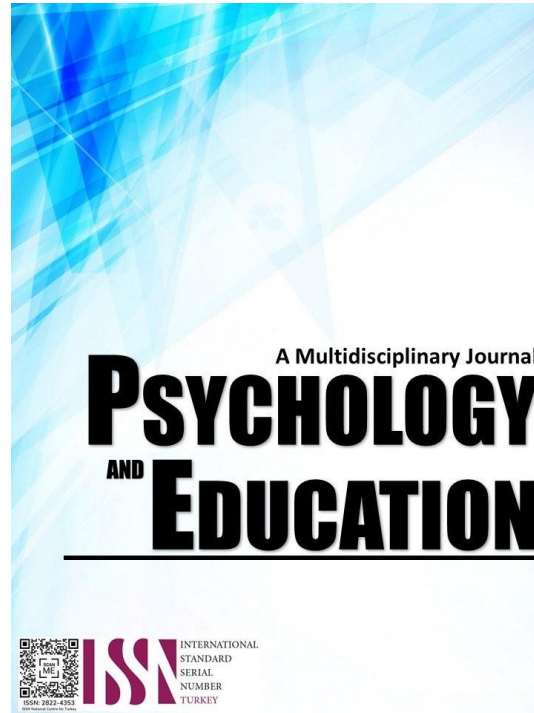


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The Impact of Grade VI Learners' Reading Comprehension Level on Their Academic Performance

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Abstract

This study aimed to investigate the reading comprehension difficulties experienced by Grade VI learners and their impact on academic performance during the school year 2022-2023. Specifically, it sought to identify the level of reading comprehension among the respondents in terms of literal, inferential, and evaluative understanding, assess their academic performance in core subjects such as English, Science, and Mathematics, and determine the significant relationship between their reading comprehension difficulties and academic performance. A descriptive research design was utilized, and the sample consisted of 139 respondents selected from schools in the Montevista District. Data was collected using a survey questionnaire, and the analysis involved Pearson's correlation coefficient. The study's findings underscore the importance of a supportive household environment for a child's overall growth and development, with implications for school administrators, division superintendents, teachers, and parents.

Keywords: *reading comprehension, academic performance, correlational, Philippines*

Introduction

The current widespread health issues during the pandemic have contributed to the emerging problems with reading comprehension. Furthermore, the issue of reading comprehension has received inadequate attention at home due to parents being preoccupied with work and other responsibilities. Learning to read can pose significant challenges for many individuals, particularly for learners. This struggle not only affects parents but also teachers, who are regarded as the students' second parents in the school setting. The Education for All initiative emphasizes the importance of achieving functional literacy, defined by UNESCO as the ability to read, write, and perform calculations at a proficient level, making it a crucial priority (Brixler, 2019).

In Indonesia, the government has considered English language as the most important foreign language and the compulsory foreign language subject that must be learnt by students from elementary school until university level. This factor has greatly influenced every individual especially on their attitudes toward reading comprehension. A key factor that influences student success in reading is student engagement (Murak, 2018). When readers struggle, engagement in classroom activities is often decreased. This identifies and begins comparing their own skills, may it be academic or not, to those of their siblings and classmates. Reading skills are observed by students in such a way that children can quickly determine who is

a “better reader.” Wiseman (2018) studied the effects of not measuring up to classmates in a case study of kindergarten student Kevin, who at five years old had already disengaged during literacy instruction due to his low reading skills. Because no two learners learn at the same rate, teachers need to be aware of learning needs and support their students in fostering an eagerness to learn at a rate and in a way that enables individual success. Wiseman (2018) cited a study by Good and Nicols (2020), which indicated that performance gaps in “at-risk” students are partially linked to instructional opportunities in classrooms.

Wiseman (2018) studied the effects of not measuring up to classmates in a case study of kindergarten student Kevin, who at five years old had already disengaged during literacy instruction due to his low reading skills. Because no two learners learn at the same rate, teachers need to be aware of learning needs and support their students in fostering an eagerness to learn at a rate and in a way that enables individual success. Wiseman (2018) cited a study by Good and Nicols (2020), which indicated that performance gaps in “at-risk” students are partially linked to instructional opportunities in classrooms.

According to Estremera (2018), there were factors which affected the reading comprehension of students in the City Division of Sorsogon. Majority fell under frustration level both in Oral and Silent Reading. It is recommended that effective teaching strategies and other activities may be devised by teachers to improve the level of reading comprehension. The developed

reading program was utilized to develop not just the level of comprehension but the linguistic competence as well, infusing other interrelated skills such as speaking, writing, listening and viewing. Close monitoring of pupil's progress by the parents and school administrators. A reading program like peer-pair and remedial reading may be provided. If necessary, the module can be mass-produced to partially solve the inadequacy of instructional materials.

In Montevista District, the schools suffered the transition of learners from face to face to modular learning wherein the learners do not have a comprehensive learning brought about the pandemic worldwide. Learners have an educational freeze and factors have arose why student did not know how to comprehend. As of this time, learners at Prosperidad Elementary School struggled greatly with their reading comprehension abilities. The researcher is interested in understanding more about the main challenges that learners faced while studying reading, as well as the root reasons of those challenges. Additionally, by analyzing the impact of integrating dimensions on learners' academic status, the current research will close the achievement gap between learners' performance in core subjects. It will also assist learners in promoting a successful learning path for these two critical learning skills.

A learner is not a vessel that must be filled but rather a fire that must be ignited. To illuminate this fire, a lot of efforts are required on the part of teachers as well as learners. Effective communication leads to effective learning. All the learners are not identical. Their learning needs are also different depending upon their intelligence level. Individual differences are the main barriers in the way of communication with all types of learners. No communication strategy can satisfy every learner at the same time in the classroom situation. Experiences and theories of learning show that eliciting a response is an essential component of learning. Learning activities open up the authentic interaction between the learner and the material. It has given birth to the idea of developing a self-learning module. Teaching through self-learning module is catching attention throughout the world, particularly in the developed as well as the developing countries (Dhamija & Kanchan, 2014).

Daud (2015) on her study on Pupil's Emotional Quotient, Academic Performance and Class Behavior found that pupils with high emotional quotient level have average to high grades and learners with low emotional quotient level got poor academic

performance. According to Peteros et al (2019) self-concept can be defined as student rating of their skills, ability, enjoyment and interest towards the subject. He added that this factor may affect the students' academic performance. Parents must be considered a constant and principle component of curriculum. NihatSad et al (2013) as cited by Bartolome et al (2017). They add that success at school is guaranteed if school-based instruction is supported by parents' involvement at home. Involving parents in education has been reported to yield positive outcomes in many aspects including increased student attendance to and satisfaction with school, better academic achievement, motivation, school attachment, responsibility and confidence, better social adaptation and less discipline problems.

Research Questions

This study aimed determine the Grade VI learners at risk in reading comprehension and writing in the Montevista District, Division of Davao de Oro during school year 2022-2023. Specifically, this study sought to answer the following questions:

1. What is the reading comprehension of students in terms of:
 - 1.1 Literal;
 - 1.2 Inferential; and
 - 1.3 Evaluative?
2. What is the academic performance of the learners on the following core Subjects:
 - 2.1 English;
 - 2.2 Science; and
 - 2.3 Mathematics?
3. Is there a significant relationship in the respondents' level in reading comprehension of Grade six learners and academic performance?

Literature Review

Reading comprehension is widely recognized as a crucial indicator of education and plays a significant role in an individual's overall development. It serves as a mental exercise and a gateway to deeper understanding of the world around us. As Francis Bacon famously stated, "Reading maketh a full man" (1620), highlighting the profound impact of reading on knowledge acquisition and the development of cooperative and language skills. Fundamental to basic education is the expectation that children possess the ability to read and write upon entering school. According to Martins (2016) cited by Henriques and Madeira (2017), mastering written language,



encompassing both reading and writing, represents a critical milestone for children during the early years of primary education. Understanding the processes involved in this acquisition is vital for adapting educational practices and preventing learning disabilities within this domain.

The basic learning acquisition for all children when they enter basic education is that they should know how to read and write. According to Martins (2016), as stated by Henriques and Madeira (2017), the learning of written language, both in reading and writing, is one of the fundamental tasks to be solved by the children at the beginning of primary education. This learning acquisition is one of the main achievements that children perform in the first cycle of basic education and understanding the processes involved in learning is important to adapt the educational praxis and to prevent learning disabilities in the area.

Course (2017) proposes that reading is a skill in which a reader interacts with the text in order to reach an understanding of the message relying on existing textual clues combined with previous knowledge. Readers, in the act of reading, try to understand the message by bringing their experiences, emotions, and background knowledge into reading context. Eskey (2015), as cited by Tulgar (2018), considers the reading process as the activity of constructing meaning taking place between the text and the reader. In this process, text-driven factors like phonemic and syntactic aspects and knowledge-driven factors like background knowledge and metacognitive awareness play key roles.

With this, reading is fundamental to learning. Everything in education begins with reading because if children and youth cannot read, they cannot learn (Reading is Fundamental, 2018). According to Krashen and Terrel,(2015) as cited in Nurul (2017), states that reading makes a contribution to overall competence to the four levels: literal level, interpretive level, critical level, and creative level. It can be analyzed that reading can influence another skill. Without reading, one lacks the background knowledge to support the idea. Reading is a process to get information and to understand the meaning of the some words from the text. Most people would agree that reading without meaning and comprehension is not reading.

Learning to read and write is an essential part of basic education. It is evident that the learner is gauge d by how he or she reads and write. English, Mathematics and Science are the core subjects of the K to 12

Curriculum of the Enhanced Basic Education Program of the Department of Education.

In Indonesia, the government has considered English language as the most important foreign language and the compulsory foreign language subject that must be learnt by students from elementary school until university level. This factor has greatly influenced every individual especially on their attitudes toward reading comprehension. Wiseman (2018) made mentioned about a key factor that influences student success in reading is student engagement. When readers struggle, engagement in classroom activities is often decreased. This identifies and begins comparing their own skills, may it be academic or not, to those of their siblings and classmates. Reading skills are observed by students in such a way that children can quickly determine who is a “better reader

Wiseman (2018) studied the effects of not measuring up to classmates in a case study of kindergarten student Kevin, who at five years old had already disengaged during literacy instruction due to his low reading skills. Because no two learners learn at the same rate, teachers need to be aware of learning needs and support their students in fostering an eagerness to learn at a rate and in a way that enables individual success. Wiseman (2018) cited a study by Good and Nicols (2020), which indicated that performance gaps in “at-risk” students are partially linked to instructional opportunities in classrooms.

However, the ability to read and write does not develop overnight without proper guidance and instructions. As what the article mentioned in Reading Rockets (nd), children need regular and active interactions with print. Specific abilities required for reading and writing come from immediate experiences with oral and written language. Experiences in these early years begin to define the assumptions and expectations about becoming literate and give children the motivation to work toward learning to read and write. From these experiences, children learn that reading and writing are valuable tools that will help them do many things in life.

Dudyeh (2015), cited another study of Jones and Brown (2011) where they detailed a study with the purpose of examining reading engagement and comprehension of children as they read e-books.

Kahraman (2017) stressed that one of the key things that has changed as a direct consequence of the advancing technology is the people’s way of obtaining new information.

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 (Estremera & Estremera, 2018).

This supports Cayubit's study (2012) where he mentioned that poor reading skill is manifested with poor comprehension, wrong pronunciations, among others. If no intervention is administered early, it could affect the academic, social and psychological development of the child. As such, proper and correct diagnosis of reading disability as early as possible appears to be essential. Hence, it is given that any Filipino child with sufficient reading skills would have greater chances of success in school compared to a child whose reading skills are poor and more often than not, those with poor reading skills when assessed properly are diagnosed with reading disability.

Celestino (2014) cited that to find out the factors that influence the reading comprehension of students as measure to improve the reading performance of freshmen students from the College of Information Technology and Computing Sciences (CITCS) of Quirino State University. The study utilized a descriptive method with a three-part standardized questionnaire in data gathering. Findings showed that students in general have less serious problems on reading difficulties, but a strong correlation between availability of reading materials at home, and the seriousness of home and family-related and student-related difficulties in reading comprehension of the college freshmen was realized.

In Philippine Basic Education (2015), it also included the part of the difficulty is that the strategies have been drawn by assuming that we actually know what good readers do and that reading comprehension can be dissected into various parts, each one necessitating a particular strategy. Reading comprehension is really complex. Kendeou and coworkers have pointed out in "A Cognitive View of Reading Comprehension: Implications for Reading Difficulties", (2019) that with children in the early elementary grades, there is a need to take into account developmental differences in children in the following areas: Inference Making, Executive Functions, Attention Allocations.

Tizon (2013) in her study entitled "Reading Comprehension Ability of Grade V Pupils of Kinangay Sur Elementary School" says that reading is the mother of all study skills. It is one of the most valuable skills a person can acquire.

Reading is a complex process. Thus, it cannot be taught in isolation. Moreover, reading is not merely an ability to recognize written or printed words, but it also refers to putting meaning to what one reads and drawing a unified thought of what is read.

In the Philippines, the problem of students in reading is not a new issue. In fact, certain studies reveal that the reading problems of Filipino students seemed to be perennial (Alayon, 2014). Due to such problems, reading and literacy instruction have always been the top priority in all Philippine curricula.

Umali (2016) labels that reading instruction in the Philippines can be distinguished into two facets: (1) the regular reading class which is embedded in the standard curriculum, and (2) the remedial reading class which is a separate subject given to those students who need help in correcting and improving their reading difficulties. The remedial reading class in the Philippines is a pull-out type since it is not integrated within the regular reading class of the students.

According to Sungatullina (2016), reading is a cognitive process in which readers interact with the text, forming hypotheses, predictions and using their background knowledge to construct the meaning. Without these abilities, children would not be able to understand a math word problem, answer a written response question on state assessment, or write a persuasive essay after reading a social studies passage. It is for these reasons that reading is the foundation for progressing in other subjects. However, looking specifically at reading comprehension, metacognitive awareness is a critical element as it is the cognitive process that could explain why children living in poverty have severe difficulties with reading comprehension.

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child whose reading skills are poor and more often than not, those with poor reading skills when assessed properly are diagnosed with reading disability.

Attitudes which are not favorable may result in reading disability while favorable attitudes foster progress in learning to read; (c) Low intelligence is not a direct cause of reading disability. It may only indirectly lead to reading disability when the reading material during the early years is not adapted to a slow learners □ needs; (d) Educational causes include administrative policies like promoting children by age rather than achievement, or over emphasis on the development of reading skills without giving permission to the development of pupils and lack of reading readiness wherein the child is plunged right away to standard reading program before he has acquired the readiness which important to his success in classroom activities. Another one is lack of individual differences and methods of teaching.

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Literal. This supports Cayubit (2012) study where he mentioned that poor reading skill is manifested with poor comprehension, wrong pronunciations, among others. If no intervention is administered early, it could affect the academic, social and psychological development of the child. As such, proper and correct diagnosis of reading disability as early as possible appears to be essential. Hence, it is given that any Filipino child with sufficient reading skills would have greater chances of success in school compared to a child whose reading skills are poor and more often than not, those with poor reading skills when assessed properly are diagnosed with reading disability.

Umali (2016), cited Sabatino (2020), where he stated that as reading disabled students attempt to learn, and fail, they also cannot meet their own expectations for achievement. This lowers their expectation for failure success until a generalized fear of failure dominates their attitudes and behaviors. Response generalization to other social, academic, and school-related activities is inevitable and a pattern of learned helplessness results. One of the principal aspects of that syndrome

is that motivation to achieve deteriorates, negating self-concept and self-reliance.

Inferential. Attitudes which are not favorable may result in reading disability while favorable attitudes foster progress in learning to read; Low intelligence is not a direct cause of reading disability. It may only indirectly lead to reading disability when the reading material during the early years is not adapted to a slow learners □ needs; Educational causes include administrative policies like promoting children by age rather than achievement, or over emphasis on the development of reading skills without giving permission to the development of pupils and lack of reading readiness wherein the child is plunged right away to standard reading program before he has acquired the readiness which important to his success in classroom activities. Another one is lack of individual differences and methods of teaching.

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Evaluative. The key to learning is better reading skills. But this reading skill needs not to be confined to English only. The ability to read and write in any language or dialect is important.

It is a common knowledge that knowing how to read and write is an indicator that one is educated. It is also

an accepted phenomenon that reading is a very relevant part in the development of an individual's whole being. Reading is said to be the training of the mind and the means to attain deeper meaning of reality. "Reading maketh a full man" (Francis Bacon). Indeed, reading highly contribute to the development of individual especially in acquiring knowledge and learning that will help them in learning more cooperative and language literate.

According to Aikat (2017), past research has shown a positive relationship between people's reading habits and their active involvement in other endeavors. Aikat also states that reading plays a very important role in enhancing the minds of young individuals, developing their "capacity for focused attention" as well as their "imaginative growth".

However, "Imaginative growth" as well as a capacity for attention are only a few of the benefits of reading and literacy. Another possible benefit may be the development of writing skills. In her work *Theories of Literacy*, Stewart (2016) explained the relationship between reading and writing, stating that they are two skills that are "so interrelated that one cannot be understood without the other" so that students are able to "draw on their skills in one to develop the other as they build proficiency in both". Stewart also presented yet another benefit of reading--a proficiency in the oral language, taken from the theories of Michael Halliday in the 2019, which compared the two and stated that they were both "social" forms of communication. Aside from these assertions, Stewart went on to say that literacy and reading in general also applies to students' academic performance in other fields, such as in language arts, mathematics, the sciences, the arts and computer technology (Halliday, 2019).

William (2017) argues that for teaching of reading to be successful a reading lesson can be divided into three phases and they are; the pre-reading, while reading and post reading phases. The literature does not present the Kenyan scenario with regards to teaching comprehension methods and academic performance.

Reading difficulties refers to the problems associated with reading. The problems could be decoding or comprehension of what is read. Snow, Burns and Griffin (2018) define reading difficulties as the lower tail of normal distribution of reading ability in a population. In other words, individuals with reading difficulties are those whose achievement levels are lower than those of the rest of the population in the distribution. Also, they noted that the factors that

contribute to these reading difficulties include biological deficits that make the processing of sound, symbols relationship difficult, factors within the individual, factor at home, social and cultural environment and factors in the school environment such as school curriculum and teaching methods.

Carell et al (2019) observes that one potential source of reading difficulties may be that the reader has a consistent interpretation for the text which may not be the one intended by the author. Much of the meaning understood from a text is really not actually in the text per-se but in the reader's background knowledge. A reader 's failure to activate an appropriate schema during reading results in various degrees on non-comprehension. Failure to activate an appropriate scheme may either be due to writers not having provided sufficient clues in the text for the reader to effectively utilize a bottom-up processing mode to activate the schemata the reader already possesses.

Academic Performance

A learner is not a vessel that must be filled but rather a fire that must be ignited. To illuminate this fire, a lot of efforts are required on the part of teachers as well as learners. Effective communication leads to effective learning. All the learners are not identical. Their learning needs are also different depending upon their intelligence level. Individual differences are the main barriers in the way of communication with all types of learners. No communication strategy can satisfy every learner at the same time in the classroom situation. Experiences and theories of learning show that eliciting a response is an essential component of learning. Learning activities open up the authentic interaction between the learner and the material. It has given birth to the idea of developing a self-learning module. Teaching through self-learning module is catching attention throughout the world, particularly in the developed as well as the developing countries (Dhamija & Kanchan, 2014).

According to Rodriguez (2017) her study reviews on performance and spirituality, and compares students' attributions of the causes of their academic success or failure across a secular and religiously affiliated colleges, finding similar results: students who do well credit their spirituality as the major cause, and students who do poorly blame their lack of spirituality as being a major cause for their poor academic performance."

Belecina et al, (2018). Further, their study revealed that students' critical thinking in problem solving significantly improved after using problem situations.



The students also expressed positive attitude and sentiments towards the use of these problem situations. There was an investigation on the effect of using problem situations on the critical thinking of graduate students in solving problems

In a study on the relationship between Emotional Intelligence and Academic Performance conducted by Santiago (2015), it confirmed that there is a significant positive relationship between emotional intelligence and academic achievement of pupils of Channel of Dreams Learning School.

Daud (2015) on her study on Pupil's Emotional Quotient, Academic Performance and Class Behavior found that pupils with high emotional quotient level have average to high grades and learners with low emotional quotient level got poor academic performance.

Mangaliman et al (2016) as cited by Espinosa emphasized some factors that affect learners' achievement found to be significant such as parents play a very important role in the educative process of their children. They should affect their presence and availability in times that the learners need their presence. They should support and sustain the studies of their children through financial stability. But more than that is the affection, the love, and the care that students must feel so that they will be inspired to go further in their studies.

Egalit (2016) found that academic activities of students, perceptions of their adapting strategies and background qualities (for example family pay, direction from parents, number of negative circumstances in the house and parents' level of education) were somewhat directly connected to their compound scores during academic achievement in elementary school. Direction is a component through which a student knows how to progress his study approach and study schedule and is directly corresponding to academic accomplishment.

According to Peteros et al (2019) self-concept can be defined as student rating of their skills, ability, enjoyment and interest towards the subject. He added that this factor may affect the students' academic performance.

Parents must be considered a constant and principle component of curriculum. Nihatşad et al (2013) as cited by Bartolome et al (2017). They add that success at school is guaranteed if school-based instruction is supported by parents' involvement at home. Involving parents in education has been reported to yield positive

outcomes in many aspects including increased student attendance to and satisfaction with school, better academic achievement, motivation, school attachment, responsibility and confidence, better social adaptation and less discipline problems.

Reading Comprehension and Academic Performance

Educational systems 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 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 (Tolero, 2020).

By the time students reach high school, many teachers expect students to build their background knowledge by reading at home and then demonstrate their understanding during in-class discussions (Harlaar, et al 2011). 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 (Balmera, 2019).

In investigating the relationship between reading comprehension and academic performance MacGregor and Price (2019), noted that vocabulary, number and symbol sense, as well as the ability to read and comprehend, word problems are important factors affecting achievement in mathematics. They argued that the cognitive ability that drives symbol processing is the connection between language and mathematics. The ability of symbol processing is the basis for both language proficiency and mathematics achievement. Poor language skills do correlate with poor math skill suggesting that both require a basic level of competency in symbol processing i.e., deriving meaning from symbols (MacGregor and Price, 2019).

This study is anchored based on cognitive theory of Jean Piaget this theory asserts that the way people behave is a product of the information they gather externally and the way they interpret that information internally. There are two main approaches.

The three degrees of reading comprehension are as follows. There are three types of interpretation: literal (reading between the lines), inferential, and evaluative (reading beyond the lines). The texts are read, the



words are heard, or the pictures are seen at the literal level. It entails determining the crucial and vital facts. Students are capable of differentiating between ideas that are crucial and those that are not. On the other hand, at the inferential level, the emphasis switches to reading between the lines and examining the implications of the information being studied, according to Berger (2019). In order to draw conclusions about the author's intention and message, students must put disparate pieces of information together. Guiding students to recognize these perceived relationships promotes understanding and decreases the risk of being overwhelmed by the complexities of the text being viewed, heard or read,

Estremera (2018) Additionally, the evaluative level concentrates on the literal and interpretative levels of understanding that are integrated, rearranged, and reconstructed at the applied level to express judgments, derive novel insights, and produce new concepts. Learning how to synthesize information, read between the lines, and acquire a deeper knowledge of the concepts, principles, and consequences offered in the book are skills that students learn as they progress through the applied level with their instructors.

The independent variables in this study aimed to determine the level of reading comprehension among the learners. The dependent variable in the study was the learners' Academic Performance in Core Subjects, which was believed to have an impact on their level of critical thinking and acquired skills. It was presumed that this variable would be influenced by the independent variables.

Methodology

This study employed the descriptive correlational survey method of research, involving the description, recording, analysis, and interpretation of recent phenomena and their nature and composition (Valeña, 2015). This research design was selected as it was deemed suitable for gathering information about the existing situations related to the understanding of reading comprehension and writing among the respondents. The researcher conducted data tabulation, performed data analysis, interpreted the results, and drew implications based on the findings.

The respondents of the study consisted of 139 Grade VI pupils from public elementary schools in the Montevista District, Division of Davao de Oro, during the school year 2022-2023. To assess the respondents'

reading comprehension skills, the researcher utilized an instrument that was patterned after the standardized test found in the National Assessment Test Reviewer (2011) online booklet for Grade VI English subject. The nature of the test questions was evaluated based on the analytic rubric adapted from the literature mentioned above, Reading Fundamental (2018).

Scoring the reading comprehension on literal, inferential, and evaluative aspects involved several components that assessed different facets of reading proficiency. The examiner recorded the number of students falling under the categories of literal, inferential, and evaluative comprehension. In order to obtain permission to conduct the study, the researcher drafted a letter addressed to the OIC-Schools Division Superintendent through the HR department. Upon approval from the OIC-Schools Division Superintendent, another letter will be handed to the District Coordinating Principal of Montevista District, as well as to the principal or school head of the respective schools involved in the study. To secure the participation of the respondents, the researcher approached the adviser and sought permission from the parents of the respondents. In addition, the researcher obtained consent from the respondents themselves. All questionnaires were collected with care, and the responses were recorded, tabulated, analyzed, and treated with the utmost confidentiality.

Results

The table below shows the means scores and description of the students' reading comprehension in terms of literal, influential and evaluative aspects.

Table 1. *Reading Comprehension of the Students on the Literal, Inferential, and Evaluative*

Indicators	Number of Students	Mean Score	Percentage
Literal	66	4.70	47.48%
Inferential	53	7.74	38.12%
Evaluative	20	11.71	14.38%
Overall Mean	139	8.05	100

Table 1 displays the reading comprehension levels of the students in terms of literal, evaluative, and inferential understanding. The results reveal that the respondents' reading comprehension in the literal aspect was 47.48%, as indicated by an overall mean of 8.05. This suggests that the respondents find reading to



be a challenging task. They struggle to comprehend and grasp the meaning of the text based on their own understanding.

In particular, the respondent’s reading comprehension in inferential with the mean of 7.74% with a percentage of 38.12% . This research study implies that the learners in evaluative the mean score of 11.71 and 14.with the percentage of.38 % found out that its uneasy if you do not understand what you have read. These learners are able to understand ideas and information well enough to examine, probe and critique information and ideas. They are able to read behind and between the lines and are able to assess information based on their personal knowledge and experiences.

Moreover, only few of the respondents □ difficulty level of reading is literal with the mean of 4.70 with a percentage of 47.48%. This denotes that these learners comprehend based on what the text says. They cannot recall or repeat information stated directly which is explicitly stated in the text. These learners cannot identify a statement or sentence that best indicates the main idea of the selection.

Table 2. Students’ Academic Performances in Mathematics, English, and Science

Core Subjects	1 st Quarter	Description	2 nd Quarter	Description
Math	81.02	Fair	81.33	Fair
English	81.63	Fair	82.04	Fair
Science	81.40	Fair	81.75	Fair
GPA	81.35	Fair	81.70	Fair

Table 2 shows students’ academic performances in Mathematics, English, and Science. It reveals that general percentage average on the core subjects for the 1st quarter got 81.35 percent with a description of Fair. On the second quarter the respondents got a GPA of 81.70 percent with a description of Fair. With the total respondents of One Hundred Thirty-Nine (139) the core subject average on each subject on the first quarter, a mathematics got 81.02, English 81.63, and Science got 81.40. while in the second quarter the learners got 81.33 in Mathematics; 82.04 in English; and 81.75 in science.

Table 3. Significant Relationships Between the Respondents' Level of Reading Comprehension and their Academic Performance among Grade VI learners

INDICATORS	P-Value			Remarks
	Academic Performance			
	English	Science	Mathematics	
	Reading Comprehension			
Literal	0.000		0.492	Significant
Inferential	0.000		0.496	Significant
Evaluative	0.000		0.585	Significant

Table 3 demonstrates that the three levels of Reading Comprehension have a significant impact on Academic Performance in the present study. The literal level exhibits a coefficient of 0.492, a p-value of 0.000, and is considered significant with a low positive correlation. Similarly, the inferential level shows a coefficient of 0.496, a p-value of 0.000, and is also considered significant with a low positive correlation. Additionally, the evaluative level demonstrates a coefficient of 0.585, a p-value of 0.000, and is considered significant with a moderate positive correlation.

Discussion

Respondents level on Reading Comprehension on the Literal, Inferential, and Evaluative

Table 1 shows that the comprehension level is at the average level most of the respondents derived meaning from the text when they try to connect in intentional, problem solving and thinking process. They get information based on extracting and constructing meaning from text. Perhaps, their ability to decipher information easily would make their learning fun and enjoyable. 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 (Estremera & Estremera, 2018). Learning to read has been a fundamental learning acquisition to all children. The ability to understand context in any reading is considered to be crucial for the learner’s development. This process is important to minimize learning difficulty. Although, there were a lot of researches that have been presented why learners have difficulty with reading comprehension. The following tables would present the difficulty level of the respondents on reading. It has to be noted that the results would assess the performance of the learners if they are competent and proficient on these skills.

In addition, the indicator evaluation got the highest frequency of 11.71 means difficult. This further

implies that these learners might be exposed to reading materials when they were in their primary years. It can be noted that once a child learns how to read during her early years, he or she has the ability to evaluate and assess information. Suhadi (2016) mentioned that when students want to master in English language, the students should comprehend the meaning of text. This idea is supported by the fact that reading now has a party of daily life. Reading cannot be separated from daily activities. Therefore, the ability to read the text in any form will bring great advantages to the readers.

This denotes that these learners comprehend based on what the text says. They can recall or repeat information stated directly which is explicitly stated in the text. These learners can identify a statement or sentence that best indicates the main idea of the selection. As observed, when learners are asked to read a text, they usually get simple information as found in the paragraph. They are able to answer questions that can be found directly in the text. Although, this may sound right, but one has to know that literal level is the basic level of comprehension in reading which means that the respondents' difficulty level in reading is not that admirable. They may be able to read but they require a little thought or understanding. This signifies that these students just able to decode words and identify the basic information and follow simple instructions only. Former Department of Education Secretary Abad said that "low scores in English, Mathematics and Science can be attributed to pupils' lack of ability in basic reading and comprehension. He further stressed that one of the major problems in reading is the poor reading comprehension, which leads to poor understanding of printed symbols.

The indicator literal got the lowest frequency of 4.70. As observed, when learners are asked to read a text, they usually get difficulties on the simple information as found in the paragraph. They are not able to answer questions that can be found directly in the text. Although, this may sound correct, but one has to know that literal level is the basic level of comprehension in reading which means that the respondents' difficulty level in reading is not that admirable. They may be able to read but they require a little thought or understanding.

This signifies that these students just able to decode words and identify the basic information and follow simple instructions only. Former Department of Education Secretary Abad said that "low scores in English, Mathematics and Science can be attributed to

pupils' lack of ability in basic reading and comprehension. He further stressed that one of the major problems in reading is the poor reading comprehension, which leads to poor understanding of printed symbols.

Respondents level on the academic performance of the learners on the English, Science, and Mathematics Subjects

The academic performance the 139 learners in the 1st quarter and 2nd quarter got a highest average of 81.83 with a description of Fair. The result means that students were performing well and doing better in their studies. The medium of instruction which is in English could be the reason why students find the subject not easy. Possibly, the topics being discussed were relevant since the subject deals with contemporary issues that students could potentially relate to. Also, parental support may be evident. Parents could help their children in their homework or projects that greatly help them to get good grades.

As mentioned by Seng, Hanafi, and Taslikhan (2016), they revealed that parents play a big role in their child's academic achievement. In order for the children to excel in academics, parents need to be participative and involved in the educational processes. The more parental involvement, the more students are likely to become productive members of the society as well as excel in academics (Cole, 2017).

According to Quipanes (2016), parental involvement allows parents to monitor their children and their classroom activities to encourage acceptable classroom behavior and to ensure that their children do their school works.

Whereas, science got second to the highest with an average of 81.575 with a description of Fair. This implies that they find the subjects difficult may be because the subject requires deep mastery and understanding. Children may also lack interest or the motivation to study the subject because it is instilled in their minds that the subject is hard and some topics are something they find to be irrelevant. It could also be that parents have low involvement concerning the subject because they themselves can hardly understand the topics and may fail to help their children in their home works or projects.

This implies that most of the learners achieved an approaching level of achievement in English, Science and Math which are somehow nearly proficiency. It means that most or if not majority of the learners



achieved an approaching level of achievement in core subjects. This shows that the learners have developed the knowledge and skills in Core subjects nearly proficiency. English, Science Math as a field of learning is the integration of social sciences and humanities. Using Evaluative as an approach in teaching the Core subjects is a way to awaken the interest of the learners, knowing of its connotation as a boring and hard subject. The respondent has to be motivated with more strategies of applying evaluative integration for the learners to participate in all activities.

With the new grading system, the learners have to do the performance task because it gets the highest percentage in the grade computation. Burquillo, (2015) inferred in his paper that the good survey results, and their similarity along the years, suggest that the combination of evaluative integration and exciting strategies of integrating with the use of friendly competition provides a strong motivation for students; helping to increase their performance. Pesce, (2016) said, it maybe unorthodox to some, but fun, games and other activities considered to be entertaining always yield the best learning result.

Further, Mathematics got the lowest mean of 81. 175 with a description of Fair. This means that the students do not love solving problems. They might find this difficult and demanding. Just the thought of words would somehow make them frustrated and exasperated. Unlike other subjects where they can just analyze and make some assumptions based on what they understand, Literal somehow would only give them few chances to earn grades since an answer could only be right or wrong.

According to Oxford Learning (2019), children should not avoid tasks that are challenging and which require hard work. Parents should help their children understand that the harder it is to get an answer right, the more fulfilling it would be when he or she eventually solves it. If the child gets discouraged while learning, it is good to remind him or her that making mistakes is just part of the process of learning. This valuable lesson applies both in the classroom and to life as a whole.

Significant Relationships Between the Respondents' Level of Reading Comprehension and their Academic Performance among Grade VI learners

Table 3 shows that reading comprehension has a significant relationship to the academic performance of the Grade 6 learners. The comparison of good and

poor readers shows that students who experience success are much more likely to have a favorable home environment. Parents can also stimulate their child's love for reading. Parents who read to children, take them to libraries, and buy books as presents teach children to value reading. When children observe parents who are readers, the parents provide a role model for literacy. Further, the parental role continues to be crucial even after the child enters school. Youngsters who experience difficulty learning to read need satisfying family relationships. Parents can alleviate some of the psychological and emotional consequences of reading failure by what they do in the home environment. Parents can provide love, acceptance, and other opportunities for success (Jennings, Caldwell, and Lerner, 2015).

In addition, when children feel that they have the support coming from their parents, they would somehow have that positive attitude towards reading. They know that they can understand and comprehend well when there are parents beside with them while reading. As noticed, children only perform when they are asked to do or when they are with someone who is in authority. They function and cooperate well if parents or teachers are with them. In other words, parents and teachers play a key role in the development of the learners when it comes to attitude toward reading. As such, providing the children with reading materials at home would somehow develop their positive attitude towards reading. This is but important considering that reading plays a major role in everyone's lives.

Reading is fundamental to learning. Everything in education begins with reading because if children and youth cannot read, they cannot learn (Reading is Fundamental, 2018). As cited by Ubbes and Dillhoff (2018), motivated readers are able to attain higher levels of reading achievement which correlates with higher grades in school. Reading attitudes are defined as "acquired predispositions to respond in a consistently favorable or unfavorable manner with respect to aspects of reading."

Conclusion

Based on the findings of this study, several conclusions can be drawn. Firstly, it is evident that learners who have limited exposure to reading materials face difficulties in reading comprehension. The study highlights their struggles in understanding words, texts, and translating thoughts onto paper.

Furthermore, the research suggests that limited access to reading materials at home can have a negative impact on learners' attitudes towards reading and writing. Consequently, this can adversely affect their academic performance. The study emphasizes the significant role parents play in shaping the comprehension level of learners when it comes to reading. The support system within the household emerges as a crucial factor for a child's growth and development.

Notably, when parents actively engage in their children's reading skills, it fosters a positive attitude towards reading, leading to improved academic performance. These findings underscore the importance of parental involvement and support in enhancing learners' reading comprehension abilities and overall academic success.

Moreover, based on the conclusions drawn from this study, several recommendations are proposed. Firstly, school administrators, in collaboration with school division superintendents, should establish a comprehensive reading program specifically designed to address the difficulties learners face in reading comprehension. This program should include the assignment of English teachers to conduct remedial classes and provide additional support to struggling readers. Secondly, principals should prioritize sending teachers to training sessions and seminars focused on different reading strategies, enabling them to upgrade their skills and apply effective techniques in the classroom. Additionally, teachers should proactively seek diverse approaches to make reading enjoyable for students and identify their specific learning needs, while fostering strong communication with parents to facilitate collaborative efforts in supporting students' development. Moreover, parents should actively support their children's reading by providing access to reading resources and regularly monitoring their progress in school. Lastly, future researchers are encouraged to explore other variables that may contribute to reading difficulties among students, such as socio-economic factors, classroom environment, and teaching methodologies. By implementing these recommendations, educational stakeholders can work collectively to enhance reading skills, cultivate a positive reading culture, and ultimately improve students' academic performance.

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