

Predictors Affecting Reading Comprehension Of Students: Developing An Intervention Program

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Abstract — The study aimed to determine the correlation between the extent of predictors and the level of students' reading comprehension in addressing gaps and developing intervention program. The study specifically utilized the descriptive-correlational design using the survey approach. Survey questionnaires and the Phil IRI were used as measuring tools to gather a variety of information from the respondents of the study and served as basis for assessing and measuring the relationship between variables. The respondents of this study were 178 Grade 7 students of Liloy National High School enrolled in School Year 2022-2023 using simple random sampling. The study showed that the summarized ratings of students obtained mean values that were interpreted as having a large effect. It meant that home literacy environment and classroom environment largely affected the reading comprehension of students. The grand mean 3.76 and standard deviation 1.24 described the extent of predictors affecting the reading comprehension of students as large. The collective scores of the students along the three level of complexities indicated that their comprehension level was all instructional as shown by the mean and standard deviation values. The grand mean 1.98 and standard deviation .80 reported that the reading comprehension level of students was at instructional level. There was a significant relationship between the extent of predictors of students and their reading comprehension level. Thus, home literacy environment and the classroom environment play a vital role in the reading comprehension of the students.

Keywords — *Classroom Environment, Evaluative, Home Literacy Environment, Inferential, Literacy, Literal, Parents' Educational Background, Phil IRI, Reading Comprehension, Reading Intervention Program*

I. Introduction

Reading is an important skill that an individual needs to possess. According to Torres (2019), it is the person's starting point for learning everything around him. This is fundamental to achieving and maintaining learning in school and throughout life. As Suwanaroa (2021) cited, reading is still considered important for achieving the desired results, as Richek (1996) observed that children with low reading ability have low self-esteem, which affects their chances of pursuing higher education.

Reading happens when one decodes the text and can understand it, or what we call comprehension. In 2012, McKee mentioned that it is not enough to simply read the text; the reader must also be able to break down, analyze, and rearrange thoughts and data in a written passage (Ayça, Akin. ,2022).

When the Philippines participated in the Programme for International Student Assessment (PISA) in 2018, the result was an eye opener to the Department of Education as the country ranked lowest in reading, and second to the lowest in science and math among 79 countries who participated (Haw, et.al., 2021). With this, various studies and programs were launched to address the literacy and numeracy problem.

When pandemic hit the whole world, the education system was uprooted and was forced to happen within the comfort of the student's homes. Several factors must be considered when determining whether and to what extent the pandemic-related restrictions have affected reading achievement. Students learn to read through formal school-based instruction, including homework, and through informal reading activities in their spare time. Teachers had to conduct learning activities without the usual face-to-face lessons, students had to self-regulate at home, and parents had to support their children's learning even more than before (Ludwig, et.al, 2022).

According to research, as cited by Van Voorhis, et al (2013) in their study, that parents' involvement with students in rich home conversations and on constructive reading-related skills, attitudes, and experiences has a significant and positive effect on many measures of preschool children's literacy skills, other achievements, and social-emotional skills.

Literacy rich home environments are undeniably important to the literacy readiness of emergent students because they provide more literacy information that prepares them prior to formal schooling (Santi & Quemado, 2017). Home support to literacy and numeracy such as availability of resources like books and technology to encourage students to read and write, is very important. According to the home literacy model (Sénéchal & LeFevre, 2002), such support may include a variety of literacy experiences, such as shared reading between parents and children, alphabet teaching, or reading words.

On the other hand, family's socioeconomic status also plays a vital role in the child's reading development. According to Aram, et.al (2013), SES appears to be related to children's literacy, as well as other aspects of cognitive development (Clearfield & Niman, 2012). Lower socioeconomic status children have lower levels of phonological awareness, word writing, letter naming, vocabulary, grammar, and word recognition. HLE reflects children's access to literacy-evoking materials and experiences that influence their language and literacy development (Griffin & Morrison, 1997, Roberts et al., 2005).

When the Department of Education published DepEd Order No. 44 series of 2022, mandating all public schools to transition to 5-day face to face classes (deped.gov.ph), schools

nationwide prepared to welcome the students back in their classrooms wherein learning is more focused. This happened after more than two (2) years of modular or blended learning.

The Department also launched *Brigada Pagbasa* during the *Brigada Eskwela* week, assessing students in their reading level. When full implementation happened, teachers were mandated by the higher office to conduct diagnostic reading test to all Grade levels using the Revised Philippine Informal Reading Inventory (Phil IRI).

The reading inventory program is carried out by the Department's Bureau of Learning Delivery, in accordance with the primary program of DepEd, the "Every Child a Reader Program" (ECARP) in 2004. According to DepEd Order No. 14, (2018), "Implementing Guidelines on the Administration of the Philippine Informal Reading Inventory (Phil-IRI)," one of the Department's priorities is to improve literacy. Its goal is to provide effective reading instruction to empower Filipino children to communicate in both Filipino and English. The informal reading inventory is intended to be used as a tool in classroom-based instruction to measure and assess students' reading performance (Abril, Acerbo, & Abocejo, 2022).

Teachers the key players in making sure that students can perform the basic functions in education amidst the educational gap brought by the pandemic. As stated by Wilson-Fleming & Wilson-Younger, (2012), a positive classroom environment is an essential component of effective teaching. Teachers have the opportunity to improve classroom discipline and management by creating positive classroom environments. A positive classroom environment is critical for reducing behavior problems. It also provides students with an opportunity to think and behave positively. Positive classroom environments contribute to the enhancement, promotion, and encouragement of students' learning in all academic settings.

It is in this context that the researcher is interested to find the predictors affecting reading comprehension like home literacy environment and classroom environment and how to address the gaps in reading comprehension because there is no in depth study conducted in the localized setting. The researcher also finds it significant since we are now facing the fruits of the educational gap brought by the pandemic. If addressed, we could have zero problem in reading comprehension and be able to raise the bar in our literacy performance internationally.

Literature Review

Learning to read, as stated by Linda Siegel's (1993) *The Development of Reading*, is a fantastic accomplishment for a young child. From mouthing and touching books in infancy, to looking at pictures in a book, to not understanding the words on a page, to halting and slow decoding, the child progresses to fluent reading, comprehension, and remembering what has been read. All of this progress happens in a relatively short amount of time.

In the study of Sabzehparvar, A. (2021), the reader is an active participant in the reading process, constructing meaning from clues found in printed text. Less competent readers use a

limited set of strategies, have lower-level text processing skills, and use boom-up strategies. They frequently concentrate on decoding single words and are rarely involved in monitoring comprehension.

Miciano (2007), in Torres (2019), presented the two main problems of Filipino students in reading, stating that (1) students read but struggle to comprehend what they have read, students are generally good at reading for details but, unless the article explicitly labels it, they frequently miss the main idea, and (2) students completely misunderstand the details and thus get the wrong picture. Fleischman et al. (2010) stated that according to PISA international studies from 2009, 18% of 15-year-olds have difficulty identifying the main idea in a text (van Rijk, Y., Volman, M., de Haan, D., & van Oers, B. (2017).

Reading comprehension is the primary academic skill that students frequently struggle with in inclusive education settings (Dağlı Gökbulut, Ö., & Güneyli, A. (2019). Since it is a primary skill, the reading starts at home, were the first foundations of learning starts. Parents are responsible for the early literacy and numeracy acquisition of their children until formal schooling occurs.

The study conducted by Rossana C. Torres, “Factors Affecting the Reading Comprehension of Intermediate Level Learners: Basis for An Intervention Program”, the result showed that (1) the teacher's strategy did not affect the students' reading comprehension, (2) home-related factors affect the students' reading comprehension, (3) students who did not read reading materials at home or school affect their reading comprehension skills, and (4) student-related factors such as prior knowledge, understanding, and motivation if low hindered the students' reading comprehension skills.

The “Early-Adolescents’ Reading Comprehension and The Stability of The Middle Classroom-Language Environment” study conducted by Gamez and Lesaux, 2015, supports that the language environment in the middle school classroom has a significant impact on adolescent students’ reading comprehension.

Beupoil-Hourdel, P. (2020) in his study cited that availability of books is not the same in every household. According to Bonnafé (2011), while books are available in some families for children, they are not in others or are only available to adults. Even within families from the same socioeconomic background, the frequency of book-reading activities varies. These studies suggest that the social role of books varies between families, even those from similar socioeconomic backgrounds.

For the classroom environment, the study conducted by Ellen Fisher on the Effects of the Physical Classroom Environment on Literacy Outcomes shows that teachers and students use the physical environment as a tool and setting for balanced literacy, and that this may have a positive impact on literacy outcomes. This supports the idea that a positive school environment promotes a positive literacy level.

II. Methodology

Research Design

This study utilized the descriptive correlational research method. The purpose of descriptive correlational research is to describe the relationship between variables rather than infer cause-and-effect relationships. Descriptive correlational studies are useful for describing how one phenomenon is related to another when the researcher does not have control over the independent variables, which are thought to cause or influence the dependent or outcome variable (Lappe, 2000)

Research Environment

The research environment of this study was the Municipality of Liloy, specifically Liloy National High School.

Liloy National High School is one of the big schools under the Division of Zamboanga del Norte. It is located in National Highway, Liloy, Zamboanga del Norte, Philippines. The school was founded on July 1, 1974, with a land area of 40, 000 square meters.

At present, Liloy National High School has a population of more than 3000 students. The school offers Junior and Senior High School programs.

After the two-year implementation of modular modality due to COVID 19 pandemic, the school is now transitioned into in-person classroom setting. With this, the primary concern is the ballooning problem of reading and comprehension due to the learning loss.

Research Respondents and Sampling

The target respondents of this study were the 178 Grade 7 students of Liloy National High School enrolled in the SY 2022 – 2023 using simple random sampling. These students were under the 17 sections of the Grade 7 with 293 male and 294 female students, with 587 total. Table 1 shows the distribution of respondents by section.

Table 1
Total Population

Section	Male	Female	Total
A	18	27	45
B	17	25	42
C	16	26	42
D	17	24	41
E	21	16	37
F	12	32	44
G	18	19	37
H	18	20	38
I	16	12	28
J	19	11	30
K	19	17	36
L	21	17	38
M	24	10	34
N	17	20	37
O	21	8	29
P	19	10	29
Total	293	294	587

Table 2
The Profile of Students

PROFILE	Frequency	Percent
Sex		
Male	84	47.2
Female	94	52.8
Total	178	100.0
Age		
Below 11 years old	1	.6
11 years old	1	.6
12 years old	105	59.0
Above 12 years old	71	39.9
Total	178	100.0
Parent's Educational Attainment		
No Formal Education	4	2.2
Elementary Level	11	6.2
Elementary Graduate	15	8.4
High School Level	30	16.9
High School Graduate	46	25.8
College Level	29	16.3
College Graduate	39	21.9
Technical-Vocational Course	2	1.1
Graduate Studies	2	1.1
Total	178	100.0
Family Monthly Income		
Below 5000	80	44.9
5000 – 9000	31	17.4
10000 – 14000	28	15.7
15000 – 19000	12	6.7
20000 or above	27	15.2
Total	178	100.0

Research Instruments and Validity

The instruments used in this study was a survey questionnaire to identify the predictors affecting reading comprehension of the students and how to address the gaps. The said questionnaire was solely designed to collect information from Grade 7 male and female students of Liloy National High School.

When the level of Home Literacy was gauged, the respondents answered 29 questions as adapted and modified from the Home Literacy Environment Questionnaire based on the works of Michelle Beth Jackson of San Diego State University and of Magtalas, Quemado and De Guzman of College of Teachers Education, Ramon Magsaysay University. These inquired on the parent and children reading activities at home and the availability of time and reading materials.

The researcher also adapted and modified a 16-item What is Happening in this Class Questionnaire of [Maharaj-Sharma](#) (2021) to get the level of classroom environment. This section assessed the learner's perception of the learning environment inside the classroom.

In order to assess the reading comprehension level of the students, the Phil IRI Tool of the Department of Education was used.

The questionnaire and the Phil IRI tool that were utilized in this study need not be validated since it is a standardized questionnaire validated by experts.

Research Procedure

Gathering of Data

Upon the approval of the panelist of St. Vincent's College, Inc to conduct the study, the researcher sent a letter of intent addressed to the principal of Liloy National High School.

With the approval, the researcher reproduced the questionnaires and conducted an in-person survey of the respondents. Questionnaires were provided individually to the randomly selected respondents. After they answered, the researcher collected the questionnaires.

The researcher also gathered the Phil IRI tool of every section from the school reading coordinator. Reflected in the said tool were the reading results of all sections of the Grade 7.

Treatment of Data

The statistical tools listed below were used in this study to arrive at the correct interpretation of data and to find solutions to specific problems.

Frequency count and percentage distribution were used to treat the proportion of responses. Weighted mean and standard deviation were used in the extent of predictors along home literacy environment and classroom environment.

A. Home Literacy Environment

Scale Value	Level of Frequency	Statistical Continuum	Implication
5	Always	4.21 – 5.00	Very Large
4	Often	3.41 – 4.20	Large
3	Sometimes	2.61 – 3.40	Moderate
2	Seldom	1.81 – 2.60	Small
1	Never	1.00 – 1.80	Not at all

B. Classroom Environment

Scale Value	Level of Frequency	Statistical Continuum	Implication
5	Always	4.21 – 5.00	Very Large
4	Often	3.41 – 4.20	Large
3	Sometimes	2.61 – 3.40	Moderate
2	Seldom	1.81 – 2.60	Small
1	Never	1.00 – 1.80	Not at all

Mann-Whitney U test, Kruskal-Wallis H test and Spearman-Rank Correlation Coefficient were also utilized to test the relationship of both variables. All tests in this study were set to a 0.05 Level of Significance, as is common in social science research.

Ethical Consideration

The researcher submitted a letter of intent to the School Principal of Liloy National High School, Liloy District, Schools Division of Zamboanga del Norte to conduct the study at the said school. The information gathered will be kept strictly confidential and used only for this study.

Informed consents were sent to parents informing them that their child is one of the respondents of the study, emphasizing that the data gathering procedure is of voluntary participation.

Furthermore, the researcher ensured that the confidentiality and identity of each respondent were protected. This complied with Republic Act 10173, also known as the Data Privacy Act.

III. Results and Discussion

Predictors Affecting the Reading Comprehension of Students

Table 3
The Extent of Predictors Affecting the Reading Comprehension of Students along Home Literacy Environment

Indicator	Weighted Mean	Standard Deviation	Interpretation
My parents initiate reading and writing activities for me.	3.37	1.21	Moderate
My parents provide opportunities for me to naturally develop my abilities in reading and desire to read	3.96	1.08	Large
My parents read and collect books regularly	3.02	1.31	Moderate
My parents provide literacy materials and nurture my interests and skills	3.80	1.15	Large
My parents help me in my reading and writing activities	3.54	1.24	Large
Our home has adequate provision of learning materials for reading.	3.47	1.17	Large
We have access to educational TV programs like Disney, Popular Cartoons/Animated Series, DepEd TV and others.	3.61	1.34	Large
We have materials about environmental awareness and preservation	3.44	1.20	Large
We have writing materials available at home	3.93	1.29	Large
We have educational and manipulative toys at home.	3.33	1.35	Moderate
My parents have the capability to buy reading materials	3.60	1.17	Large
My parents have the capability to buy writing materials	3.74	1.10	Large
My parents have the capability to avail internet connectivity.	3.50	1.24	Large
My parents have the capability to enroll me in a tutorial class	3.07	1.47	Moderate
My parents have the capability to buy educational and manipulative toys.	3.20	1.36	Moderate
My parents communicate with me regularly.	4.15	1.09	Large
My parents always follows-up my growth and progress in school.	4.31	.94	Very Large
My parents always attend to my needs and always around when I needed them.	4.30	.96	Very Large
My parents support my interests and skills	4.34	.94	Very Large
My parents are actively and highly involved in my endeavors.	3.75	1.14	Large
My parents answer my questions and offers explanations	3.82	1.24	Large
My parents praise me when they notice progress	3.96	1.14	Large
My parents encourage me to speak to my peers and adults	3.87	1.18	Large
My parents read books to me	3.20	1.34	Moderate

My parents allow me to interrupt and ask questions while they are reading to me	3.38	1.35	Moderate
My parents allow me to create stories on my own	3.51	1.37	Large
My parents answer my questions consistently	3.70	1.18	Large
My parents correct my use of the past and future tenses and encourage me to use them correctly.	4.12	1.03	Large
My parents bought me books as a gift.	3.04	1.39	Moderate
Grand Weighted Mean	3.66	1.27	Large
1.00 – 1.80 Never/Not at all		1.81 – 2.60 Seldom/Small	
2.61 – 3.40 Sometimes/Moderate		3.41 – 4.20 Often/Large	
4.21 – 5.00 Always/Very Large			

Table 3 presents the extent of predictors affecting the reading comprehension of students along home literacy environment. The table shows the indicator, weighted mean, standard deviation, grand weighted mean, and interpretation.

It can be viewed in the table that the extent of effect of home literacy environment on students' reading comprehension ranges from moderate to very large. It means that the level of effect vary in each student and depended on the situation and condition at home. The students rated indicator #19 the highest (weighted mean 4.34 and standard deviation .94) and indicator #29 the lowest (weighted mean 3.04 and standard deviation 1.39). The grand weighted mean 3.66 and standard deviation 1.27 indicated, in general, that the extent of predictors affecting the reading comprehension of students along home literacy environment was large.

The study of Zuilkowski et. al (2019) reinforces the results that home-based resources are a reasonably reliable indicator of early reading. Additionally, the strength of the connections between having reading materials at home and children's early literacy abilities shows that enhancing access to these resources may improve skill development in environments with limited resources.

Table 4
The Extent of Predictors Affecting the Reading Comprehension of Students along Classroom Environment

Indicator	Weighted Mean	Standard Deviation	Interpretation
The teacher takes personal interest in me	3.72	1.22	Large
The teacher goes out of his/her way to help me	3.89	1.16	Large
The teacher considers my feelings	3.88	1.08	Large
The teacher helps me when I have trouble with the work	4.03	1.01	Large
The teacher talks to me	4.21	1.00	Very Large
The teacher is interested in my problems	3.39	1.23	Moderate
The teacher moves about the class to talk with me	3.10	1.32	Moderate
The teacher's questions help me to understand.	4.19	1.02	Large
I discuss ideas in class	3.26	1.23	Moderate
I give my opinion during class discussion	3.29	1.04	Moderate
My ideas and suggestions are used during class discussions	3.28	1.16	Moderate
I cooperate with others when doing assignment	3.87	1.10	Large
I share my books and resources with other students	3.99	1.07	Large
I work with other students on projects in class	3.95	1.25	Large
I learn from other students in class	3.71	1.24	Large
Students work hard to achieve class goals.	4.58	.79	Very Large
Grand Weighted Mean	3.83	1.22	Large
1.00 – 1.80 Never/Not at all	1.81 – 2.60 Seldom/Small		
2.61 – 3.40 Sometimes/Moderate	3.41 – 4.20 Often/Large		
4.21 – 5.00 Always/Very Large			

Table 4 presents the extent of predictors affecting the reading comprehension of students along classroom environment. The table shows the indicator, weighted mean, standard deviation, grand weighted mean, and interpretation.

The summarized responses of students revealed that the extent of effect of classroom environment on students' reading comprehension also ranges from moderate to very large. The students rated indicator #16 the highest (weighted mean 4.58 and standard deviation .79) and indicator #7 the lowest (weighted mean 3.10 and standard deviation 1.32). This suggested that the students did their best as they participated in the learning activities to perform better. They also wanted their teachers to roam around the classroom to monitor their performance. The grand weighted mean 3.83 and standard deviation 1.22 generally described that the predictors largely affected their reading comprehension.

The findings were confirmed by the study of Kimani et.al (2013) that teachers had a significant and positive relationship with the academic achievements of learners. Activities such as weekly teaching workload, paying attention to weak students, setting of performance targets can greatly affect the students' academic achievement.

Table 5
The Summary of the Extent of Predictors Affecting the Reading Comprehension of Students

Predictor	Mean	Standard Deviation	Interpretation
Home Literacy Environment	3.66	1.27	Large
Classroom Environment	3.83	1.22	Large
Grand Mean	3.76	1.24	Large
1.00 – 1.80 Never/Not at all	1.81 – 2.60 Seldom/Small		
2.61 – 3.40 Sometimes/Moderate	3.41 – 4.20 Often/Large		
4.21 – 5.00 Always/Very Large			

Table 5 presents the summary of the extent of predictors affecting the reading comprehension of students. The table shows the predictor, mean, standard deviation, grand mean, and interpretation.

The summarized ratings of students obtained mean values that were interpreted as having a large effect. It meant that home literacy environment and classroom environment largely affected the reading comprehension of students. The grand mean 3.76 and standard deviation 1.24 described the extent of predictors affecting the reading comprehension of students as large. The students believed the literacy-related interactions, reading resources at home, and the mood in the classroom affected their ability to read text and understand its meaning.

Park (2008) confirms the present findings in his study by examining three indicators in his study, which are early home literacy activities, the attitude of parents towards reading and the number of books available at home. It had further shown that the 3 measures positively affected the reading performance of learners.

Reading Comprehension of Students
Table 6
The Reading Comprehension Level of Students along Literal

Score	Frequency	Comprehension Level
3 (97 – 100)	63	Independent
2 (90 – 96)	66	Instructional
1 (89 or below)	49	Frustration
Total	178	-
Average Weighted Value	2.08	Instructional
Standard Deviation	.79	-
1.00 – 1.80 Frustration	1.81 – 2.50 Instructional	2.51 – 3.00 Independent

Table 6 presents the reading comprehension level of students along literal questions. These questions are when learners find the answers in the given text. The table shows the score, frequency, average weighted value, standard deviation, and comprehension level.

The summarized scores of students revealed that sixty-three (63) students were at independent comprehension level, sixty-six (66) were at instructional comprehension level, and forty-nine (49) were at frustration comprehension level. The average weighted value, which was 2.08 and standard deviation .79 described, in general, the students' reading comprehension level along literal was at instructional level. This meant that the students needed the support of parents, or teacher, or peers in order to read text and understand its meaning.

It is also in this context that the study of Miguel, Prudente and Aguja, 2021 supports the current findings that emotional support of parents and the reading materials available at home are the basic steps of the parents' involvement in the children's learning. It is highly appreciated by students that their parents and teachers partnered in teaching concepts and building communication with the learner.

Table 7
The Reading Comprehension Level of Students along Inferential

Score	Frequency	Comprehension Level
3 (97 – 100)	53	Independent
2 (90 – 96)	65	Instructional
1 (89 or below)	60	Frustration
Total	178	-
Average Weighted Value	1.96	Instructional
Standard Deviation	.80	-
1.00 – 1.80 Frustration	1.81 – 2.50 Instructional	2.51 – 3.00 Independent

Table 7 presents the reading comprehension level of students along inferential questions, wherein answers were not clearly provided in the text read. The table shows the score, frequency, average weighted value, standard deviation, and comprehension level.

As displayed in the table, of the one hundred seventy-eight (178) students, fifty-three (53) were at independent comprehension level, sixty five (65) were at instructional comprehension level, and sixty (60) were at frustration comprehension level. The average weighted value, which was 1.96 and standard deviation .80 described, in general, the students' reading comprehension level along inferential was also at instructional. This implied that the students can be able to identify relevant words and images and read between the lines.

Sangguir and Bautista (2020) confirmed this in their study on building independent reading skills which revealed that the reading profile of learners was instructional, and they have a very positive reading attitude which leads them to read books for leisure and for personal needs. This goes to show that learners can understand the text that they are reading and can make inference out of it.

Table 8
The Reading Comprehension Level of Students along Evaluative

Score	Frequency	Comprehension Level
3 (97 – 100)	49	Independent
2 (90 – 96)	60	Instructional
1 (89 or Below)	69	Frustration
Total	110	-
Average Weighted Value	1.89	Instructional
Standard Deviation	.81	-
1.00 – 1.80 Frustration	1.81 – 2.50 Instructional	2.51 – 3.00 Independent

Table 8 presents the reading comprehension level of students along evaluative questions. Learners need to synthesize and evaluate the authors’ arguments in order to answer the questions. The table shows the score, frequency, average weighted value, standard deviation, and comprehension level.

Forty-nine (49) of the one hundred seventy-eight (178) students were found to be independent comprehension level, sixty (60) were at instructional comprehension level, and sixty-nine (69) were at frustration comprehension level. The average weighted value which was 1.89 and standard deviation .81 described, in general, the reading comprehension level of students was again at instructional. This entailed that the students can be able to think it through, move beyond the text and make a thoughtful judgment.

Table 9
The Summary of the Reading Comprehension Level of Students

Complexity	Mean	Standard Deviation	Interpretation
Literal	2.08	.79	Instructional
Inferential	1.96	.80	Instructional
Evaluative	1.89	.81	Instructional
Grand Mean	1.98	.80	Large
1.00 – 1.80 Frustration	1.81 – 2.50 Instructional	2.51 – 3.00 Independent	

Table 9 presents the summary of the reading comprehension level of students. The table shows the complexity, mean, standard deviation, grand mean, and interpretation.

The collective scores of the students along the three level of complexities indicated that their comprehension level was all instructional level as shown by the mean and standard deviation values. The grand mean 1.98 and standard deviation .80 reported that the reading comprehension level of students was at instructional. This implied that the students needed the assistance of a more knowledgeable other either at home or in school for their reading development. This is also corroborated by Baker (2003) on her study that fostering a reading-motivated family atmosphere will improve reading achievement by encouraging regular voluntary reading. Numerous joint

interventions between the home and the school have improved struggling readers' drive to read while also improving comprehension.

Relationship between the Extent of Predictors of Students and Their Reading Comprehension

Table 10
The Relationship between the Extent of Predictors of Students and Their Reading Comprehension Level

Predictors/Reading Comprehension		Computed ρ			Interpretation
		Literal	Inferential	Evaluative	
Home Literacy Environment		.901*	.846*	.776*	Positive Correlation
Classroom Environment		.480*	.381*	.395*	Positive Correlation

*Computed ρ value is significant at .05 level of significance

Table 10 presents the relationship between the extent of predictors of students and their reading comprehension level. The table shows the variables, computed ρ , P-value, and interpretation.

As exhibited in the table, the computed r -values for any pair of predictors and comprehension levels got P-values that were found significant at .05 level of significance. This means that there was a significant relationship between the extent of predictors of students and their reading comprehension level. This suggested that the extent of predictors, as perceived by students, were associated with their reading ability. The result revealed that the reading comprehension level of students was highly associated to home literacy environment. It means that literacy interactions and resources in the family play an important role in the reading ability development of students. Also, the classroom environment gives opportunities to students not just to read texts but speak about these texts to share their feelings and preferences.

Magtalas et. al (2017) validates the result of the present study that early literacy promotion and family participation in literacy activities begin at home. For early literacy education to be successful, it is even more important to maintain the literacy-rich environment and parent-teacher cooperation.

Program Proposal

Title of Program: “School-Based Reading Intervention Program”

Target Participants: Teachers and Parents of Liloy National High School

Proposed Schedule: Learning Activity Cell Sessions and In-Service Training for Teachers

SMEA and PTA Meetings

Proposed Budget: 42,000.00

Proponent: Norbelle Lou Mae B. Rebollos

I. Rationale

Reading is one of the basic skills a child should possess. It is important that he or she can acquire the foundations of basic reading in order to process the text being read. According to Siegel (1993), for a young child, mastering reading is an incredible accomplishment. From mouthing and stroking books as a baby, to looking at the pictures, to not understanding the words on the page, to halting and delayed decoding, the kid progresses to fluent reading, understanding, and remembering what has been read.

The School-Based Reading Intervention Program aims to address the existing reading comprehension problem that the Philippine Education System is currently facing. Since education starts at home, it aims to also strengthen the literacy partnership with the parents to really nurture the child’s gusto for reading. This program proposal will be part of the school community activities like Learning Action Cells and In-Service Training for Teachers, also monitoring and evaluation should be made during School Monitoring and Evaluation Assessment and Parent-Teachers Association Meeting as scheduled by the school. It will be implemented all throughout the school year since this will cover both in school and at home reading activities. This will be closely monitored by the school administrator, teachers and parents.

As DepEd’s is now strengthening numeracy and literacy skills of Filipino learners under the MATATAG Agenda by forging a strong partnership with local and community stakeholders, this program proposal will be a strong foundation. This was supported in the study titled “Predictors Affecting Reading Comprehension of Students: Addressing Gaps and Developing Intervention Program” wherein it was found out that both home and school environment play a real vital role in the reading comprehension of the learners.

With the thorough implementation of the School-Based Reading Intervention Program, the author believes that the gaps affecting reading comprehension of the learners will be addressed.

II. Objectives

School-Based Reading Intervention Program was crafted with the aim that Liloy National High School will be able to:

- a. help learners to become independent readers;
- b. equip teachers in various strategies in developing reading habits and deepening reading comprehension;
- c. strengthen parental involvement in developing reading habits of children; and
- d. create a safe and gender equal classroom reading environment.

III. Methodology

The program will involve the whole school community and will cover a year-round duration. It will utilize the Phil IRI tool as its main assessment instrument in determining the reading proficiency of the learners.

Monitoring and evaluation shall be done by the teachers, parents and school head to ensure that there is progress in the learners reading level both at home and in school.

IV. Project Workplan and Budgetary Matrix

Activities	Expected Output	Time Frame	Person(s) Responsible	Budgetary Requirement	Funding Source
Re-orientation of Teachers in the utilization of Phil IRI Tool	Well equipped teachers in utilization of Phil IRI tool	Second Week, Quarter 1	School Head, Teachers	2, 000.00	MOOE
Information Drive on Reading and Home Literacy Activities	Information disseminated to the parents and the school community	Quarter 1	School Heads, Teachers, Parents,	10, 000.00	Donations
Train teachers in various teaching strategies in developing reading habits and deepening reading comprehension	Teachers will be able to apply different teaching strategies in order to help learners in developing reading habits and improving comprehension	Year Round (as scheduled)	School Head, Teachers	20, 000.00	MOOE/Donations
Update Learners' Reading Progress during Parent Teacher Assembly and School Monitoring Evaluation and Assessment Meetings	Parents will be updated on their children's reading progress	Quarterly	School Heads, Teachers, Parents,	5,000.00	MOOE/Donations
Conduct School One- on -One Reading	Learners will undergo reading sessions and will be assessed in their reading progress	Year Round	School Heads, Teachers, Learners	5,000.00	MOOE/Donations
TOTAL				42,000.00	

V. Monitoring and Evaluation

The success of the implementation of the program will be closely monitored by the School Head, Teachers, and the parents. The evaluation will be through the result of the post-test of the Phil IRI Reading Assessment. Comparative reports of the reading performance of the learners during the pre- and post-test will be submitted to the office of the principal for evaluation.

IV. Conclusion

Based on the results and findings, it is hereby concluded that home literacy environment and classroom environment have great impact to the reading comprehension of the learners. Literacy interactions, reading resources at home, and the opportunities for students to read texts and share their feelings and preferences were deemed very important in the reading comprehension development of students. These interactions at home and in school played an important role in the development of competencies. Shared reading with a more knowledgeable other helped enhance the reading ability of students in all levels of complexities. Furthermore, the implementation of the reading intervention program and with the help of the parents and teachers, the reading gaps will be addressed.

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