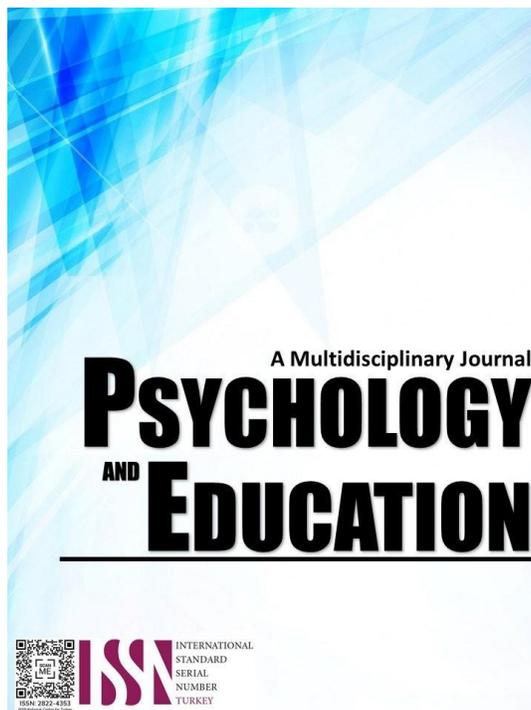


**PROBLEMS IN READING COMPREHENSION AMONG BACHELOR
OF ARTS IN ENGLISH LANGUAGE STUDIES STUDENTS AT
MINDANAO STATE UNIVERSITY-SULU**



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Problems in Reading Comprehension among Bachelor of Arts in English Language Studies Students at Mindanao State University-Sulu

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Abstract

Descriptive quantitative research is used in this study to ascertain the extent of problems in reading comprehension encountered by Mindanao State University-Sulu students pursuing a bachelor's degree in Bachelor of Arts in English Language Studies in the academic year 2023-2024. Using one-way ANOVA, the weighted mean, the standard deviation, the t-test for independent samples, and Pearson's r correlation test. The study's conclusions are as follows: 1) Of the 100 respondents, the vast majority are female, between the ages of 20 and older, and primarily enrolled in their first or second year level. 2) The students-respondents participated in this study evaluated "Sometimes" for both of the subcategories under the extent of reading comprehension problems in the context of learning knowledge and motivation. Sub-categories that fall under the problems of reading comprehension issues in relation to the reading process and reading strategies are also graded as "Often." Generally, when data are categorized by age and gender, there is no discernible variation in the severity of reading comprehension issues among BAELS students, with the exception of year level. On the other hand, when data are categorized by year level, there is a notable variation in the severity of reading comprehension issues among BAELS students. Generally speaking, there is a strong correlation between the subcategories that fall under the problems of reading comprehension issues. Additionally, the findings of this study indicate that: 1) To integrate the recommended reading methods curriculum into the current BAELS program, school administrators work closely with academic departments. 2) Make sure the curriculum adheres to current trends and best practices in language acquisition by regularly reviewing and updating it. A variety of online materials and educational technology tools are available for teachers at MSU-Sulu to augment traditional teaching methods. These resources could include online comprehension exercises, audiobooks, and interactive e-books to encourage deeper comprehension and active reading. 3) Instructors are advised to include literature circles or book clubs in the curriculum, where students discuss and analyze works in small groups. This collaborative method fosters critical thinking, strengthens peer relationships, and enhances comprehension through shared ideas. 4) Furthermore, in order to support the ongoing discussion on enhancing college students' reading comprehension abilities and provide the groundwork for future developments in the field, future researchers in the field of language education are urged to carry out studies similar to this one.

Keywords: *reading comprehension, reading strategies, motivation, reading process, language knowledge*

Introduction

Comprehending, or the ability to swiftly gather, evaluate, and understand written material, is one of the most important aspects of reading. Perception may seem simple, yet it requires sophisticated mental operations that go well beyond reading written words on a page. Writing text from books, articles, essays, and other sources requires analysis, synthesis, comprehension, and interpretation. It takes a deep level of knowledge and deep engagement with the text to read comprehension well. It is an active process rather than a passive one.

The global estimate for the percentage of 10-year-olds who can read and understand a short story is only one-third. The basic reading comprehension proficiency requirement is not met by 64% of the remaining students. This is a 52% increase from pre-epidemic levels. Amid the UN General Assembly's Transforming Education Conference in New York, UNICEF warns of a global education crisis and calls for rapid action.

You may recall that the most recent results of the Organization for Economic Cooperation and Development's (OECD) 2018 Program for International Student Assessment (PISA) showed that 15-year-old students in the Philippines performed worse than students in the majority of the countries and economies that participated in the survey in the subjects of reading, math, and science.

Reading is one of the four abilities that students are expected to acquire when studying English. For pupils to learn new material and obtain new knowledge, reading is an essential English ability. Since reading may be used to gauge a student's overall language proficiency, Brown (2006) contends that reading is the most important skill in education. Pupils need to develop their reading comprehension skills among other language competencies. It should be possible for students to understand and assimilate the information found in literature. All courses require reading comprehension since reading and learning are closely related. Students must therefore have a complete understanding of their strengths.

Students show a lack of basic comprehension abilities by being unable to understand what they read. Not to make noises in your brain or out loud, but to comprehend significant teachings, tales, and arguments is the true purpose of reading. A much of the knowledge that our ancestors wrote down is accessible to us thanks to reading. By understanding what we read, we can learn vital information,

appreciate scientific theories, perceive things from different historical perspectives, and find new topics. Literally speaking, reading allows us to 'find' things that are new to each generation.

The majority of students today are not aware that they have already abandoned some strategies for understanding the context in its entirety. Based on the researcher's observations, a significant number of struggling readers take so long decoding words that they barely understand the content they are reading. Even a proficient reader might not focus on the words while reading. To establish the main idea, it is essentially necessary to examine each item. Therefore, the main strategy for understanding the concepts contained in the texts is reading comprehension. It makes the connotative meaning of the words or phrases easier for readers to understand. Pupils understand more than just a word's definition. Students will gain from understanding what is written on the page. It will help them gain self-esteem and improve their overall psychological health.

The researcher found that BAELS students at Mindanao State University in the province of Sulu experience these problems for the reasons mentioned above. The quantity of reading comprehension issues in relation to language proficiency, motivation, the reading process, and reading techniques may therefore be ascertained by the researcher.

Research Questions

The goal of the study was to examine the problems in reading comprehension among BAELS students at Mindanao State University in the province of Sulu, Philippines. The research specifically looked for answers to the following questions:

1. What is the Demographic Profile of the students-respondents in terms of:
 - 1.1 age;
 - 1.2 gender;; and
 - 1.3 year level?
2. What is the extent of problems in Reading Comprehension among BAELS students at Mindanao State University-Sulu, in the context of:
 - 2.1 language knowledge;
 - 2.2 motivation;
 - 2.3 reading process; and
 - 2.4 reading strategies?
3. Is there any significant difference in the extent of problems in Reading Comprehension among BA ELS students at MSU-Sulu when data are grouped according to their demographic profile?
 - 3.1 age;
 - 3.2 gender; and
 - 3.3 year level?
4. Is there a significant correlation among the subcategories subsumed under extent of problems in Reading Comprehension among BAELS students at MSU-Sulu?

Literature Review

Reading Comprehension

The Nature of Reading

As our knowledge of the reading process has evolved, so too have descriptions of reading become more complex. Though "getting meaning from print" is one description of reading, simplistic explanations are unable to convey the complexity of the process and the interaction of factors that make up reading.

According to Nunan (2016) and Leu and Kinzer (2016), reading is a dynamic activity wherein acquired skills are integrated into a global, interactive, and developmental process where textual and non-textual elements interact. The process specifically considers a person's level of language competency. Non-linguistic internal and external factors might have a positive or negative effect on it. It suggests that reading is viewed as a challenging endeavor needing a range of abilities, such as comprehending each symbol and figuring out what the words represent. Reading requires active cognitive processing in order to be completely understood and grasped.

According to Berridge (2015), reading is more than just skimming and remembering text from a book. At this stage of the reading process, we need to be skilled in analysis in addition to being able to understand the content in order to extract the details. Effective reading requires us to recognize what is important.

Reading Comprehension

Reading comprehension is a key element of reading. Reading comprehension is the act of comprehending what you are reading. The act is simple to describe, yet it is challenging to practice, teach, or learn. Reading a particular piece of literature is the beginning, middle, and end of the intentional, dynamic, and participatory process that is reading comprehension. Reading comprehension abilities are taught as a set of general knowledge acquisitions that allow people to understand and present information obtained from reading

written language, claim Harris and Sipay (2015).

Reading comprehension is the ability to draw conclusions from texts and comprehend the information presented in them. so that in order for the readers to find the concealed information, they must read the passages in their entirety. Conversely, understanding is a very challenging cognitive process that needs purposeful interaction between the reader and the text in order to generate meaning. Stated differently, the capacity for understanding is a learned ability. According to David Chard (2018), readers need to make a conscious effort to understand the material they read in order to get relevant information.

In its most basic form, reading comprehension is the ability to understand written content once it has been read and understood. Using your eyes to track symbols on a page and making noises for them is all that reading without comprehension entails. Individuals with reading skills can continue to develop intellectually, emotionally, and socially in addition to leading safe and fruitful lives.

It helps with language development, world knowledge, and the understanding of complex ideas in youngsters. Elizabeth Escar writes in her work for Iris that "reading comprehension is the foundation for all other academic skills." It is easier for adults to understand job instructions when they have improved their reading comprehension skills. Their communication skills are improved, and they have better life overall.

Methodology

Research Design

The type of this study was descriptive quantitative. Determining the extent of reading comprehension problems encountered by BAELS students at MSU-Sulu was the aim of this study. Descriptive quantitative research, according to Gay (2005), includes using opinions from questionnaires, interviews, or observation to gather numerical data in order to test hypotheses or provide answers regarding current status.

Participants

One hundred (100) out of BAELS students who are officially enrolled during the Academic Year 2023-2024 serve as respondents of this study.

They were requested to answer the survey questionnaire prepared by the researcher.

Table 1.1 *Demographic profile of college students-respondents of Mindanao State University in terms of age.*

Age	Number of students	Percent
17 years old and below	1	1.0%
18-19 years old	21	21.0%
20 years old and above	78	78.0%
Total	100	100%

Table 1.1 presents the age-based demographic profile of Mindanao State University respondents who are college students. Over half of the student responders are in the 20-year-old age range, as the table illustrates. It follows that most of the students who participated in this poll are older adults.

Table 1.2 *Demographic profile of college students-respondents of Mindanao State University in terms of gender.*

Gender	Number of students	Percent
Male	19	19.0%
Female	81	81.0%
Total	100	100%

Table 1.2 gives a gendered demographic profile of Mindanao State University respondents who are college students. Females BAELS students represent a large percentage of respondents. Consequently, women make up a large percentage of participants who are students at Mindanao State University.

Table 1.3 *Demographic profile of college students-respondents of Mindanao State University in terms of year level.*

Year Level	Number of students	Percent
First Year level	30	30.0%
Second Year level	35	35.0%
Third Year level	25	25.0%
Fourth Year level	10	10.0%
Total	100	100%

Table 1.3 reveals the year-level demographic profile of Mindanao State University respondents who are currently college students. It means that first and second year students made up more than half of the participants in this study.

Instruments

The instrument used in this study for acquiring primary data was a survey questionnaire which contains two (2) parts. The first was about the personal data of the respondents which contains their age, gender and year level. The second part, on the other hand was a questionnaire which was adapted from Wutthisingchai (2011). The questionnaire consists of twenty (20) statements about reading problems. It consists of five (5) statements about reading problems related to language knowledge, five (5) statements about reading problems related to motivation, five (5) statements about reading problems related to reading process, and four (5) statements about reading problems related to reading strategies.

To answer the checklist, the respondents were advised to put a check mark (√) on the appropriate column marked 1,2,3,4,5, opposite the item under each level of problems in reading comprehension. The case of BAELS students at MSU-SULU. The numbers used to mark columns were actually based on the likert scale with the following descriptions: (5) Always, (4) Often, (3) Sometimes, (2) Rarely and (1) Never.

Procedure

In conducting this study, the researcher sought the permission to administer the questionnaire from the Dean of the Graduate School. Afterwards, the researcher secured a permission addressed to the Chancellor of Mindanao State University-Sulu to conduct the study in MSU-Sulu. The researcher secured a permission letter also to the Dean of the College of Arts and Sciences, for allowing her to conduct her research study on the said college. And lastly, the researcher sent a letter also to the Chairperson of the Department of Languages, for gathering of data.

Results and Discussion

Table 2.1 *Extent of college students problems in reading comprehension at Mindanao State University-Sulu in the context of Language Knowledge.*

	Statements	Mean	S.D	Rating
1	I don't know the vocabulary and idiomatic usage so I cannot understand what I' m reading	3.40	.974	Sometimes
2	I don't know the sentence structures so I cannot understand what I' m reading	3.18	.999	Sometimes
3	I cannot sequence and connect ideas in reading text because I don' t know the organization	2.97	1.000	Sometimes
4	My weak grammar causes misinterpretation of the reading text.	3.51	.969	Often
5	I'm not quite sure whether I know the meaning of some difficult words.	3.46	1.009	Sometimes
Total Weighted Mean		3.304	0.9902	Sometimes

Legend: (5) 4.50-5.00=Always; (4) 3.50-4.49=Often; (3) 2.50- 3.49=Sometimes; (2) 1.50- 2.49=Rarely; (1) 1.00- 1.49=Never

Table 2.1 depicts the level of college students' difficulties with reading comprehension at Mindanao State University-Sulu in terms of Language Knowledge. This category received a cumulative weighted mean score of 3.304 with a standard deviation of 0.9902 and was classified as "Sometimes".

This finding implies that the college students who participated in this survey acknowledged that they occasionally understand the terminology, idiomatic usage, and sentence structures of what they are reading. It also implies that students-respondents engaged in this study may have some understanding about the acquisition and use of linguistic skills, which allows them to understand what they read at times.

In particular, respondents rated the following items as "Sometimes" : "I don't know the vocabulary and idiomatic usage so I cannot understand what I'm reading" , "I don't know the sentence structures so I cannot understand what I'm reading" , "I cannot sequence and connect ideas in reading text because I don't know the organization" , and/or "I'm not quite sure whether I know the meaning of some difficult words."

Table 2.2 *Extent of college students' problems in reading comprehension at Mindanao State University-Sulu in the context of Motivation.*

	Statements	Mean	S.D	Rating
	I don't like reading books even reading in my native language.	2.65	1.344	Sometimes
	I think the reading problems come from the instructions and materials which affect my interest in reading.	3.16	1.152	Sometimes
	When the text is too difficult, boring, and uninteresting, I fail to read.	3.08	1.228	Sometimes
	When I have no interest in the topic discussed in a reading material, I find it more difficult.	3.28	1.111	Sometimes
	I need a reason to read	3.38	1.245	Sometimes
Total Weighted Mean		3.11	1.216	Sometimes

Legend: (5) 4.50-5.00=Always; (4) 3.50-4.49=Often; (3) 2.50- 3.49=Sometimes; (2) 1.50- 2.49=Rarely; (1) 1.00- 1.49=Never

Table 2.2 shows how difficult it is for college students at Mindanao State University-Sulu to be motivated when they are struggling with reading comprehension. With a weighted average score of 3.11 overall and a standard deviation of 1.216, this category was categorized as "Sometimes". The study's conclusion shows that while the guidance on reading materials was clear and the subject matter interested them, the college students who took part in the survey admitted to occasionally reading. It also implies that the study's

participants, who were students, occasionally read for a variety of reasons, including a personal interest, different learning preferences, or a feeling that the texts were relevant.

In particular, respondents rated the following categories as "Sometimes" : "I don't like reading books even reading in my native language" , "I think the reading problems come from the instructions and materials which affect my interest in reading" , "When the text is too difficult, boring, and uninteresting, I fail to read" , "When I have no interest in the topic discussed in a reading material, I find it more difficult." Finally, "I need a reason to read".

Table 2.3 *Extent of college students' problems in reading comprehension at Mindanao State University-Sulu in the context of Reading Process.*

	Statements	Mean	Std. Deviation	Rating
1	I thought that I understood the passage quite well, but it turned out that I gave wrong answers to several comprehension questions after it.	3.50	.893	Often
2	I cannot concentrate until the end of the passage. When reading a long and boring passage, I often forget the former part when I read the latter part.	3.20	.876	Sometimes
3	After reading a passage once, I seem to forget what I have already read, and must move backward and reread it.	3.43	1.027	Sometimes
4	If I realize that I do not understand what I have read, I read it again.	3.90	1.202	Often
5	I always trying to focus every time I read.	4.05	1.132	Often
Total Weighted Mean		3.616	1.026	Often

Legend: (5) 4.50-5.00=Always; (4) 3.50-4.49=Often; (3) 2.50- 3.49=Sometimes; (2) 1.50- 2.49=Rarely; (1) 1.00- 1.49=Never

Table 2.4 *Extent of college students' problems in reading comprehension at Mindanao State University-Sulu in the context of Reading Strategies.*

	Statements	Mean	Std. Deviation	Rating
1	I must read every single word otherwise, I'm afraid I might miss an important point which will affect my comprehension of the whole texts	3.61	1.109	Often
2	I always look up the meanings of unknown words in my dictionary every time I have problem with difficult vocabulary	3.69	1.143	Often
3	When I read, I read aloud to help me remember well	3.72	1.102	Often
4	When I read, I cannot predict what will come next	3.26	.949	Sometimes
5	I always do re-reading for better understanding	3.87	1.253	Often
Total Weighted Mean		3.63	1.1112	Often

Legend: (5) 4.50-5.00=Always; (4) 3.50-4.49=Often; (3) 2.50- 3.49=Sometimes; (2) 1.50- 2.49=Rarely; (1) 1.00- 1.49=Never

Table 2.4 shows the degree of reading comprehension problems faced by Mindanao State University-Sulu college students in terms of reading strategies. With a weighted average score of 3.63 overall and a standard deviation of 1.1112, this category was categorized as "often". Based on their knowledge of their preferred learning styles, the college students who participated in this survey affirmed that they regularly employ a range of reading tactics. It also implies that the study's respondents, regularly adapt to various reading strategies, enhancing their entire educational experience.

In particular, students-respondents rated the following items as "Often" : "I must read every single word otherwise, I'm afraid I might miss an important point which will affect my comprehension of the whole texts" , "I always look up the meanings of unknown words in my dictionary every time I have problem with difficult vocabulary" , "When I read, I read aloud to help me remember well" and, finally, "I always do re-reading for better understanding" .

The subcategories included under the amount of reading comprehension issues in the context of learning knowledge and motivation were evaluated "Sometimes" by the student respondents to this survey. This suggests that while students-respondents read when directed, they nevertheless occasionally struggle to learn and absorb new knowledge through reading. In addition, "Frequently" is assigned to both of the subcategories under the extent of reading comprehension problems in relation to the reading process and reading strategies. As a result, their comprehension, understanding, and other language skills improve. This shows that students—respondents—frequently adapt to new reading procedures and strategies.

When it comes to identifying language, inferring the text, discerning the major idea between paragraphs, differentiating between primary concepts and supporting details, and connecting the topic to prior knowledge, students struggle with reading comprehension. Typeset.io (2023).



Table 3.1 *Difference in the extent of Problems in Reading Comprehension among BAELS students at MSU-Sulu when data are grouped according to age.*

Sources of Variation		Sum of squares	df	Mean Square	F	Sig.	Description
Learning Knowledge	Between Groups	2.409	2	1.205	2.517	.086	Not Significant
	Within Groups	46.429	97	.479			
	Total	48.838	99				
Motivation	Between Groups	3.088	2	1.544	2.297	.106	Not Significant
	Within Groups	65.182	97	.672			
	Total	68.270	99				
Reading process	Between Groups	.663	2	.331	.640	.529	Not Significant
	Within Groups	50.192	97	.517			
	Total	50.854	99				
Reading Strategies	Between Groups	.238	2	.119	.181	.835	Not Significant
	Within Groups	63.952	97	.659			
	Total	64.190	99				

* Significant at alpha 0.05

All of the F-values and probability values for the subcategories covered in the extent of Reading Comprehension Problems are not significant at alpha 0.05, as the table illustrates. This indicates that even while students' ages change, their assessments of the extent of their reading comprehension problems typically do not. This implies that respondents who are 20 years of age or older may not have a more accurate perception of the extent of reading comprehension impairments than respondents who are 17 years of age or younger, or vice versa.

This indicates that respondents' assessments of the degree of reading comprehension difficulties among BAELS students at MSU-Sulu, who are college students, are not significantly impacted by age. With data classified by age, the hypothesis that "there is no significant difference in the extent of problems in reading comprehension among BAELS students at MSU-Sulu" is thus accepted.

Table 3.2 *Difference in the extent of Problems in Reading Comprehension among BAELS students at MSU-Sulu when data are grouped according to gender.*

Variables	Grouping	Mean	S.D	Mean Difference	t	Sig.	Description
Learning Knowledge	Male	3.0947	.59766	-.25835	-1.451	.150	Not Significant
	Female	3.3531	.71922				
Motivation	Male	3.0000	.73333	-.13580	-.640	.524	Not Significant
	Female	3.1358	.85371				
Reading Strategies	Male	3.4947	.56713	-.14971	-.818	.415	Not Significant
	Female	3.6444	.74766				
Reading process	Male	3.4526	.64236	-.21897	-1.068	.288	Not Significant
	Female	3.6716	.83684				

* Significant at alpha 0.05

The table shows that, for the subcategories comprising the extent of Reading Comprehension Problems, all of the F-values and probability values are not significant at alpha 0.05. This demonstrates that the study's participants, a cross-section of male and female students, had similar perspectives regarding the challenges associated with reading comprehension. It appears from this that the gender of the respondent—male or female—may not have a stronger impact on the severity of their reading comprehension deficits. It is reasonable to presume, therefore, that respondents' evaluations of the severity of reading comprehension issues among MSU-Sulu BAELS students are not highly impacted by respondents' gender. Gender-specific data was used to test the hypothesis that "there is no significant difference in the extent of reading comprehension problems among BAELS students at MSU-Sulu" is thus accepted.

Table 3.3 *Difference in the extent of Problems in Reading Comprehension among BAELS students at MSU-Sulu when data are grouped according to year level.*

Sources of Variation		Sum of squares	df	Mean Square	F	Sig.	Description
Learning Knowledge	Between Groups	4.798	3	1.599	3.486	.019	Significant
	Within Groups	44.040	96	.459			
	Total	48.838	99				
Motivation	Between Groups	8.554	3	2.851	4.584	.005	Significant
	Within Groups	59.716	96	.622			
	Total	68.270	99				
Reading process	Between Groups	2.702	3	.901	1.796	.153	Not Significant
	Within Groups	48.152	96	.502			
	Total	50.854	99				
Reading Strategies	Between Groups	1.473	3	.491	.752	.524	Not Significant
	Within Groups	62.717	96	.653			
	Total	64.190	99				

* Significant at alpha 0.05



The F-values and probability values for "Learning Knowledge" and "Motivation" are significant at alpha 0.05, in contrast to "Reading Process" and "Reading Strategies," as this table shows. This shows that although the year level of the students who participated in the survey varied, so did their assessments of the severity of reading comprehension issues, particularly with regard to learning knowledge and motivation. It implies that, in comparison to other year levels, fourth-year students may perceive more properly, and vice versa. Therefore, the theory that "There is no significant difference in the extent of Problems in Reading Comprehension among BAELS students at MSU-Sulu when data are grouped according to year level" is disregarded.

Table 3.3.1 *Post Hoc Analysis: Differences in the extent of problems in Reading Comprehension among BAELS students at MSU-Sulu when data are grouped according to their demographic profile in terms of year level.*

Dependent Variable	(I) Grouping by Year Level	(J) Grouping Year Level	Mean Difference (I-J)	Std. Error	Sig.
Learning Knowledge	Third Year	First Year	.47867	.18342	.051
		Second Year	.22057	.17736	.601
		Fourth Year	.67200*	.25343	.046
Motivation	Third Year	First Year	.76133*	.21358	.003
		Second Year	.56229*	.20653	.038
		Fourth Year	.32800	.29510	.683

* The mean difference is significant at the 0.05 level.

The Tukey test was used in a post-hoc study to determine which year-level-defined groups had varying levels of mean in the quantity of learning knowledge and motivation after the data were grouped by student-respondent demographic profile.

Regarding Learning Knowledge: The data indicates that, compared to fourth-year students-respondents, the third-year students-respondents acquired a mean difference of .67200* with a Standard Error of .25343 and a p-value of .046 that is significant at alpha 0.05. This indicates that while first- and fourth-year levels' perceptions of Learning Knowledge are similar to the third-year level's, their perceptions of Reading Process and Reading Strategies are not. This suggests that third-year students have improved perception compared to their predecessors.

Regarding motivation, the data indicates that respondents who are third-year students obtained mean differences of .76133*, .21358 standard error, and .003 p-value over the first year level, and .56229*, .20653 standard error, and .038 p-value over the second year level, all of which are significant at alpha 0.05. This shows that third-year students' views on motivation are different from first- and fourth-year students' beliefs.

Age and gender do not significantly affect the extent of reading comprehension issues among MSU-Sulu BAELS students, with the exception of year level. However, there are notable differences in the severity of reading comprehension issues among MSU-Sulu's BAELS students when the data are categorized by year level. This shows that although the respondents are students and their ages and genders vary, they do not differ in assessing the severity of the reading comprehension problem; nevertheless, they do differ in assessing the subcategories that are included when they are sorted by year level. It also suggests that students in their third year of study have a greater understanding of the severity of reading comprehension issues.

Tibus and Pobadora (2016) found that the lowest level of understanding was substantially correlated with age and family income, whereas the highest levels were significantly correlated with gender, time spent reading, and the availability of reading resources at home.

The results validate Gough and Tunner's (1986) Simple View of Reading Theory, which holds that all of these elements must be successfully activated in order to understand written material if decoding and language comprehension skills are the basis for reading comprehension (Hoover and Gough, 1990).

Table 4 shows the correlation among the subcategories subsumed under the extent of problems in Reading comprehension among BAELS students at MSU-Sulu.

Dependent	Variables		Pearson r	Sig.	N	Description
	Independent					
Learning Knowledge	Motivation		.588*	.000	100	High
	Reading Process		.568*	.000	100	High
	Reading Strategies		.294*	.003	100	Low
Motivation	Reading Process		.456*	.000	100	Moderate
	Reading Strategies		.329*	.001	100	Moderate
Reading Process	Reading Strategies		.624*	.000	100	High

*Correlation coefficient is significant at alpha .05

Correlation Coefficient Scales Adopted from Hopkins, Will (2002):

0.0-0.1 = Nearly Zero; 0.1-0.3 = Low; 0.3-0.5 = Moderate; 0.5-0.7 = High; 0.7-0.9 = Very High; 0.9-1 = Nearly Perfect

Table 4 depicts the relationship between the subcategories that make up the amount of reading comprehension issues among BAELS students at MSU-Sulu. As indicated in the table, the estimated Pearson correlation coefficients (Pearson r) between these variables are all significant at alpha 0.05 level.

Furthermore, the degree of link between the magnitude of problems with reading comprehension among BAELS students at MSU-Sulu is as follows:

- 1) Reading process, motivation, and learning knowledge contexts are significantly positively correlated with the degree of reading comprehension problems. There is clear dependence from this. Concurrently, Learning Knowledge and Reading Strategy have a somewhat positive association.
- 2) The setting of reading process and strategies and motivation have a somewhat positive association.
- 3) A considerable positive link exists between the reading process environment and reading techniques.

This indicates a positive correlation between students' difficulties with motivation and the reading process and their reading comprehension difficulties as measured by their learning knowledge. It might be contended that there is a strong correlation between the quantity of subcategories within the reading comprehension difficulties.

Consequently, the hypothesis that states that "there is no significant correlation between the subcategories subsumed under the extent of reading comprehension problems among BAELS students at MSU-Sulu" is no longer valid.

The subcategories that comprise reading comprehension problems are generally closely related to one another. This shows that respondents' reading comprehension problems are correlated with their motivation, and that their reading comprehension problems are correlated with their motivation throughout their whole learning experience.

Conclusion

The demographic profile of the students who responded to the BAELS program at MSU-Sulu is typified by the preponderance of first- and second-year students, the predominance of females, and the age group of 20 years and older. By using these demographic information, program administrators and instructors can better cater academic and support services to the unique needs of the student-respondent population. Students who are responders frequently face obstacles and challenges related to language proficiency, but they also have trouble maintaining concentration and interest when reading.

Although perceptions vary depending on the year level, demographic characteristics like age and gender generally have minimal effect on how students judge the severity of reading comprehension problems. Subcategories of reading comprehension issues exhibit a strong positive correlation in general.

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