# Factors Associated with Reading Performance in English

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*Authors' contributions*

*This work was carried out in collaboration between both authors. Both authors read and approved the final manuscript.*

*Original Research Article*

## ABSTRACT

**Aims:** Reading, Writing, and Arithmetic are three essential skills a pupil should learn and acquire. The purpose of this study was to identify factors associated with pupils' reading; the pupils' level of reading performance and the significant relationship between the level of reading performance and factors associated with reading performance.
**Study Design:** The study employed Content Analysis with Descriptive Correlation.
**Place and Duration of Study:** The study was conducted in selected schools in the division of El Salvador City during the school year: 2022.
**Methodology:** The respondents were all the One hundred-twenty (120) Grade 3 pupils at the selected schools in El Salvador City. This study used a researcher-modified survey questionnaire that underwent validity and reliability testing.
**Results:** The results showed that pupils' reading performance was at a Frustration level, while factors associated with reading performance were rated as Unlikely. It was concluded that pupils' reading performance was significantly correlated to reading performance. Thus, it must be given consideration and attention. The researcher recommends that parents, teachers, and stakeholders should unite in providing and supporting reading-related activities and interventions for better performance and outcomes.

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**Conclusions:** As was clearly illustrated in data analysis and results, in conclusion: According to the results of the student's reading performance, the majority of the students are still experiencing frustration. This performance is still regarded as being quite poor. While the reading materials are accessible at home, parents have less time to monitor and support their children. As a result of being alone or receiving less support and attention from their family members at home, students may develop negative attitudes toward reading and poor study habits. There was a strong correlation between the student's reading ability and the elements that affect reading ability. As a result, elements related to reading ability are important for how well they read in English. Based on the findings and conclusion of the study, it is recommended that: Due to the students' alarming reading performance, teachers, parents, and stakeholders must collaborate to establish reading programs and activities for the students. The best solution to whatever pupils' problem is a collaboration between teachers and parents. Teachers might think about stressing to parents and other stakeholders how important it is to help, mentor, and give time to their kids so they feel supported in their academics and problems. The students will get inspiration and self-assurance in this way as they understand that their families are behind them. To help instructors deliver reading activities and services and to motivate and engage stakeholders in creating a better teaching and learning environment, administrators may consider workshops and training sessions, particularly on various reading methods and interventions.

*Keywords: Reading performance; parents' follow–up; attitude; study habit.*

## 1. INTRODUCTION

A student should study and develop the three fundamental abilities of reading, writing, and mathematics. Reading is the process of deciphering meaning from a set of written symbols. When someone reads his or her brain converts the letters, punctuation, and spaces in the written text that he or she perceives with his or her eyes into words, phrases, and paragraphs that make sense to us. We have the option of reading aloud or in silence to other individuals. Reading is a receptive skill that enables information to be received. But the challenging process of reading also requires the capacity to speak, in order for a learner to correctly pronounce the words being read. In this sense, reading is also helpful because it includes gathering and communicating knowledge, even if it is only to oneself.

Every person should develop the habit of reading. The right books may educate, enlighten, and direct readers. The ideal comrade is a good book. Because reading improves general health, it is essential. When someone picks up a book, they step into a completely different world. Anyone who finds reading to be a passion will unavoidably become reliant on it. Language and vocabulary skills are enhanced through reading. Reading is another method for relaxing and releasing tension. Stretching the brain's muscles and fostering healthy functioning can be accomplished by reading for at least a few minutes each day [1].

But when the Philippines registered for the 2018 PISA, or Programme for International Student Assessment, of the Organization for Economic Cooperation and Development (OECD), the results revealed that the Philippines scored in Mathematics, Science, and Reading, below-average compared to other participating OECD nations. A Filipino youngster has to develop functional reading and higher-order cognitive abilities as a result. A Filipino youngster with good reading skills is more likely to succeed in school than a child with poor reading skills.

Henriques and Ladira (2019) pointed out that challenges with word reading and comprehension could be a significant roadblock to learning and to a successful academic career that would carry over into adulthood. Additionally, Rodriguez [2] asserted that reading helps people improve their general proficiency and provides them with access to crucial information for both jobs and education. Reading comprehension skills and reading skills are related. To understand what they are reading, kids must develop their reading comprehension abilities. Reading comprehension is a complex and wide-ranging concept in and of itself. Understanding what we have read is the aim of reading. The most significant ongoing reading activity is this one. Poor reading comprehension is one of the reasons people stop reading and become unsatisfied readers. Given the paucity of literature on the subject in the nation, this study investigated the factors affecting students' reading competency.

In order to prepare Filipino students for the demands of the 21st century, Republic Act No. 10533 (RA No. 10533), also known as the K–12 Program, was passed. As a result, the Department of Education now runs numerous reading programs and has even recalibrated some older ones to see if they are still effective for the current generation of students. The nationwide program known as ECARP works to achieve the DepEd's objective of ensuring that every Filipino child can read at this level. The goal is to provide elementary school students with the reading and writing techniques they need to become young, independent readers and writers. It also provides educators with a full year of training to assist them in developing into multilingual and independent problem solvers. By requiring the Every Child A Reader Program, the Department of Education (DepEd) improves reading literacy in schools [3].

Additionally, the Philippine Informal Reading Inventory (Phil-IRI) program will be consistently implemented by the Department of Education in order to be used in schools as an evaluation instrument to assess students' performance in reading proficiency. The results of the inventory give teachers the knowledge they need to create successful reading intervention strategies to improve the performance of struggling readers. The reading inventory tool is used to evaluate the individual reading progress of each pupil. Four categories—frustrated, instructional, independent, and non-reader—are used to categorize the outcomes. The learners at this lowest stage, non-reader, avoids reading situations and refuses to read, even if they would benefit from studying at the instructional level. When a reader can read successfully on his or her own without the guidance or help of a teacher or facilitator, he or she has reached the highest level of reading. Non-reader is the lowest level, where a student is unable to connect single consonants, blended consonants, and other keyword sounds to letters.

This presumption provided the researcher with the motivation to learn more about the Phil-IRIs in schools and assess other problems in order to find useful solutions for the program's effective implementation and development. The authors contend that evaluating and analyzing learners' performance, particularly in terms of their reading competence, can offer guidance on how to develop reading interventions that support boosting literacy and the performance of struggling readers.

The constructivist theory, sociocultural theory, and ecological theory served as the foundation for this investigation. The three primary theories that supported the development of reading and writing are constructivist, sociocultural, and ecological theories. Like many theories, they frequently contradict one another while yet overlapping in other respects. This highlights the diverse ways that various groups get information rather than invalidating them. Constructivist theories propose that children acquire literacy in stages depending on their developmental stage. According to this theory, a child's development may be described as a collection of goals, and as a result, it is possible to forecast how they will use their experiences in the future. To track readers' development as they master letter systems, Jean Piaget created stages of development. He proposed that as kids get older, they pick up and organize information on their own. Sociocultural theories emphasize the child's surroundings and gifts in order to improve the next educational opportunity. Constructivist and ecological theories, they represent a middle ground. Children learn on their own, but their environments, friends, families, and other people impact who they become. This is also known as emergent literacy theory; Sociocultural theories favor interactive learning.

This study is based on the DepEd Order No. 14 s, 2018 which provides a detailed description of the Phil-IRI implementation instructions for Grades 3 to 6 at both the primary level and secondary level. It specified who was in charge of making use of the specified tool and making it available to all levels of school governance. The requirements must be adhered to in order to ensure that educators and school leaders adopt an evidence-based strategy. Both the demands of the whole class and the needs of each individual student must be taken into account while designing the lessons. Additionally, it must follow the guidelines and requirements set forth in DepEd Order No. 8, Series of 2015 for K–12 classroom assessments.

The interplay between the variables employed in the study is depicted by the schema in Fig. 1. The dependent variables are the elements connected to reading performance like the availability of reading materials at home, parents' follow-up, attitudes toward reading, and study habits. The independent variables are students' reading performance based on their PHIL-IRI results: Frustration, Non-Reader, Instructional, and Independent level.
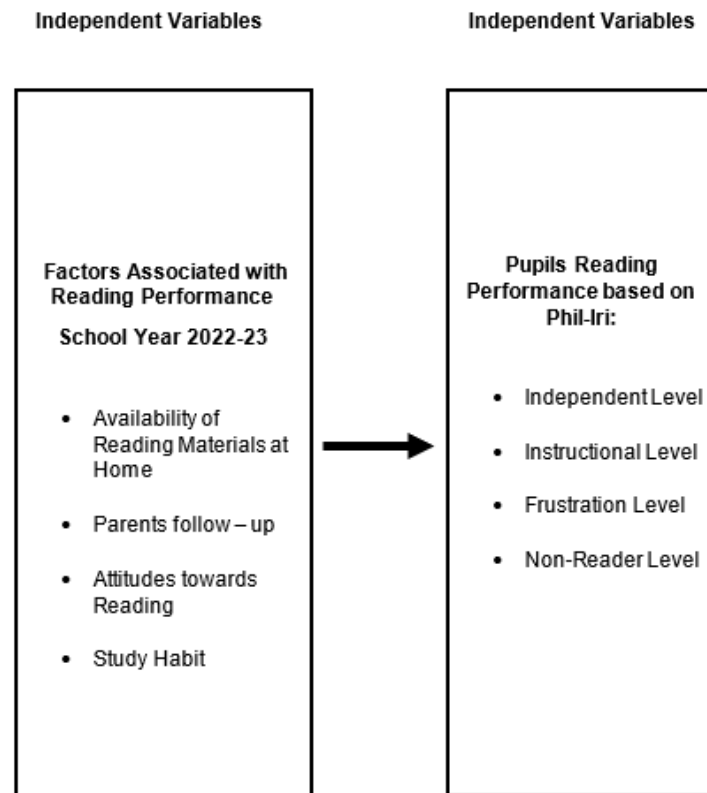
**Independent Variables**                **Independent Variables**

**Factors Associated with Reading Performance**

**School Year 2022-23**

- Availability of Reading Materials at Home

- Parents follow – up

- Attitudes towards Reading

- Study Habit

**Pupils Reading Performance based on Phil-Iri:**

- Independent Level

- Instructional Level

- Frustration Level

- Non-Reader Level

**Fig. 1. The schematic diagram showing the relationship between the Independent and dependent variables of the study**

## 2. MATERIALS AND METHODS

### 2.1 Design

In this study, content analysis was combined with descriptive correlation. When using a correlational study design, no variables are within the researcher's direct control or manipulation. With the help of a survey questionnaire covering factors related to reading performance and documentary analysis to obtain the students' Phil-IRI results, it aimed to investigate and characterize the students' challenges with their reading and comprehension levels in English. Descriptive research, according to Siedlecki [4], is a study that aims to characterize a population, situation, or phenomenon accurately and methodically. inquiries about what, where, when, and how can all be answered, but inquiries about why are not. A descriptive research strategy can examine one or more variables using a wide range of research techniques. None of the variables are altered or controlled by the researcher; they are simply tracked and measured.

### 2.2 Respondents and Sampling Procedure

As stated in the table below, the respondents for this study were the one hundred twenty (120) third-grade students chosen from Sambulawan Elementary School and Amoros Elementary School in the El Salvador City Division during the academic year 2022. Purposive sampling was employed in this study, which meant that all potential or prospective respondents were used in the two institutions. The table below lists all of the Grade 3 students who participated in the study as respondents.

### 2.3 Instrument

A questionnaire was one of the key tools utilized by the study to collect data. The four-point scale researcher-modified survey was broken down into sub-parts with ten (10) for Availability of reading materials at home, ten (10) for Parents follow-up, ten (10) for Attitudes toward reading, and ten (10) for Study Habit with descriptions from 4 - At all the time, 3- Most of the time, 2-

Sometimes, and 1-Never. Additionally, a documentary analysis was done to compile information on students' reading abilities using the Phil-IRI results.

## 3. RESULTS AND DISCUSSION

### 3.1 Factors Associated with Reading Performance

Table 1 presents the overall level of factors associated with reading performance. It has an overall Mean of 2.46 with SD = 0.86, which is described as Sometimes and interpreted as Low. Linearly speaking, this implies that there are strong correlations between the things influencing the students' reading performance and that performance. Their poor reading performance was also indicative of their low self-esteem. These aspects are critical and significant for the student's growth as readers, and instructors and parents can address them. Reading allows kids to step away from tech-centered activities. Just reading a book to a child can make them smile and giggle, which is calming.

By listening to stories, kids can learn a wide range of words. According to Fitzgerald [5], educators should have as many interactions as they can with parents and provide those detailed instructions on the benefits of reading, how to develop a reading habit, and how to encourage their children to read at home. Encourage parents to read with rather than to their kids. Regardless of how much time people have to read, even 10 minutes of quality reading can make a big difference. The researcher also offered reading suggestions for teachers to share with parents, such as having kids ask lots of questions while they read, using praise and positive reinforcement to keep kids interested, utilizing kids' prior experiences to help them talk about what they are reading, and paying attention to kids and being genuinely curious about their interests.

In the same table, the lowest rated variable is *the Availability of reading materials at home* with a Mean of 2.58 with SD = 0.95, which is described Most of the Time and interpreted as High. This implies that there is a lot or an abundance of reading materials at home. It may be easily accessed and used by the students and is available in print or digital versions. This further indicates that it is not difficult to find something to read at home because the necessary materials are readily available. Rodriguez [2] claimed reading activities at home are no longer challenging when concerns are on the availability of reading materials. Thus, the habit of reading is no longer that difficult to achieve.

Meanwhile, the lowest variable, the *parent's follow-up,* got the Mean of 2.40 with SD = 0.85, which is described as Sometimes and interpreted as Low. This implies that the role of parents in the pupils' reading development and performance is essential. This means that parents should find time to assist and guide their children in their reading activities at home. Ares [6] claimed that parents' presence can inspire the pupils to do the necessary activities in reading at home as they feel that when they need help, they can always count on their parents.

### 3.2 Pupils' Level of Reading Performance in English

Table 2 shows pupils' reading performance. Data reveals that 13.33% of the pupils were at the independent level, 9.17% of the pupils were at the instructional level, 6.67% were at the non-reader level and 70.83% were at the frustration level, respectively. It registered an Overall Mean of 2.22 with SD = 0.87, which is described as a Non-reader and interpreted as Low. This data implies that most of the pupils' reading performance was at the frustration level, but overall, they are at the non-reader level.

**Table 1. Overall level of factors associated with reading performance**

| Variables | Mean | SD | Description | Interpretation |
|---|---|---|---|---|
| 1. Availability of Reading Materials at Home | 2.58 | 0.95 | Most of the time | High |
| 2. Parents' Follow - Up | 2.40 | 0.85 | Sometimes | Low |
| 3. Attitude Towards Reading | 2.43 | 0.84 | Sometimes | Low |
| 4. Study Habit | 2.44 | 0.79 | Sometimes | Low |
| **Overall Mean** | **2.46** | **0.86** | **Sometimes** | **Low** |

*Note: 3.26- 4.00 Very High 2.51- 3.25 High     1.76-2.50 Low    1.00-1.75 Very Low*

**Table 2. Pupils' reading performance**

| Reading Performance | F | P | Mean | SD | Description | Interpretation |
|---|---|---|---|---|---|---|
| Independent Level | 16 | 13.33 | 3.27 | 0.87 | Independent Level | Very High |
| Instructional Level | 11 | 9.17 | 2.58 | 0.79 | Instructional Level | High |
| Non-Reader Level | 8 | 6.67 | 1.78 | 0.90 | Non-Reader Level | Low |
| Frustration Level | 85 | 70.83 | 1.25 | 0.93 | Frustration Level | Very Low |
| **Total** | **120** | **100** | **2.22** | **0.87** | **Non-Reader Level** | **Low** |

*Note: 3.26- 4.00 Very High 2.51- 3.25 High     1.76-2.50 Low     1.00-1.75 Very Low*

This means that in order to increase their performance, both the student's commitment to their reading activities and studies and the teachers' availability of a sufficient range of activities are required. Additionally, in order to help the students achieve a high level of reading performance, teachers and parents or guardians must collaborate. Teachers in the study's context disclosed that they engage in a variety of reading activities to support students and enhance their reading abilities. This was also seen in the study of Luciano et al. [7], which showed that many elementary school students were still having trouble with their reading performance and that teachers were eager to address the problem by offering a number of remedial reading performance activities. In order to increase the percentage of students reading independently or at higher levels, the researcher advocated lowering reading performance levels that remained within the bounds of annoyance and instructional level.

Additionally, the findings of the study by Bagolong and Usop [8] demonstrated that reading abilities in terms of phonemic awareness were great following intervention and remedial programs, which has helped explain how kids learn to read texts and consequently significantly enhances their future reading success. Additionally, reading comprehension test results are excellent since reading is more effective and pleasant when children comprehend what they are reading. Therefore, it takes suitable guidance for non-

readers to learn any subject in school and pass challenging exams. However, it is advised that an intervention, an innovation, and a plan be put forth in order to preserve their reading performance, particularly in understanding difficult English and Filipino literature.

## 3.3 Relationship between Factors Related with Reading and Reading Performance in English

Table 3 presents the test correlation between factors associated with reading performance. *Availability of Reading Materials at Home* registered a computed *r*-value of 0.528 with a computed *p*-value of 0.021 with a description of a moderate positive relationship is significant at 0.05 level of significance. Thus, the null hypothesis is rejected. This implies that a strong link between students' reading performance and the availability of reading materials at home has been found. Parents and students can benefit from and appreciate the value of having reading materials at home so they can practice reading and reinforce what they learn at school with the support of the teachers. By taking these steps, parents and students can both help to guarantee that reading activities, reading skills practice, and reading performance are done at home. Reading proficiency does not develop over the course of a single lesson or meeting. It requires time and attention both at school and at home because it is a continual process.

**Table 3. Test between factors associated with reading performance**

| Factors Associated with Reading Performance | Reading Performance | | | |
|---|---|---|---|---|
| | r-value | p-value | Decision | Interpretation |
| 1. Availability of Reading Materials at Home | 0.528 | 0.021 | Reject Ho | Significant |
| 2. Parents' follow - Up | 0.642 | 0.003 | Reject Ho | Significant |
| 3. Attitude Towards Reading | 0.724 | 0.000 | Reject Ho | Significant |
| 4. Study Habit | 0.744 | 0.000 | Reject Ho | Significant |

*Note: *significant at p<0.05 alpha level; S – significant; NS – not significant*

A lot of books and other reading materials around the house encourage learning, and reading to kids helps them acquire lifelong abilities, per a new study by Brookes [9]. Adult reading, numeracy, and technological problem-solving skills have all improved as a result of growing up surrounded by books. A home full of books is just as beautiful as any improvements in a child's results brought on by parental education. Otherwise, children's home reading experience is similar to that of their parents' educational background. A child is raised in a reading-rich environment when their home is filled with books and other reading materials. The extent of a child's vocabulary, general academic success, knowledge, creativity, inspiration, understanding, and much more are all impacted by this. If there are lots of books lying around the house, the youngster is growing. raised in an educational environment. People who live in homes with a lot of books are said to be in a scholarly environment. Literature is enjoyed, valued, and read by people.

Moreover, *Parents' Follow - Up* registered a computed *r*-value of 0.642 with a computed *p*-value of 0.003, described as a Moderate Positive Relationship which is significant at a 0.05 level of significance. Thus, the null hypothesis is rejected. This implies that there was a strong correlation between the reading performance of the students and the parents' follow-up. In order for a child to develop and perform well in reading, parents' follow-up and supervision are crucial. This is a result of the monitoring and emphasis placed on the child's actions as well as the time allotted for play and study. Students' propensity to spend more time playing online games and scrolling social media is observed and curbed. Parents shouldn't allow their children to slack off on their reading and academic work as a result. According to Delgado [10], there is a connection between parents' involvement in their kids' education and academic accomplishment. Additionally, the earlier a connection between parents and their children's educational process is established, the stronger the basis for the student's success will be. Parental involvement is advantageous and essential for pupils' development. Numerous studies, such as the ones mentioned above, look at how parental participation may improve students' success and instructors' careers. Additionally, when parents and teachers interact well, absenteeism decreases. Parental involvement increases reading fluency and comprehension, which promotes academic success. This is particularly

true if parents routinely read aloud to their children. As a result of the student's increased motivation to learn, their grades improve. Additionally, it improves the way that students behave in class. When parents and teachers communicate more, students feel more motivated in their classes, which improves their attitudes and self-esteem in the classroom.

Furthermore, *Attitude towards Reading* registered a computed *r*-value of 0.724 with a computed *p*-value of 0.000, described as a strong positive relationship which is significant at 0.05 level of significance. Thus, the null hypothesis is rejected. This implies that there is a strong correlation between students' attitudes about reading and their reading performance. A key factor in establishing and enhancing reading proficiency is reading attitude. A student's approach toward learning and honing their reading skills will be impacted by their attitude toward reading. Reading is crucial information and ability that must be learned and mastered, thus teachers and parents must make sure that a child does not have a negative perception or even attitude towards reading. Learning to read is a demanding and difficult process because there are so many different languages in use, which can occasionally befuddle learners regarding pronunciation and meaning. As a result, teachers' and parents' supervision and support are crucial in assisting students in developing and improving their reading abilities. Buterbaugh [11] examined the study's data and found that students' attitudes toward reading were influenced by their reading ability. Additionally, it was discovered that girls were more likely than boys to see reading favorably. This simply serves to demonstrate the need for students to acquire a good attitude about reading in order to perform better.

Moreover, *Study habits* registered a computed *r*-value of 0.744 with a computed *p*-value of 0.000, described as a Strong Positive Relationship, which is significant at a 0.05 level of significance. Thus, the null hypothesis is rejected. This implies that there is a strong correlation between students' reading performance and their study habits. Another element that may significantly impact the child's reading performance is study habits. Study habits are defined as the regular actions one takes while learning new information. It is true that establishing a successful study routine will make high school challenging and fulfilling. It is also necessary for leading a happy and prosperous life in the near future. However,

poor reading and academic performance, failure in the subject, or school dropout may be the outcome of the students' weak study habits. It is also the principal problem that the vast majority of schools nationwide are dealing with.

Obro et al. [12] found no statistically significant relationship between study habits and academic performance, although there was a relationship between reading comprehension and academic performance as well as a relationship between study habits and academic performance [13]. In order to boost students' interest in reading, it was advised that school libraries be built and furnished. Reading should also receive the proper attention in the classroom and shouldn't be left to the student's option or judgment. Overall, it can be concluded that elements related to reading have a considerable impact on students' reading proficiency. As a result of the students' poor self-evaluation of reading-related criteria, their reading performance was similarly poor. Since learning does not simply occur in the classroom, it is crucial that teachers and parents effectively utilize and oversee these elements.

## 4. CONCLUSIONS AND RECOMMENDA-TIONS

According to the results of the student's reading performance, the majority of the students are still experiencing frustration. This performance is still regarded as being quite poor. While the reading materials are accessible at home, parents have less time to monitor and support their children. As a result of being alone or receiving less support and attention from their family members at home, students may develop negative attitudes toward reading and poor study habits. There was a strong correlation between the student's reading ability and the elements that affect reading ability. As a result, elements related to reading ability are important for how well they read in English.

**Based on the findings the researcher recommended that:** Teachers, parents, and stakeholders must collaborate to establish reading programs and activities for the students. The greatest course of action to resolve the current problem and circumstance is to work together rather than blame someone for their lack of support. Teachers, parents, and other stakeholders should help, mentor, and give time to their kids so that they can feel supported in their academics and problems. Thus, the

students will get inspiration and self-assurance that their families are solidly behind them.

Workshops and seminars should be organized for language teachers with a view to considering training sessions, particularly on various reading methods and interventions.

## CONSENT

As per international standard or university standard, respondents' written consent has been collected and preserved by the author(s).

## COMPETING INTERESTS

Authors have declared that no competing interests exist.

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