commented that they do not understand the instruction written on a section of a module, or the lesson discussion from the module is difficult to comprehend. These comments inform teachers that students, and even their parents, have trouble grasping the content of a learning module. This forces the students to improve their reading habits knowing that their teacher is not regularly available for consultation. In a situation where the only person they can rely on to study their modules is themselves, they slowly adjust to the new normal of learning. This has been the challenging part in the implementation of modular or blended distance learning. thus, reading comprehension is important to accomplish the modules of the learners.

Rabia et al (2017) mention in their research entitled, A Study on Habits and Academic Performance of Students, that study habits significantly contribute to the development of knowledge and perceptual capacities. With improved study habits, students will be able to gauge how much they will learn and how far they can go particularly in the accomplishment of learning tasks stated in their self-learning modules.

Reading habit is probably the most important study habit that learners need to improve on. Considering the nature of learning using self-learning modules, reading is the primary task that learners are required to undergo. So, when students say that they did not understand the given instructions or the written explanations in their modules, it can be attributed to their reading comprehension, rather the lack of it.

Reading comprehension is thus an interactive process between the reader and the text, in that the reader is required to fit the clues provided in the text to his or her background knowledge to understand the reading passage. According to schema theory, the process of interpretation is guided by the principle that every input is mapped against same existing schema and that all aspects of that schema must be compatible with the input information presented.

Moreover, Formal Education's most important outcome is to produce learners who could read and understand the texts being read (Miñoza & Monteroa, 2019). In a similar vein, Catts & Kamhi (2017) pointed out that to make learners proficient in reading is one of the essential goals of the educational system. Also, Uysala & Bilgeb (2018) noted that it is of a key role in the teaching of not several but all academic skills.

However, it must be noted that reading comprehension is not an easy process hence not an easy skill to teach, on the part of the teachers, and acquire, in the case of students (Zarrati, et al., 2014). A similar contention was claimed by (Catts & Kamhi, 2017) when they maintained that reading comprehension is 'one of the most complex behaviors we engage in daily. Thus, teachers must develop among learners the love of reading to improve their reading habits.

Great dire consequences await learners who have not attained reading proficiency. Miñoza & Monteroa (2019) contended that if students fail to master reading and effectively comprehend, social and economic progress would not come easy. Concerning this, researchers Armbruster, Lehr and Osborn (2001) claimed that those young learners who have not attained proficiency in reading according to their level by grade 4 are most likely the ones who would experience academic problems in high school and college. At this juncture, it is noted that problems relative to reading comprehension among young learners' area perennial concern. For the reason the reading comprehension is closely related to achievement, the achievement gap among students can be addressed when a gap in reading proficiency is resolved (James, 2014). Reading and reading comp0rehension are among the many problems of learners and teachers in the implementation of modular learning. The reasons why some of the activities in the modules are left unanswered is that learners and learning facilitators are struggling in reading. Thus, this study was formulated to determine the relationship between the reading and comprehension skills and academic performance of Grade II pupils in Talairan Elementary School, Capoocan II District, Leyte Division. The findings of the study were bases for the Proposed Reading Intervention Plan.

It is in the rationale that the researcher who is currently teaching in the above mentioned local, would like to delve worthy research undertaking that will benefit the school she is currently teaching and that of her Graduate Program.

This study determines the relationship between the reading and comprehension skills and academic performance of Grade II pupils in Talairan Elementary School, Capoocan II District, Leyte Division. A proposed reading intervention plan was formulated based on the findings of the study.

Specifically, this study sought to answer the following questions:

1. What is the level of word recognition skills of the Grade II pupils?
2. What is the level of comprehension skills of the Grade II pupils?
3. What is the academic performance of the Grade II pupils?
4. Is there a significant relationship between the word recognition and comprehension skills to the academic performance of the Grade II pupils?
5. What reading intervention plan can be proposed based on the findings of this study?

II. Methodology

Design. This study employed the descriptive-correlational research design to determine the level of reading and comprehension skills and academic performance of the Grade II pupils and its relationship. Talairan Elementary School of Capoocan II District, Leyte Division is the main locale of the study. The twenty-six (26) Grade II pupils are the main respondents of the study and a researcher-made reading passage with comprehension questions and the general average grade of the pupils for School Year 2020-2021 was used in this study. This research focused in determining the level of word recognition, comprehension skill and academic performance of the

Grade II pupils and its relationship. A Proposed Reading Intervention Plan based on the findings of the study is the output.

Sampling. There are 26 Grade II pupils involved in this study. The research instruments were conducted personally with consent from the Local IATF and strictly following the prescribed Health Protocol during the home visitation conducted by the researcher.

Research Procedure. The researcher prepared the research design and tools to be utilized in the study. Approval and recommendation from the Panel of Examiner of the Graduate Studies was sought. A letter request to conduct this study was forwarded to the Office of the Schools Division Superintendent. Upon approval, permission from the District Supervisor and School Head was secured before the actual gathering of data. Validation of the instruments through the School Head, District Reading Coordinator and District Supervisor was sought. Orientation of the parents and participants and administration of the reading test was done through face-to-face. Permission from the Barangay and Local IATF was secured. After accomplishing the survey, the researcher collected. Data were tallied and submitted for statistical treatment. Analysis and Interpretation of Data. Making of Proposed Enhancement Plan followed.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the Schools Division Superintendent of the Division, District Supervisor of the District, and school principal. Orientation of the respondents was done using face to face modality. In the orientation, issues and concerns were addressed and consent to be included in the study were signed.

Treatment of Data. The Standard Deviation and Means were employed to determine the level of word recognition, comprehension, and academic performance of the Grade II pupils. Pearson r was used to determine the significant relationship between the dependent and independent variables of the study.

III. Results and Discussion

Table 1
Distribution of Level of Performance of the Grade II Pupils
On Word Recognition Skills

Range of Ratings	Level of Performance	No. of Students	Percent
90-100	Outstanding	-	-
85-89	Very Satisfactory	-	-
80-84	Satisfactory	7	26.9
75-79	Fairly Satisfactory	9	34.6
74 & below	Did not Meet Expectations	10	38.5
	Total	**26**	**100**

Table 1 presents the distribution of level of performance of Grade II pupils on word recognition skills. It was revealed on the table that among the 26 pupils, 7 or 26.9% have satisfactory level of word recognition, 9 or 34.6% have fairly satisfactory and 10 or 38.5% did not meet expectations. This means that most of the Grade II pupils have difficulty in word recognition. This implies that these pupils need more attention in teaching word recognition. Teachers must make possible intervention to reach out these children and teach them the skills they needed.

Table 2
Distribution of Level of Performance of the Grade II Pupils on Comprehension Skills

Range of Ratings	Level of Performance	No. of Students	Percent
90-100	Outstanding	11	42.3
85-89	Very Satisfactory	-	-
80-84	Satisfactory	9	34.6
75-79	Fairly Satisfactory	-	-
74 & below	Did not Meet Expectations	6	23.1
	Total	**26**	**100**

Table 2 presents the distribution of level of performance of the Grade II pupils on Comprehension skills. It was revealed on the table that among the 26 Grade II pupils, 11 or 42.3% got 90-100 which is interpreted as outstanding, 9 or 34.6% got 80-84 which is interpreted as satisfactory and 6 or 23.1% did not meet expectations. This means that most of the Grade II pupils were able to achieve the passing score but there are also who failed. This implies that teachers need to provide more reading materials and activities to improve their comprehension level. They should conduct home visitation and teach them how to read to improve their reading performance.

Table 3
Distribution of Level of Academic Performance of the Grade II Pupils

Range of Ratings	Level of Performance	No. of Students	Percent
90-100	Outstanding	-	-
85-89	Very Satisfactory	17	65.4
80-84	Satisfactory	9	34.6
75-79	Fairly Satisfactory	-	-
74 & below	Did not Meet Expectations	-	-
	Total	**26**	**100**

Table 2 presents the distribution of level of academic performance of the Grade II pupils. It was revealed on the table that among the 26 Grade II pupils, 17 or 65.4% got a grade of 85-89 which is interpreted as very satisfactory and 9 or 34.6% got a grade of 80-84 which is interpreted as satisfactory. This means that all the Grade II pupils passed all the subjects, and they were promoted to the next grade level. This implies that these pupils were able to comply and accomplish the modules given to them.

Table 4
Pearson Correlations Between Academic Performance of Pupils and Word Recognition and Comprehension Skills of Grade II pupils (n= 26)

Academic Performance and	r	Interpretation	p-value
Word Recognition	.69	Moderately High	<.001**
Comprehension	.72	Moderately High	<.001**

** Highly Significant

Table 3 presents the Pearson correlations between academic performance and word recognition and comprehension skills of the Grade II pupils. It was revealed on the table that academic performance and word recognition of the Grade II pupils has the value of r of .69 which is greater than the p-value of .001 and interpreted as moderately high, so null hypothesis is rejected. This means that there is a significant relationship between academic performance and word recognition of the Grade II pupils. This implies that the correlation is highly significant because word recognition is an essential component for pupil's academic performance. The pupils cannot accomplish the modules if they cannot recognize the words, he/she is reading.

Moreover, this table also shows the Pearson correlations between academic performance and comprehension skills of the Grade Ii pupils. It was revealed on the table that academic performance and comprehension skills of the Grade II pupils has the value of r of .72 which is greater than the p-value of .001 and interpreted as moderately high, so null hypothesis is rejected. This means that there is a significant relationship between academic performance and comprehension skills of the Grade II pupils. This implies that comprehension skills should be develop at an early stage to help in achieving positive academic performance. Reading and comprehension skills are the important skills that should be taken into consideration because reading is a tool for learning other skills.

IV. Conclusion

The data revealed that there is a positive and moderately high correlation between the word recognition, comprehension skills and academic performance of the Grade II pupils and both correlations are highly significant. Thus, reading and comprehension skills are the most important skills to be developed first to attain high academic performance.

V. Recommendations

1. The proposed reading intervention plan formulated should be utilized.
2. Teachers should formulate appropriate activities suited to the needs of the pupils to improve their reading and comprehension skills.
3. Teachers should provide capability building activities to the learning facilitators to assist the pupils in teaching reading and comprehension skills.
4. Teachers should formulate innovations to help the reading and comprehension skills of the pupils improve while learning at home where face-to-face interaction is still prohibited.
5. Necessary resources and relevant trainings should be provided among teachers to successfully deliver quality education.
6. Engaging community and partnership to stakeholders should be enhanced by all school personnel to gain support in the implementation of modular learning; and
7. Future researchers should replicate this study to include different locale and include different variables aside from the mentioned in this study.

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AUTHOR'S PROFILE

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The author is born on May 02, 1981 at Culasian Capoocan, Leyte Philippines. She is presently residing at Poblacion II Capoocan, Leyte. She finished her elementary education at Culasian Elementary School, Culasian Capoocan Leyte in the year 1994 and continue her quest for education and able to finish her secondary education at Asuncion S. Melgar National High School, Capoocan, Leyte in the year 1998. She enrolled and finished her Bachelor in Elementary Education at Holy Cross College of Carigara, Carigara, Leyte. She took up Master of Arts in Education major in Supervision and Administration with complete academic requirements at Western Leyte College of Ormoc.

Her first station was Talairan Elementary School and is handling grade 2 pupils for 3 years now. Currently she is a teacher 1 at Talairan Elementary School, Capoocan II District, Leyte Division, Region VIII Philippines. She attended series of trainings and seminars conducted in Region, Division, District, and school.