

Factors Affecting the Reading Comprehension and Performance of Grade VI Pupils

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Abstract —Reading is a complex process that involves sensation, perception, comprehension, application and integration. It is the process of making and getting meaning from printed words and symbols. Reading as a whole, is a means of communication and of information and ideas Panerio, (2008). In other words, comprehension is the purpose of reading, and reading without comprehension is not reading but only sounding words (Mirizon, et al., 2017). Reading comprehension has always been the problem in every school. This is one of the factors which affects the reading performance of the pupils. Looking for its extent, is the purpose of conducting this study. The researcher wished to determine the significant relationship between the extent of factors affecting the reading performance and level of reading comprehension of the grade VI pupils. The data revealed that there is significant relationship between the extent of factors affecting the reading performance of grade VI pupils in terms of pupil factor, language factor, home factor and community factor and reading performance. On the other hand, the data shows that there is no significant relationship between the extent of factors affecting the reading performance of the grade VI pupils in terms of teacher factor, school head factor and school factor and reading performance. It is recommended to make use of the proposed intervention plan formulated in order to improve the reading performance of the pupils.

Keywords — *Factors, Reading Comprehension, Performance, Grade VI Pupils*

I. Introduction

Reading is the foundation of academic success and life learning. One article from Philippine Star (2010) states that: “The undeniable fact remains that majority of Filipino students do not possess the ability and motivation to read.

The Department of Education (DepEd) intensifies reading literacy in schools by forcing the program called” Every Child A Reader Program” (ECARP, 2017). The undersecretary said that the new program aims to make every Filipino a reader at the end of Grade III. The

undersecretary is expecting that no pupil will be promoted to higher grades unless he/she manifests mastery and basic literacy skills in particular grade (Mendoza, 2012).

Reading and reading comprehension are interrelated skills. In order for students to be able to comprehend what they are reading, they have to develop comprehension skills in reading. By itself, the concept of reading comprehension is vast in breadth and depth. Comprehension is the ultimate outcome of having read. It is the most important ongoing activity of reading.

Poor reading comprehension is one of the reasons of having non-readers and frustration readers in Visares Elementary School. Well, in fact, of the 20 pupils enrolled in the Grade VI class of the researcher there are 3 pupils identified as non-reader, 10 are in frustration level while 4 are instructional and another 3 are independent. With the present data, the researcher is alarmed since it is expected that Grade VI pupils are supposed to be independent readers already considering that there are only few learners in a class. This is the reason why the researcher decided to conduct this study in order to determine the factors that affect the reading performance of the learners. Upon knowing the factors, she would also like to know the extent of this factors and how this affect the reading comprehension performance of the learners. With the result of the study, the researcher was able to craft an intervention plan which guide the teachers in improving the reading performance of the learners.

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 aimed to determine the significant relationship between the reading factors and reading performance of the Grade VI pupils of Visares Elementary School, Capoocan District, Leyte Division for School Year 2018-2019. The findings of the study were bases for the proposed intervention plan.

Specifically, this study sought to answer the following questions:

1. What is the extent of the factors affecting the reading comprehension of the Grade VI pupils in terms of the following:
 - 1.9 Pupil's factor;
 - 1.10 Language factor;
 - 1.11 Teacher factor;
 - 1.12 School head factor;
 - 1.13 School factor;
 - 1.14 Home factor; and
 - 1.15 Community factor?
2. What is the reading performance of the Grade VI pupils?
3. Is there a significant relationship between the factors affecting the reading comprehension and performance of the Grade VI pupils?
4. What Reading intervention plan can be proposed based on the findings of the study?

II. Methodology

Design. This study employed the descriptive-correlational and survey research design to determine the relationship between the reading factors and reading performance of the Grade VI pupils for School Year 2018-2019. Visares Elementary School, Capoocan District, Leyte Division is the main locale of the study. The 20 Grade VI pupils enrolled in the said locale for School Year 2018-2019 are the main respondents of the study and survey questionnaire used by Michael Estremera, et al., (2018) on the study Factors Affecting the Reading Comprehension of Grade Six Pupils and a researcher-made reading comprehension test covering the 2nd quarter competencies in English Reading Comprehension were used. This research is focused in determining the extent of reading factors and reading performance of the Grade VI pupils and its relationship. A Proposed Reading Intervention Plan based on the findings of the study is the output.

Sampling. There are 20 Grade VI pupils are involved in this study. The research was conducted personally by the researcher with consent from the parents and the pupils themselves.

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 participants and administration of the survey was done through face-to-face during classes. Permission from the parents was secured. After accomplishing the survey, the researcher collected it. Data were tallied and submitted for statistical treatment. Analysis and Interpretation of Data. Making of Proposed Intervention 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, and School Head. 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 Simple Percentage and Weighted Mean was employed to determine the extent of reading factors and reading performance of the Grade VI 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
Factors Affecting the Reading Comprehension in terms of Pupil Factor

Items	Weighted Mean	Description	Interpretation
1. Nutritional status	2.20	Seldom	Low
2. Pupils are not motivated to read.	3.10	Sometimes	Average
3. Pupils read stories, selections and essay selectively.	3.02	Sometimes	Average
4. Pupils' poor study habits.	3.90	Often	High
5. Absenteeism.	3.94	Often	High
AVERAGE	3.23	Sometimes	Average

Table 1 presents the factors affecting the reading comprehension in terms of pupil factor. It was revealed on the table that the extent of factors affecting the reading comprehension of grade VI pupils has an average mean of 3.23 which is interpreted as average. This means that pupil factor sometimes affects the reading comprehension of grade VI pupils. This implies that pupils poor study habits, low nutritional status, absenteeism were only some of the hindering factors why pupils were low in comprehension.

Table 2
Factors Affecting the Reading Comprehension in terms of Language Factor

Items	Weighted Mean	Description	Interpretation
1. Pupils' poor/limited vocabulary.	3.23	Sometimes	Average
2. Pupils' poor grammar and spelling.	3.94	Often	High
3. Low comprehension level	3.85	Often	High
4. Selection contain unfamiliar words.	2.30	Seldom	Low
5. Pupils are not immersed to English.	3.98	Often	High
AVERAGE	3.46	Often	High

Table 2 presents the factors affecting the reading comprehension in terms of language factor. It was revealed on the table that the extent of factors affecting the reading comprehension

of grade VI pupils has an average mean of 3.46 which is interpreted as high. This means that language factors had high extent of factors affecting the reading comprehension of the grade VI pupils. This implies that poor vocabulary, grammar, and low in comprehension were only some of the hindering factors why the pupils unable to understand what he/she is reading.

Table 3

Factors Affecting the Reading Comprehension in terms of Teacher Factor

Items	Weighted Mean	Description	Interpretation
1. Lack of appropriate strategies and approaches to foster love for reading.	1.34	Never	Very Low
2. Lack of skills in preparing reading materials.	1.64	Never	Very Low
3. Overlapping teaching loads and extra function.	3.00	Sometimes	Average
4. Lack of strategies to unlock unfamiliar words.	2.10	Seldom	Low
5. Lack of training in teaching reading comprehension skills.	1.98	Seldom	Low
AVERAGE	2.01	Seldom	Low

Table 3 presents the factors affecting the reading comprehension in terms of teacher factor. It was revealed on the table that the extent of factors affecting the reading comprehension of grade VI pupils in terms of teacher factor has an average mean of 2.01 which is interpreted as low. This means that teacher factor seldom affects the reading comprehension of grade VI pupils. This implies that teachers are doing their task to teach the pupils to read and be able to understand what they are reading.

Table 4
Factors Affecting the Reading Comprehension in terms of School Head Factor

Items	Weighted Mean	Description	Interpretation
1. Lack of training in teaching reading.	1.50	Never	Very Low
2. Poor supervisory scheme.	2.08	Seldom	Low
3. Lack of support to teachers.	1.61	Never	Very Low
4. Inability to provide technical assistance to improve teaching.	2.05	Seldom	Low
5. Lack of instructional supervision due to overlapping of activities.	1.97	Seldom	Low
AVERAGE	1.84	SELDOM	Low

Table 4 presents the factors affecting the reading comprehension in terms of school head factor. It was revealed on the table that the extent of factors affecting the reading comprehension of grade VI pupils in terms of school head factor has an average mean of 1.84 which is interpreted as low. This mean that school head factor seldom affects the reading comprehension of grade VI pupils. This implies that the respondents considered this as merely trivial due to the many-sided functions too of their principal.

Table 5
Factors Affecting the Reading Comprehension in terms of School Factor

Items	Weighted Mean	Description	Interpretation
1. Class size	1.00	Never	Very Low
2. Lack of catchy reading materials.	1.26	Never	Very Low
3. Classroom not conducive to learning.	1.00	Never	Very Low
4. Substandard classroom for learning with inadequate facilities.	1.00	Never	Very Low
5. Absence of functional library.	2.25	Seldom	Low
AVERAGE	1.30	Never	Very Low

Table 5 presents the factors affecting the reading comprehension in terms of school factor. It was revealed on the table that the extent of factors affecting the reading comprehension of grade VI pupils in terms of school factor has an average mean of 1.30 which is interpreted as very low. This means that school never be the factor which affects the reading comprehension of the grade

VI pupils. This implies that the school is equipped with facilities, books and other reading materials which can be used by the pupils to practice reading and develop the habit of reading.

Table 6

Factors Affecting the Reading Comprehension in terms of Home Factor

Items	Weighted Mean	Description	Interpretation
1. No follow up at home	4.00	Often	High
2. Less motivation by siblings to study.	3.91	Often	High
3. Low educational background of parents.	3.50	Often	High
4. Pupils are forced to work for an extra income.	3.01	Sometimes	Average
5. Absence of reading materials at home.	1.00	Never	Very Low
AVERAGE	3.08	SOMETIMES	Average

Table 6 presents the factors affecting the reading comprehension in terms of home factor. It was revealed on the table that the extent of factors affecting the reading comprehension of grade VI pupils in terms of home factor has an average mean of 3.08 which is interpreted as average. This means that home factor sometimes affects the reading comprehension of the grade VI pupils. This implies that when pupils go back to their respective home after class, they are sometimes monitored by their parents; hence they are less motivated to study.

Table 7
Factors Affecting the Reading Comprehension in terms of Community Factor

Items	Weighted Mean	Description	Interpretation
1. Lack of support from the barangay.	2.10	Seldom	Low
2. Lack of support from external stakeholders.	3.05	Sometimes	Average
3. Non-functional of/no Barangay Learning Resource Center (BLRC)	3.92	Often	High
4. non-motivating community members.	4.04	Often	High
5. Lack of reading materials available in the barangay.	4.44	Always	Very High
AVERAGE	3.51	Often	High

Table 6 presents the factors affecting the reading comprehension in terms of community factor. It was revealed on the table that the extent of factors affecting the reading comprehension of grade VI pupils in terms of community factor has an average mean of 3.51 which is interpreted as high. This means that community where the child live oftentimes affects the reading comprehension of the grade VI pupils. This implies that the barangay lacks support to the learners. They lack supplementary reading materials which are supposed to help the pupils develop reading habits while they are in the community.

Table 8
Reading Performance

Range	Frequency	Percentage	Description	Interpretation
17-20	0	0	EXCELLENT	Outstanding
13-16	8	40	VERY GOOD	Very Satisfactory
9-12	6	30	GOOD	Satisfactory
5-8	4	20	FAIR	Fairly Satisfactory
1-4	2	10	POOR	Unsatisfactory
TOTAL	20	100		

Table 8 presents the reading performance of the grade VI pupils. It was revealed on the table that among the 20 pupil-respondents, 8 or 40% got the score of 13-16 which is very satisfactory, 6 or 30% got a satisfactory rating, 4 or 20% got a fairly satisfactory rating and 2 or 10% got a rating of unsatisfactory. This means that most of the grade VI pupils are very good in

terms of reading performance. This implies that pupils are doing their task to perform well in school. They can comprehend what they are reading aside from the word recognition.

Table 9
Test of Relationship

Variables Correlated to Reading Performance	p value	level of sig	Decision on Ho	Interpretation
PUPIL FACTOR	0.01	0.05	Reject Ho	Significant Relationship
LANGUAGE FACTOR	0.00	0.05	Reject Ho	Significant Relationship
TEACHER FACTOR	0.12	0.05	Accept Ho	No Significant Relationship
SCHOOL HEAD FACTOR	0.22	0.05	Accept Ho	No Significant Relationship
SCHOOL FACTOR	0.19	0.05	Accept Ho	No Significant Relationship
HOME FACTOR	0.00	0.05	Reject Ho	Significant Relationship
COMMUNITY FACTOR	0.00	0.05	Reject Ho	Significant Relationship

Table 9 presents the test of relationship between the factors affecting the reading comprehension in terms of pupil factor, language factor, teacher factor, school head factor, school factor, home factor and community factor and reading performance of the grade VI pupils. It was revealed on the table that pupil factor as one of the factors which affect the reading comprehension of the pupils has a p value of 0.01 at .05 level of significance, so null hypothesis is rejected. This means that there is a significant relationship between the pupil factor as one of the factors affecting the reading comprehension and reading performance of grade VI pupils. This implies that the average extent of factor affecting the reading comprehension will result to a very satisfactory level of reading performance.

Likewise, the table also shows the significant relationship between the factors affecting the reading comprehension in terms of language factors and reading performance of the grade VI pupils. It was revealed on the table that language factor and reading performance had a p value of 0.00 at .05 level of significance, so null hypothesis is rejected. This means that there is significant relationship between the language factor as one of the factors that affect the reading comprehension and reading performance of grade VI pupils. This implies that high extent of language factor may result to very satisfactory reading performance.

Moreover, the table also shows the significant relationship between the factors affecting the reading comprehension in terms of teacher factor and reading performance of the grade VI pupils. It was revealed on the table that teacher factor and reading performance had a p value of 0.12 at .05 level of significance, so null hypothesis is accepted. This means that there is no significant relationship between the teacher factor as one of the factors that affect the reading comprehension and reading performance of grade VI pupils. This implies that teachers are doing their part to teach their pupils.

Furthermore, the table also shows the significant relationship between the factors affecting the reading comprehension in terms of school head factor and reading performance of the grade VI pupils. It was revealed on the table that school head factor and reading performance had a p value of 0.22 at .05 level of significance, so null hypothesis is accepted. This means that there is no significant relationship between the school head factor as one of the factors that affect the reading comprehension and reading performance of grade VI pupils. This implies that school heads are doing their part to conduct monitoring and provide technical assistance to the teachers to improve the performance of the pupils.

Further, the table shows the significant relationship between the factors affecting the reading comprehension in terms of school factor and reading performance of the grade VI pupils. It was revealed on the table that school factor and reading performance had a p value of 0.19 at .05 level of significance, so null hypothesis is accepted. This means that there is no significant relationship between the school factor as one of the factors that affect the reading comprehension and reading performance of grade VI pupils. This implies that the school has equipped with resources available for the pupils and teachers for use during teaching-learning process.

Additionally, the table shows the significant relationship between the factors affecting the reading comprehension in terms of home factor and reading performance of the grade VI pupils. It was revealed on the table that home factor and reading performance had a p value of 0.00 at .05 level of significance, so null hypothesis is rejected. This means that there is significant relationship between the home factor as one of the factors that affect the reading comprehension and reading performance of grade VI pupils. This implies that pupils when at home were seldom monitored by their parents. This may be due to the educational capability of the parents to mentor their children at home

Finally, the table shows the significant relationship between the factors affecting the reading comprehension in terms of community factor and reading performance of the grade VI pupils. It was revealed on the table that community factor and reading performance had a p value of 0.00 at .05 level of significance, so null hypothesis is rejected. This means that there is significant relationship between the community factor as one of the factors that affect the reading comprehension and reading performance of grade VI pupils. This implies that community greatly influence the reading performance of the pupils. Presence of Brgy. Resource Center or Brgy. Reading Center would help foster love for reading among pupils. Provision of additional learning

resource materials to the school and providing school supplies to the pupils would greatly help improve the reading performance of the pupils.

IV. Conclusion

Pupil, language, home and community are the factors that affect the reading comprehension and reading performance of the grade V pupils. Therefore, it is recommended to implement the intervention plan formulated to improve the reading performance of the pupils in school.

V. Recommendations

1. The intervention plan formulated should be utilized;
2. Teachers should develop among the pupils the reading comprehension skills with mastery;
3. School Heads should provide technical assistance to the teachers especially in teaching reading;
4. Teachers should enhance their teaching competencies in reading through attending LAC sessions, trainings and seminars;
5. School Heads should allocate an amount from the school MOOE for the procurement of materials to be used in crafting instructional materials for reading;
6. School Heads and teachers should institutionalize a reading corner or station inside the classroom;
7. School Heads and teachers should strengthen the reading programs;
8. School and community partnership is necessary to be developed through harmonious relationship with the stakeholders; and
9. 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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She is a Teacher III of Visares Elementary School - Visares Capoocan I District, Division of Leyte. She is handling grade 6 classes for almost ten years and enjoyed her job in making a difference in her pupils' life. She also attended series of National and Division Levels of webinars/seminars and trainings to increase her professional growth as a teacher.