

# Factors Affecting the Reading Performance of Grades V & VI Pupils

VANESSA F. CABALUNA

Teacher III

Western Leyte College

Master of Arts in Education

Major in School Administration and Supervision

vanessa.cabaluna@deped.gov.ph

**Abstract** — The study aimed to determine the significant relationship between the extent of factors affecting the reading performance of grades V & VI pupils. Utilizing the descriptive-correlational survey research design for an in-depth analysis of the study, the researcher used the researcher-made reading passage, classroom observation tool for teachers, checklist on trainings attended, and a researcher-made survey on parental involvement. Simple Percentage, Weighted Mean and Pearson  $r$  were the statistical tools used. The data revealed that early literacy skills of the pupils, teacher effectiveness and parental involvement of parents correlates with reading performance. This showed that very high extent of early literacy skills and teacher effectiveness and moderate involvement of parents to school activities results to instructional reading performance.

**Keywords** — *Factors, Reading Performance, Grades V & VI Pupils*

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## I. Introduction

The ability to read is an essential skill for students to master because information is presented in text throughout the world. Web sites, books, magazines, and newspapers, while sometimes including pictures for visual reference, utilize print to share information with the reader.

Educational systems also rely more heavily upon text as students reach higher grade levels. In early elementary grades, students do not typically have textbooks at home and they primarily work with decodable readers and short stories borrowed from the mini library. However, beginning around third grade, textbooks are introduced to the home environment and students' abilities to pull and process information from textbooks becomes increasingly necessary for student achievement. By the time students reach high school, many history teachers expect students to build their background knowledge by reading at home and then demonstrate their understanding during in-class discussions. The textbooks that students utilize in science, math, and history are typically several hundred pages in length, featuring diagrams, pictures, and, primarily, text to transmit knowledge about the subject to the reader. English teachers also assign novels and stories for reading at home. Unfortunately, textbooks are challenging for students to access. Textbooks use advanced vocabulary, cover a vast number of topics, use direct language that doesn't engage

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the reader, and lack the structure that promotes reading comprehension (Bryce, 2011). In primary school, students are still building their reading competence, but at the secondary level they are expected to have the necessary skills.

Additionally, the tests that students take to demonstrate competence in each of the tested subject areas, such as language arts, math, science, and social studies, requires them to be able to read at increasingly higher levels. The students in higher grade levels are responsible for reading and comprehending all of the directions, passages, and other printed information within the test. Students need practice reading in order to develop their phonemic awareness, phonics, fluency, vocabulary, and comprehension. The mastery of these skills will grant them access to increasingly complex knowledge in other academic subject areas. This could be happened if a certain school has many reading materials which could be offered to the school children and that their pupils were reading performers.

Reading performance has always been the issue in every school since then, especially during the start of the school year where pupils had to undergo reading test before they will be admitted to a particular grade level in the school. The reason is for the teachers to have background knowledge regarding the pupils and plan for appropriate intervention for the year. Philippine Informal Reading Inventory (Phil-IRI) is the instrument used by the public schools to assess the reading performance of the pupils from Grades 3 to 6. The first phase of this Phil-IRI is to conduct the Group Screening Test (GST) to pupils with comprehension questions where these pupils had to read and answer their own individually. It was revealed that the result of the GST is very frustrating. Among the 126 pupils tested based on their grade level, only 32 pupils were able to reach the passing score of 14 out of the 20 questions. This means that 94 pupils will undergo the process of looking for what is really the reading level of these pupils. The teacher also is wondering, why this is the result well in fact these pupils were given the best intervention during their previous grade level. With these, the researcher decided to conduct this study in order to find out what really are the factors affecting the reading performance of the pupils. It is believed that by looking at the factors, teachers will be able to plan for appropriate intervention which will give impact to the reading performance of their pupils. Through the result of this study, the researcher will be able to plan for a proposed Reading Intervention which will be adopted not only by the researcher but for all teachers in the school and that of the District as well.

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 relationship between the factors affecting the reading performance of grades V & VI pupils of Sto. Niño Elementary School, Capoocan District, Leyte Division for School Year 2018-2019. The findings of the study were bases for the proposed Reading intervention plan.

Specifically, this study sought to answer the following questions:

1. What is the extent of factors affecting the reading performance of the grades V & VI pupils in terms of following:
  - 1.1 Early literacy skills;
  - 1.2 Teacher effectiveness;
  - 1.3 Professional development; and
  - 1.4 Parental involvement?
2. What is the reading performance of the Grades V & VI pupils?
3. Is there a significant relationship between the factors affecting the reading performance and reading level of the Grades V & VI pupils?
4. What Reading enhancement 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 extent of factors affecting the reading performance of grades V & VI pupils for School Year 2018-2019. Sto. Niño Elementary School, Capoocan District, Leyte Division is the main locale of the study. The 21 Grades V & VI pupils and 4 teachers enrolled in the said locale for School Year 2018-2019 are the main respondents of the study and researcher-made reading passage, classroom observation tool for teachers, checklist on trainings attended, and a researcher-made survey on parental involvement were used. This research is focused in determining the extent of factors and reading performance of the Grades V & VI pupils and its relationship. A Proposed Reading Intervention Plan based on the findings of the study is the output.

**Sampling.** There are 21 Grades V & VI pupils and 4 teachers 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 factors affecting the reading performance of grades V & 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**  
**Extent of Early Literacy Skills**

<b>STATEMENTS</b>	<b>Weighted Mean</b>	<b>Description</b>	<b>Interpretation</b>
Phonemic Awareness	4.54	Outstanding	Very High
Phonological Awareness	4.54	Outstanding	Very High
Fluency	4.54	Outstanding	Very High
Vocabulary	4.31	Outstanding	Very High
Comprehension	3.94	Very Satisfactory	High
Background Knowledge	4.54	Outstanding	Very High
Oral Language	4.54	Outstanding	Very High
<b>Grand Mean</b>	<b>4.42</b>	<b>Outstanding</b>	<b>Very High</b>

Table 1 presents the extent of early literacy skills of the grades V & VI pupils in terms of phonemic awareness, phonological awareness, fluency, vocabulary, comprehension, background knowledge and oral language. It was revealed on the table that the grand mean was 4.52 which is interpreted as very high. This means that early literacy skills of the pupils are outstanding. This implies that the grade V pupils were able to recognized words and can comprehend about the story they read.

**Table 2**  
**Extent of Teacher Effectiveness**

No	Statements	Weighted Mean	Description	Interpretation
1	The teacher conducted pronunciation drill.	4.68	Always	Very High
2	The teacher incorporates paragraph and question drill.	3.90	Often	High
3	The teachers conducted review on the previous lessons learned.	4.52	Always	Very High
4	The teacher asks motive questions before reading the story.	4.04	Often	High
5	The teacher unlocks difficult words in the story read.	4.44	Always	Very High
6	The teacher asks comprehension questions from easy to difficult level.	4.90	Always	Very High
7	The teacher emphasizes the concept of the lesson by providing varied and differentiated activities.	4.55	Always	Very High
8	The teacher gives reading passages for comprehension.	4.48	Always	Very High
9	The teacher usually do reading activities or instruction as part of instruction in other subjects.	3.90	Often	High
10	The teacher uses different learning materials in reading.	4.04	Often	High
11	The teacher conducted Remedial Reading Instructions.	4.08	Often	High
12	The teacher encourages the pupils to read aloud.	4.08	Often	High
13	The teacher corrects mispronunciations and misspelled words.	4.02	Often	High
14	The teacher gives variety of reading passages as assignments.	4.02	Often	High
15	The teacher asks open-ended questions to develop reasoning.	4.00	Often	High

16	The teacher uses computer technology in his/her lesson in English.	4.02	Often	High
17	The teacher structured the classroom with varied and differentiated displays to enhance reading among pupils.	4.10	Often	High
18	The teacher displayed books in the mini-library for pupils use during vacant time.	4.11	Often	High
19	The teacher has functional mini-library inside the classroom.	4.09	Often	High
20	The teacher evaluates pupil's performance.	5.00	Always	Very High
<b>GRAND MEAN</b>		<b>4.25</b>	<b>Always</b>	<b>Very High</b>

Table 2 presents the extent of teacher effectiveness in teaching reading to the grade V pupils. It was revealed on the table that the grand mean was 4.25 which is interpreted as very high. This means that teachers are always effectiveness when it comes to teaching reading lessons. The teachers used effective strategies and methods in order to achieve the reading lessons he/she is teaching. Pupils were able to master the reading skills since the teacher employed differentiated activities suited to the kinds of learners he/she has in the class.

**Table 3**  
**List of Trainings Attended**

No.	TRAININGS/SEMINARS/WORKSHOPS/SLAC	No. of Teachers Attended	Percentage
1	Early Language Literacy and Numeracy Training (ELLN)	1	14
2	Developmentally Appropriate Practices on Early Language, Literacy and Numeracy Training (DAP-ELLN)	2	29
3	Pedagogical Retooling Instruction For Mathematics, Science and Languages (PRIMALS)	1	14
4	SLAC on ELLN	4	100
5	SLAC on DAP-ELLN	4	100
6	SLAC on PRIMALS	4	100
7	SLAC on RRE	4	100
8	Teaching Reading in the Early Grades Training	4	57
9	Teaching Reading for Emergent Readers Training	3	43
10	Teaching using ICT Training	4	100

Table 3 presents the list of trainings attended by the teachers with reference to teaching reading and literacy. It was revealed on the table that all teachers or 100% of the teachers were trained on Early Language Literacy and Numeracy (ELLN) for Kindergarten to Grade III Teachers, Developmentally Appropriate Practices on Early Language Literacy and Numeracy (DAP-ELLN) as a follow up of ELLN, Pedagogical Retooling Instruction in Mathematics, Languages and Science (PRIMALS) for Grades IV to VI teachers, Remediation, Reinforcement and Enrichment (RRE) and Teaching using ICT through School-Based Learning Action Cell (SLAC). This means that these teachers implemented their learnings from the SLAC. The SLAC conducted to the teachers were of great important in teaching reading since these trainings helped teachers improved their teaching competencies.

**Table 4**  
**Extent of Parental Involvement**

No.	Statements	Weighted Mean	Description	Interpretation
1	I encourage my child to read the stories aloud.	3.30	Sometimes	Moderate
2	I ask my child to sing songs taught in school.	3.33	Sometimes	Moderate
3	I discuss family history or ethnic heritage with my child.	3.20	Sometimes	Moderate
4	I provide a variety of reading and writing materials at home for my child.	3.21	Sometimes	Moderate
5	My child observes me read and write.	3.22	Sometimes	Moderate
6	I encourage my child to read and write at home.	3.23	Sometimes	Moderate
7	I set rules and limits particularly for TV viewing in my home.	3.00	Sometimes	Moderate
8	I encourage my child to describe pictures and events using his/her own words learned in school.	3.11	Sometimes	Moderate
9	I visit library with my child to identify books suited for reading.	2.91	Sometimes	Moderate
10	I visit museums/historical site/zoos with my child.	2.94	Sometimes	Moderate
11	I take my child to park to have fun.	3.02	Sometimes	Moderate
12	I encourage my child to tell stories and recite poems at home.	2.80	Sometimes	Moderate



13	I provide meaningful learning activities at home for my child to enhance what is taught at school.	2.89	Sometimes	Moderate
14	I monitor my child's school progress.	3.90	Often	High
15	I attend my child's school PTA meetings.	3.34	Sometimes	Moderate
16	I attend my child's school programs such as special events, award ceremonies and school fund raising.	4.10	Often	High
17	I attend my child's organized parent education programs such as family centered curriculum and instruction that help me learn ways to create supportive learning at home.	4.10	Often	High
18	I commit my time and energy in a wide array of school activities like helping out in the office/classroom.	2.90	Sometimes	Moderate
19	I attend informational workshops on parent-child interactions.	3.00	Sometimes	Moderate
20	I respond to newsletters, calls and other communications from school representatives.	2.90	Sometimes	Moderate
21	I respond immediately to my child's teacher's call.	3.90	Often	High
22	I participate in school decisions, governance and advocacy through PTA/ school committees	3.10	Sometimes	Moderate
<b>GRAND MEAN</b>		<b>3.25</b>	Sometimes	Moderate

Table 4 presents the extent of parental involvement of parents to their children in school. It was revealed on the table that the grand mean was 3.25 which is interpreted as moderate. This means that sometimes involved in the literacy of the pupils. They sometimes follow up their children at home, they sometimes helped their children make or craft projects and other activities of the pupils in school.



**Table 5**  
**Level of Reading Performance**

Reading Level	Frequency	Percentage
Independent	6	29
Instructional	12	57
Frustration	3	14
Non-Reader	0	0
<b>TOTAL</b>	<b>21</b>	<b>100</b>

Table 5 presents the level of reading performance of the grades V & VI pupils. It was revealed on the table that there were 12 or 57% of the pupils have instructional reading level while 6 of the 21 pupils or 29% were independent readers and 3 or 14% were frustration level. This means that most of the grade V pupils had an average reading level. This implies that these pupils were able to recognized words and can comprehend on the story read.

**Table 6**  
**Test of Relationship**

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
<b>Reading Level &amp; Literacy</b>	0.61	3.116	2.6371	Reject Ho	Significant Relationship (High Positive Relationship)
<b>Reading Level and Teacher Effectiveness</b>	0.63	3.256	2.6371	Reject Ho	Significant Relationship (High Positive Relationship)
<b>Reading level and Parental Involvement</b>	0.57	2.891	2.6371	Reject Ho	Significant Relationship (High Positive Relationship)

Table 6 presents the test of relationship between the reading level, literacy, teacher effectiveness and parental involvement. It was revealed on the table that the computed value or t of 3.116 for reading level and literacy is greater than the tabular value of 2.6371 @ .05 level of significance, so null hypothesis is rejected. This means that there is significant relationship between the reading level and early literacy skills of the grades V & VI pupils. The r-value of 0.61 revealed that there is high positive correlation between the two variables. This implies that having

a very high early literacy skills will result to instructional level of reading performance. Early literacy skills are prerequisite for positive reading performance.

It was also revealed on the table that the computed value or  $t$  of 3.256 for reading level and teacher effectiveness is greater than the tabular value of 2.6371 @ .05 level of significance, so null hypothesis is rejected. This means that there is significant relationship between the reading level and teacher effectiveness. The  $r$ -value of 0.63 revealed that there is high positive correlation between the two variables. This implies that having a very effective teacher to teach reading will result to instructional readers.

Finally, the table also revealed that the computed value or  $t$  of 2.891 for reading level and parental involvement is greater than the tabular value of 2.6371 @ .05 level of significance, so null hypothesis is rejected. This means that there is significant relationship between the reading level and parental involvement of grades V & VI parents. The  $r$ -value of 0.57 revealed that there is high positive correlation between the two variables. This implies that having a very high involvement of parents to their children will result to instructional readers in school.

#### **IV. Conclusion**

The data revealed that early literacy skills of the pupils, teacher effectiveness and parental involvement of parents correlates with reading performance. This showed that very high extent of early literacy skills and teacher effectiveness and moderate involvement of parents to school activities results to instructional reading performance.

#### **V. Recommendations**

1. The Reading Intervention Plan formulated should be utilized;
2. Teachers should see to it that early literacy skills have been mastered by the pupils;
3. Teachers should employ strategies and methods in teaching reading suited to the interest and capabilities of their pupils;
4. School Heads should regularly monitor the teaching-learning process;
5. School Heads should regularly monitor the reading performance of the pupils to address their needs;
6. School Heads should provide technical assistance to the teachers; 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****MRS. VANESSA F. CABALUNA**

The author is Mrs. Vanessa F. Cabaluna. She was born on September 24, 1983 at Brgy. Sto. Niño, Capoocan, Leyte. She was married for almost 10 years with Mr. Vicente Cabaluna and has two children. She's presently residing at Brgy. Sto. Niño, Capoocan, Leyte. She finished her elementary education at Visares Elementary School, Brgy. Visares Capoocan, Leyte in the year 1996-1997 and continue her quest for education and able to finish her secondary education at Kananga National High School, Kananga Leyte in 2000-2001. She enrolled and finished her Bachelor of Science in Home Economics (Major in Elem. Teaching) at Leyte State University (LSU), Baybay Leyte in the year 2004-2005. She took up Master of Arts in Education major in Supervision and Administration with complete academic requirements at Western Leyte College of Ormoc City, Inc.

She is a Teacher III of Sto. Niño Elementary School - Sto. Niño Capoocan I District, Division of Leyte. She is handling grade 5 and 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.