

Determinants Affecting the Reading Proficiency Among the Primary Pupils in Relation to Academic Performance: Basis for an Enhanced Reading Program

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Abstract

Reading is an extremely complex process that no one can explain satisfactorily. Those who are interested in reading have their fundamentally diverse views, which result from two different schools of psychology: behaviorism and cognitivism. This study aims to find out the determinants affecting the reading levels of the Grades 1, 2 and 3 learners of Cluster 3 as basis for a reading intervention. This study will use a Descriptive Statistic Design, a type of method that is basically used to calculate, describe, and summarize collected research data in a logical, meaningful, and efficient way (Vetter, 2017). The respondents of this study were Grades 1, 2, and 3, which was conducted in Cluster 3, District 2 of the Division of San Carlos, Negros Occidental. On the other hand, three hundred twelve (312) sampled pupils became the respondents. The actual samples for every school were determined using purposive sampling employing an odd-even number scheme. The findings suggest that there is a significant relationship between the factors affecting the reading level of pupils and their academic performance. The results present a comprehensive picture of the student demographic, showcasing diversity in age, gender, and socio-economic backgrounds. While learning strategies and motivation are positively regarded, there is a potential need for more emphasis on school instruction and family support to improve students' reading proficiency.

Keywords: Reading Proficiency, Demographic Profile, Academic Performance, Descriptive Statistic Design, Comprehensive Reading Literacy Assessment (CRLA), Colegio de Santa Rita de San Carlos, Inc.

Introduction

Reading is a very complicated process that no one can truly explain. Individuals who are passionate about reading possess fundamentally different perspectives that stem from two distinct schools of psychology: behaviorism and cognitivism. In light of this, the majority of reading models are incomplete since they focus on particular facets (like perceptual or cognitive reading), phases (like starting or proficient reading), or modes (like oral or silent reading). They don't try to cover every facet of the reading process. It is impossible to name a particular model as the best suitable. (Natzuki, 2019)

In math, reading, and science in 2022, eighteen nations and economies outperformed the Organization for Economic Co-operation and Development (OECD) average. The average Math performance in OECD nations dropped by a record 15 points between 2018 and 2022. While scientific performance remained relatively stable, reading performance dropped by ten points, twice as much as the previous record. While

math trajectories stayed steady between 2003 and 2018, reading and science trajectories had been declining on average for ten years. Since starting to participate in PISA, Colombia, Macao (China), Peru, and Qatar have improved on average in all three topics. (OECD, 2022).

According to John Arnold S. Siena, Director of the National Educators Academy of the Philippines, the government's drive to increase the enrollment of school-age children is responsible for the nation's high literacy rate and 95.24% elementary school attendance rate. The current issues in this Division that frustrate readers and non-numerates led to the creation of Program E-ReNE. As students encounter increasingly sophisticated elements of the program, they fall behind. As a result, kids might be more likely to quit school as they will be struggling academically every day. (Dollosa, 2020).

This is likewise adherent to DepEd Order No. 20 series of 2011 on the Guidelines on the Utilization of Funds for Every Child A Reader Program (ECARP). To strengthen the reading proficiency of every learner and help nurture a culture of reading which considered a requisite skill in all content areas, DepEd announced the “Hamon: Bawa’t Bata Bumasa” (3Bs) initiative. (Manlapig,2020)

In Cluster 3 of division of San Carlos City specifically Grades 1, 2 and 3. It is noteworthy that despite the teachers' best attempts to perform remedial exercises, a large number of students are still classified by their teachers as non-readers. Numerous studies had concentrated more on the reading outcomes of the students, but in this one, the researcher concentrated more on the factors that addressed the problem that most researchers who concentrate on reading did not address.

Review of Related Literature

This section presents related literature and studies, both local and foreign sources which have bearing to the major theme of the investigation.

The ability to read is crucial for success in real life. Reading literacy is broadly defined as "understanding, using, evaluating, reflecting on, and engaging with texts in order to achieve one's goals, to develop one's knowledge and potential, and to participate in society." Originally, the term "reading" was used primarily to refer to the technical process of word decoding, but it also included a number of cognitive and linguistic processes, such as reading comprehension, complex interactions between the reader and text, and the reader's background in relation to expectations and decision-making. In order to accomplish a specific objective, the reader must ponder, monitor, assess, or reflect on the text. This is where metacognitive competencies come into play. (Habok et. al, 2019)

Learning to read well is not an easy process. To accomplish this, students must first establish a reading objective. Good readers always have a reason for reading. Predicting is one of the fundamental techniques to improve comprehension abilities, as it allows the reader to establish a goal for their reading. It is clear that good readers use their experiences and knowledge to create predictions and develop ideas while reading. This strategy also incorporates student participation, which increases students' attention and comprehension of the content. A comparison of the actual text and the prediction process will help the learner deepen his grasp of the text. Modeling, predicting throughout the text, with colleagues, with a visual planner, and putting post-it notes throughout the content are some ways for teaching prediction. Furthermore, the title, table of contents, photos, and key words are all necessary components of the prediction approach. Another effective prediction strategy is to assign students the task of predicting at certain moments in the text, scoring the prediction, and reviewing predictions as needed. (Amin, 2019)

Reading affects the quality of life from childhood to adulthood. Quality of life declines for anyone who has trouble in reading. Reading activity can be affected by several factors such as font size, font type, field

size, contrast, eye movement, and age. In the clinical setting, reading performance could be measured using several parameters such as reading error, reading comprehension, reading rate, reading acuity, and reading speed. Two good indicators about the ability of reading are reading acuity and reading speed. Further calculation for acuity and speed, which were the critical print size and maximum reading speed respectively, were the important functional measures of reading performance. It echoes how we read and what we read. The reading speed increased with age, corresponding to 13% words per minute (wpm) from grades 3 to grades 8 of schoolchildren, as well as the improvement of reading acuity and critical print size. The critical print size for children was adult-like by the age of 7 and reading acuity by the age of 9. Healthy aging eyes exhibit subtle visual deficits. After 45 years of age, there are measurably losses especially in the middle and high spatial frequencies. Eye tracking ability suffers similar subtle change with age. Such losses might adversely affect performance on visual tasks involving fine detail, such as reading very small print. There is also evidence that the low-spatial frequency enhancement of contrast sensitivity due to temporal modulation is diminished in people over 60 years of age. Age-related deficits in extracting information from text composed of very large characters might be anticipated due to images of large texts from signage move across the retina during information extraction process. Reading speed declines for smaller or larger characters. If contrast sensitivity plays a role in limiting reading speed, then age-related changes in low and high-spatial-frequency contrast sensitivity will result in reading deficits for large and small characters, respectively. Visual changes in old age other than contrast sensitivity might cause a different pattern of results. Smaller pupil size and increasing density of the crystalline lens both contribute to lower retinal illuminance and might reduce reading speeds at all character sizes. Physiological changes such as reduction of crystalline lens flexibility caused a reduction in quality of near vision that might affect reading performance. Reading rate in normal vision is little affected by large changes in photopic luminance. There might also be non-visual factors affecting reading performance in the elderly. The deterioration in reading performance was also associated with the increasing degree of accommodation required to see the end point, N8. Reading acuity became the limiting factor. Different types of optotypes, reading acuity and critical print size were essential for near visual function assessment in presbyopes because they were significantly correlated to each other. Older subjects were reported to experience more noticeable deficits, even though they read about the same rate as the young subject when the text was of optimal size. (Chen et. al, 2019)

Sex differences in academic achievement and related cognitive abilities (e.g., spatial ability) have been studied for decades. There is a large body of evidence suggesting better performance of girls than those of boys in reading literacy. Recent studies suggest that girls' advantages are most prominent in terms of reading fluency, although these advantages appear to generalize to all reading domains (Reynolds et al., 2022).

Furthermore, higher achievement scores of boys in mathematics and science have been found to correlate positively with economic prosperity (i.e., gross domestic product per capita), whilst girls' advantages in reading literacy were unrelated to economic prosperity). Similar results have been observed in formal achievement assessments in Italy where sex differences in mathematics performance, but not in reading literacy, have been found to be linked to macro-indicators of national and regional prosperity (Giofre et al, 2020).

These results suggest that sex differences in mathematics and science may be expected to be larger in more prosperous countries, whilst reading literacy should remain unaffected. It has been speculated that these prosperity-related sex differences in mathematics performance could be a consequence of larger

socioeconomic inequality in less prosperous regions (Giofre et al., 2020). Furthermore, it can be argued that higher economic prosperity and material security may contribute to stronger gender-essentialist ideologies (i.e., the belief that particular traits are inherently masculine or feminine), as well as stereotypes through the pursuit of educational and occupational goals as reflection of self-referential norms. (Oberleiter, 2023)

The development of specific abilities by teachers through their work in the classroom and at home is the foundation for reading proficiency. To properly plan reading lessons, you need to know two things: first, what it means to be able to read, and second, how this skill can be developed. Let's turn to Professor E. I. Passov's opinion: "To be able to read is, first of all, to master the technique of reading, that is, the correlation of the visual image of a speech unit with its auditory-speech-motor image." The sum of these skills is the reading technique to speak speech units either internally or externally and to quickly identify their visual pictures. An operational unit of perception is the Anyany speech unit. A word, a syllable (if read poorly), a phrase made up of two or more words (a syntagma), or even an entire complex phrase (or paragraph, if read quickly) can all be considered such a unit. A better reading technique increases with the size of the operational unit of perception. and the degree of text comprehension increases with improved reading skills. Being able to read also involves having the ability to quickly understand the meaning of lexical words and grammatical constructions. Additionally, this alludes to a clear comprehension of the semantic aspect of speech units. Such an understanding is predicated in large part on the reader's ability to anticipate specific grammatical forms as well as the semantic content of the text they are reading (meaningful anticipation and structural anticipation). At this point in the development of teaching foreign languages, Passov identifies a number of approaches for teaching reading skills: phonemic-graphic, sound analytical-synthetic, alphabetic (learning letter names and then combining them into words), syllabic (learning syllable combinations), sound (learning sounds and then combining them into words), and the method of whole words (memorizing whole words, sometimes phrases, and even sentences—a direct method). (Irkinovich et. al, 2022)

"Reading motivation" refers to an individual's personal goals, values, and beliefs regarding the topics, approaches, and outcomes of reading. For example, a child may read books about various dog breeds to acquire comprehensive knowledge that will be useful when their family chooses to get a puppy. Alternatively, even if they don't enjoy the book, they can read every given novel carefully in order to receive good scores. Domain-general conceptualizations of academic engagement distinguish between reading motivation and reading engagement. Reading motivation refers to people's ideas and sentiments, whereas reading engagement refers to an individual's actual involvement in reading as demonstrated by behavior, affect, or cognition. A child may be behaviorally engaged if they are reading continuously, cognitively engaged if they are answering questions from teachers with insight, and emotionally engaged if they are displaying certain body language and facial expressions during a book discussion. The reading engagement paradigm states that providing incentives for reading leads to reading engagement, which in turn promotes achievement. A child may be behaviorally engaged if they are reading continuously, cognitively engaged if they are answering questions from teachers with insight, and emotionally engaged if they are displaying certain body language and facial expressions during a book discussion. The reading engagement paradigm states that providing incentives for reading leads to reading engagement, which in turn promotes achievement. Put another way, children who have reading goals, value reading, and are confident in their ability to read engage in reading activities more willingly and fully. As a result, consistent, active reading engagement supports the growth of the several cognitive processes required for

complex reading comprehension. These correlations are supported by research done in grades K–12 across a range of cultural contexts. Here, we aim to clarify instructional strategies and policies that promote continuous literacy engagement as a personal attribute, as opposed to brief instructional involvement in classroom activities. When teachers employ these techniques and concepts in a consistent, integrated way, students gradually develop the habits and dispositions needed for meaningful long-term engagement with texts they are compelled to read or choose to read. Because the reading engagement model has its origins in multiple theories of academic motivation, including the self-determination theory [SDT], the social cognitive theory, and the expectancy-value theory [EVT], there are many more characteristics of reading motivation than we can cover. Numerous factors, including curiosity, challenge, competitiveness, and escape from boredom, are also implicated in qualitative study incorporating content analyses of students' answers to open-ended questions about why they read. Furthermore, especially in the case of adolescents, the negative or undermining features of reading motivation can hinder reading comprehension just as much as the good or affirming ones. For example, a kid who doesn't think reading is important will show it by avoiding and expressing distaste. They stop being interested in reading and start to become antagonistic instead of just neutral. (Barber and Klauda, 2020).

The idea behind parent-implemented language interventions is that children learn faster in situations where learning usually takes place and when the child is motivated to interact with the parent when parents increase or improve their strategies that support language development in naturally occurring routines and activities. Parent education increases the chances that kids will practice language in useful circumstances by assisting parents in integrating learning opportunities for new language skills into well-known routines. The majority of linguistic treatments used by parents have been designed for use in play, routines at home, and shared book reading. (Heidlage et. al, 2020)

Adolescents are mostly included in studies on how academic performance and educational attainment affect mental health in the younger population. Early school dropout was found to be linked to substance addiction, depression, and externalizing issues in a meta-analysis of 17 original papers. Furthermore, adolescent academic achievement has been linked to male suicide but not female suicide. A low Grade Point Average (GPA) at age 16 was found to be associated with depression in early adulthood in a recent Swedish study, although externalizing comorbidity mitigated this association. Jonsson et al. observed in a sizable population-based cohort that hospitalization for depression in youth was linked to a poor GPA. It is difficult to determine the exact direction of the link because depression was measured between the ages of 12 and 17, and academic achievement was evaluated at 16. Deighton et al. provide evidence in favor of the hypothesis that lower academic achievement in early childhood contributes to internalizing issues in middle childhood. Throughout the conclusion, while the majority of studies primarily focused on depression, a few examined the impact of academic success on mental health throughout adolescence and the early stages of adulthood. (Agnafors, et. al, 2020)

Academic achievement and executive functions have been linked in a number of articles. Research concludes that academic achievement in the first few years of elementary school is dependent on working memory, a key component of executive functioning. This variable peaks in adolescence after developing quickly in infancy. According to a longitudinal study, working memory at 54 months of age significantly predicts working memory at 15 years of age. Additionally, it was discovered that up until the age of ten, visual working memory develops both with and without distraction. The basic memory capacity improves with age, according to a study done on youngsters between the ages of 5 and 8. Furthermore, a study conducted on third-grade pupils discovered a correlation between this variable and strong academic

performance in arithmetic and language. Thus, it is abundantly evident that recollection is a reliable indicator of intellectual achievement in elementary school pupils. This does not apply to later educational stages, either, as this variable's predictive effectiveness starts to decline at the age of 12. Other writers in this field of study include: Furthermore, the initial findings demonstrated that these factors continue to be associated across time, highlighting the unique domain-specific relationship between visuospatial working memory and mathematical ability; the other executive components are predictive of domain-general learning. Turning to a different aspect, research found that learning challenges are accounted for by deficits in this executive function, which is then mirrored in academic achievement. (Pascual, et. al, 2019)

In expansion, there was a noteworthy positive association between reading approach and viability on their English reading comprehension. reading approach, on the other hand, was disconnected to reading accomplishment. Comes about of meet discoveries were analyzed to investigate in-depth in grouping around the condition of approach utilized. The suggestions of these discoveries for executing successful reading technique instruction are talked about.

The case of cognitive approach incorporates the abilities of foreseeing based on earlier information, analyzing content notes by composing down the most thought or focuses, deciphering, inferencing, and exchanging. These techniques are recognized as vital cognitive approach related to scholastic execution within the classroom since they can be connected to basic memory assignments (case., review of data, words, or records) or to more complex errands that require comprehension of the data (case., understanding a chunk of content) respect all metacognitive exercises as incompletely the checking of comprehension where understudies check their understanding against a few self-set objectives.

Observing exercises incorporate the following of consideration whereas reading content, understanding, etc. (Wen-ying,2019).

The other sort of metacognitive approach is administrative methodology which is closely tied to checking methodologies. Agreeing to Half quart wealthy, as understudies screens their learning and execution against a few objectives or criterion.” This checking prepare recommends the requirement for control forms to bring behavior back in line with the objective or to come closer to the criterion”. Administrative exercises may incorporate inquiring address to screen students' comprehension, abating the pace of reading with more troublesome writings, checking on examination materials, and putting off address. A few thinks have appeared that all these approaches can upgrade second/foreign dialect reading by adjusting their examining behavior and repairing shortfalls, in their understanding of the reading content). Effectiveness and reading accomplishment inspected the impacts of metacognitive, cognitive, and social technique instruction gotten.

Framework of the Study

This study was anchored on Schema Theory. The notion of schema and related concepts results from the development of research in cognitive science where the importance of background knowledge in language comprehension is found to exist. Rumelhart (1980) points out that a schema theory is basically a theory about knowledge.

It is a theory about how knowledge is represented and about how that representation facilitates the use of knowledge in particular ways. According to schema theories, all knowledge is packaged into units. These units are the schemata. Embedded in these packages of knowledge is, in addition to the knowledge itself, information about how this knowledge is to be used. A schema, then, is a data structure for representing the generic concepts stored in memory.

In relation to the definition above, McCormick & Pressley (1997) define schemata as generalized knowledge about objects, situation, and events. Activation of schema, according to them, can dramatically affect comprehension, inferences, attention allocation, and memory of what is read.

Then, based on this theory, comprehending a text is an interactive process between the reader's background knowledge and the text. Efficient comprehension, then requires the ability to relate the textual materials to one's own knowledge. Comprehending words, sentences, and entire texts involves more than just relying on one's linguistic knowledge (Carrell & Eisterhold, 1988).

The process of interpretation is guided by the principle that every input is mapped against some existing schema and that all aspects of that schema must be compatible with the input information. This principle results in two basic modes of information processing: bottom-up and top-down. Bottom-up processing is evoked by the incoming data, while the features of data enter the system with the best fitting, bottom-up schemata. In this mode schemata are hierarchically organized, starting from the most general at the top to the most specific at the bottom. As these bottom-up schemata converge into higher level ones, they become activated. Therefore, bottom-up processing is called data-driven. Or in other words, the interpretation is from parts to whole. Top-down processing, on the other hand, occurs as the system makes general predictions based on higher level, general schemata and then searches the input for information to fit into these partially satisfied, higher ordered schemata. Top-down processing is, therefore, called conceptually driven processing. The process starts from whole to parts (Rumelhart, 1980; Carrell & Eisterhold, 1988).

Methodology

The choice of employing a Descriptive Statistic Design in this study was strategic, as this method is particularly well-suited for providing a clear, concise summary of research data. By using this approach, researchers can effectively organize and present the collected data in a way that is easy to understand and interpret. This aids in drawing meaningful conclusions and identifying patterns or trends within the data set.

In terms of the study's scope, it targeted Grades 1, 2, and 3 pupils in Cluster 3, District 2 of the Division of San Carlos, Negros Occidental, as the primary respondents. This selection was likely made to gather a comprehensive representation of reading levels and factors influencing them across these grade levels.

A total of 312 pupils were sampled for the study, ensuring a sufficiently large and diverse sample size to draw reliable conclusions. The process of selecting these pupils involved purposive sampling, which is a methodical approach to selecting participants based on specific criteria. In this case, the odd-even number scheme was employed, indicating that every other pupil was selected from the list, which helps reduce bias and ensures a more representative sample.

Overall, the methodology chosen for this study was carefully considered to ensure that the data collected would be robust and provide valuable insights into the factors affecting reading levels among Grade 3 learners in the specified region.

Results and Discussions:

This chapter presents the findings, analysis, and discussion of this investigation. This chapter's contents are arranged in the same sequence as the Statement of the Problem.

Level of Demographic Profile of the Student

Table 2. Age

n = 312

Grade level	6 years old		7 years old		8 years old and above		Total	
	f	%	f	%	f	%	f	%
Grade 1	80	76.92	22	21.15	2	1.93	104	100
Grade 2	0	0	91	87.50	13	12.50	104	100
Grade 3	0	0	0	0	104	100	104	100
Total	80	25.64	113	36.22	119	38.14	312	100

The table illustrates the age demographics of students across different grade levels, with a total of 312 students included in the analysis. In Grade 1, the majority (76.92%) are 6 years old, while 21.15% are 7 years old, and only 1.93% are 8 years old or older. Grade 2 shows a different pattern, with no students aged 6, 87.50% aged 7, and 12.50% aged 8 or above. Grade 3 comprises entirely of students aged 8 or above. Overall, the data reveals that 25.64% of the total students are 6 years old, 36.22% are 7 years old, and 38.14% are 8 years old or older. This breakdown provides a detailed overview of the age distribution within each grade level, indicating the varying proportions of students across different age groups.

Table 3. Sex

n= 312

Grade level	Male		Female		Total	
	f	%	f	%	f	%
Grade 1	45	43.27	59	56.73	104	100
Grade 2	44	42.31	60	57.69	104	100
Grade 3	44	42.31	60	57.69	104	100
Total	133	42.63	179	57.37	312	100

Table 3 displays the distribution of students by sex across different grade levels, with a total sample size of 312 students. In Grade 1, there are 45 male students (43.27%) and 59 female students (56.73%). Grade 2 and Grade 3 exhibit similar patterns, with 42.31% male and 57.69% female students in both grades. Overall, out of the total 312 students, 42.63% are male and 57.37% are female. This finding provides a clear view of the gender distribution within each grade level, indicating the relative proportions of male and female students across the different grades.

Table 4. Monthly Family Income

n= 312

Grade level	Poor		Low Income		Lower Middle Income		Middle Income		Upper Income		Rich		Total	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Grade 1	44	42.31	54	51.92	6	5.77	0	0	0	0	0	0	104	100

Grade 2	39	37.50	57	54.81	8	7.69	0	0	0	0	0	0	104	100
Grade 3	55	52.88	43	41.35	6	5.77	0	0	0	0	0	0	104	100
Total	138	44.23	154	49.36	20	6.41	0	0	0	0	0	0	312	100

Table 4 provides information about the monthly family income of the students' households across different grade levels. The data is presented in terms of frequency (f) and percentage (%) for each income category. In Grade 1, 42.31% of students come from poor families, 51.92% from low-income families, and 5.77% from lower-middle-income families. There are no students from middle-income, upper-income, or rich families in Grade 1. In Grade 2, 37.50% of students come from poor families, 54.81% from low-income families, and 7.69% from lower-middle-income families. Similarly, there are no students from middle-income, upper-income, or rich families in Grade 2.

In Grade 3, 52.88% of students come from poor families, 41.35% from low-income families, and 5.77% from lower-middle-income families. There are no students from middle-income, upper-income, or rich families in Grade 3.

Overall, out of the total 312 students, 44.23% come from poor families, 49.36% from low-income families, and 6.41% from lower-middle-income families. There are no students from middle-income, upper-income, or rich families in the overall data set. This distribution provides insights into the socio-economic backgrounds of the students in each grade level.

**Factors Affecting the Reading Level of Pupils in Terms of:
Table 5. Learning Strategies**

n = 312

Statements	Strongly Agree		Agree		Disagree		Strongly Disagree		Total		wx	I
	f	%	f	%	f	%	f	%	f	%		
1.Pupils' poor limited vocabulary	300	96.15	12	3.85	0	0	0	0	312	100	3.96	SA
2. Pupils' poor grammar and spelling	150	48.08	162	51.92	0	0	0	0	312	100	3.48	SA
3.Low comprehension level	292	93.59	20	6.41	0	0	0	0	312	100	3.94	SA
4.Pupils are not immersed to English	301	96.47	11	3.53	0	0	0	0	312	100	3.96	SA
5.Lack of appropriate strategies foster love for reading	150	32.05	149	47.76	63	20.19	0	0	312	100	3.112	A
Total/General wx	1143	73.27	354	22.69	63	20.19	0	0	1560	100	3.69	SA

Legend:

Scale	Mean	Range	Interpretation	wx = weighted mean
4	3.28	4.00	Strongly Agree	f = frequency
3	2.52	3.27	Agree	I = Interpretation

2	1.76	2.51	Disagree
1	1.00	1.75	Strongly Disagree

Table 5 provides insights into the factors influencing the reading level of pupils, specifically focusing on learning strategies. The data, based on responses from 312 participants, reveals a strong consensus regarding these factors. For instance, there is overwhelming agreement regarding the negative impact of "Pupils' poor limited vocabulary," with 96.15% of respondents strongly agreeing. Similarly, "Low comprehension level" and "Pupils are not immersed in English" also garnered high levels of agreement, with 93.59% and 96.47% of respondents strongly agreeing, respectively. On the other hand, "Pupils' poor grammar and spelling" had a more mixed response, with 48.08% strongly agreeing and 51.92% agreeing. Additionally, "Lack of appropriate strategies to foster love for reading" received a moderate level of agreement, with 32.05% strongly agreeing and 47.76% agreeing. Overall, the weighted mean for all statements indicates strong agreement with the learning strategies presented, suggesting that these factors play a significant role in shaping the reading level of pupils.

Table 6. Motivation

n = 312

Statements	Strongly Agree		Agree		Disagree		Strongly Disagree		Total		wx	I
	f	%	f	%	f	%	f	%	f	%		
1.Nutritional Status	153	49.04	140	44.87	19	6.09	0	0	312	100	3.43	SA
2.Pupils are not motivated to read	100	32.05	150	48.08	62	19.87	0	0	312	100	2.64	A
3.Pupils read stories, selections and essays selectively	300	96.15	12	3.85	0	0	0	0	312	100	3.96	SA
4.Pupils' poor study habit	303	97.12	9	2.88	0	0	0	0	312	100	3.97	SA
5.Absenteeism	13	4.17	150	48.08	149	47.75	0	0	312	100	2.56	A
Total/General wx	869	55.71	461	29.55	230	14.74	0	0	1560	100	3.41	SA

Legend:

Scale	Mean	Range	Interpretation	wx = weighted mean
4	3.28	4.00	Strongly Agree	f = frequency
3	2.52	3.27	Agree	I = Interpretation
2	1.76	2.51	Disagree	
1	1.00	1.75	Strongly Disagree	

Table 6 provides an overview of the factors influencing the motivation of pupils, focusing on various statements related to motivation. The data, based on responses from 312 participants, highlights several key findings. Firstly, there is strong agreement regarding the influence of "Nutritional Status" on motivation, with 49.04% of respondents strongly agreeing and 44.87% agreeing. Additionally, most respondents feel that "Pupils read stories, selections, and essays selectively," with 96.15% strongly

agreeing. Similarly, "Pupils' poor study habit" also garnered significant agreement, with 97.12% of respondents strongly agreeing. However, "Pupils are not motivated to read" received a more mixed response, with 32.05% strongly agreeing, 48.08% agreeing, and 19.87% disagreeing. Finally, "Absenteeism" had a notable disagreement, with 47.75% of respondents strongly disagreeing. Overall, the weighted mean for all statements indicates a strong agreement with the factors influencing motivation, suggesting that these factors play a significant role in shaping the motivation levels of pupils.

Table 7. Family Support

n = 312

Statements	Strongly Agree		Agree		Disagree		Strongly Disagree		Total		wx	I
	f	%	f	%	f	%	f	%	f	%		
1.No follow-ups at home	100	32.05	190	60.90	22	7.05	0	0	312	100	3.25	A
2. Less motivation by siblings to study	100	32.05	190	60.90	22	7.05	0	0	312	100	3.25	A
3.Low educational background of parents	200	64.10	103	33.01	9	2.89	0	0	312	100	3.61	SA
4.Pupils are forced to work for an extra income	10	3.21	20	6.41	250	80.13	32	10.26	312	100	2.03	DA
5.Absence of reading materials at home	200	64.10	112	35.90	0	0	0	0	312	100	3.64	SA
Total/General wx	610	39.10	615	39.42	303	19.42	32	10.26	1560	100	3.16	A

Legend:

Scale	Mean	Range	Interpretation	wx = weighted mean
4	3.28	4.00	Strongly Agree	f = frequency
3	2.52	3.27	Agree	I = Interpretation
2	1.76	2.51	Disagree	
1	1.00	1.75	Strongly Disagree	

Table 7 outlines the influence of family support on the reading level of pupils, focusing on several key statements. The data, derived from responses of 312 participants, reveals important insights. Firstly, regarding "No follow-ups at home" and "Less motivation by siblings to study," there is a substantial level of agreement, with 32.05% of respondents strongly agreeing and 60.90% agreeing with these statements. Similarly, the impact of the "Low educational background of parents" is strongly acknowledged, with 64.10% of respondents strongly agreeing and 33.01% agreeing. Conversely, "Pupils are forced to work for an extra income" shows significant disagreement, with 80.13% of respondents disagreeing. Lastly, "Absence of reading materials at home" is also strongly agreed upon, with 64.10% of respondents strongly

agreeing and 35.90% agreeing. Overall, the weighted mean for all statements indicates agreement, suggesting that family support factors play a significant role in influencing the reading level of pupils.

Table 8. School Instruction

n = 312

Statements	Strongly Agree		Agree		Disagree		Strongly Disagree		Total		wx	I
	f	%	f	%	f	%	f	%	f	%		
1.Class size	0	0	0	0	300	96.15	12	3.85	312	100	1.96	DA
2.Lack of catchy reading materials	10	3.21	20	6.41	250	80.13	32	10.26	312	100	2.03	DA
3.Substandard classroom for learning with inadequate facilities	10	3.21	20	6.41	250	80.13	32	10.26	312	100	2.03	DA
4.Absence of functional library	200	64.10	100	32.05	12	3.85	0	0	312	100	3.60	A
5.Lack of seminar in teaching reading	15	4.81	15	4.81	200	64.10	82	26.28	312	100	1.88	DA
Total/General wx	235	15.04	155	9.94	1012	64.87	158	10.13	1560	100	2.30	DA

Legend:

Scale	Mean	Range	Interpretation	wx = weighted mean
4	3.28	4.00	Strongly Agree	f = frequency
3	2.52	3.27	Agree	I = Interpretation
2	1.76	2.51	Disagree	
1	1.00	1.75	Strongly Disagree	

Table 8 evaluates the impact of school instruction on the reading level of pupils, focusing on several key factors. The data, based on responses from 312 participants, reveals important insights into instructional practices. Firstly, regarding "Class size," there is overwhelming disagreement, with 96.15% of respondents disagreeing and 3.85% strongly disagreeing. Similarly, "Lack of catchy reading materials" and "Substandard classroom for learning with inadequate facilities" also show significant disagreement, with 80.13% of respondents disagreeing and 10.26% strongly disagreeing for both factors. Conversely, "Absence of functional library" shows strong agreement, with 64.10% of respondents strongly agreeing and 32.05% agreeing. However, "Lack of seminar in teaching reading" is met with disagreement, with 64.10% disagreeing and 26.28% strongly disagreeing. Overall, the weighted mean for all statements indicates disagreement, suggesting that school instruction factors may not significantly influence the reading level of pupils according to the respondents.

Summary of the Factor Affecting the Reading Level of Pupils

Table 9

n= 312

Factors	Strongly Agree (4)		Agree (3)		Disagree (2)		Strongly Disagree (1)		Total		wx	I
	f	%	f	%	f	%	f	%	f	%		
1. Learning Strategies	1143	73.27	354	22.69	63	20.19	0	0	1560	100	3.69	SA
2. Motivation	869	55.71	461	29.55	230	14.74	0	0	1560	100	3.41	SA
3. Family Support	610	39.10	615	39.42	303	19.42	32	10.26	1560	100	3.16	A
4. school Instruction	235	15.04	155	9.94	1012	64.97	158	10.13	1560	100	2.30	DA
Total/General wx	2857	45.79	1585	25.40	1608	25.77	190	3.04	6240	100	3.14	A

Legend:

Scale	Mean	Range	Interpretation	wx = weighted mean
4	3.28	4.00	Strongly Agree	f = frequency
3	2.52	3.27	Agree	I = Interpretation
2	1.76	2.51	Disagree	
1	1.00	1.75	Strongly Disagree	

The table summarizes factors affecting the reading level of pupils, including learning strategies, motivation, family support, and school instruction. The data, based on responses from 312 participants, shows a high level of agreement with the effectiveness of learning strategies, with 73.27% strongly agreeing and 22.69% agreeing. Motivation also received strong support, with 55.71% strongly agreeing and 29.55% agreeing. Family support had a more balanced response, with 39.10% strongly agreeing, 39.42% agreeing, 19.42% disagreeing, and 10.26% strongly disagreeing. However, school instruction received the least support, with only 15.04% strongly agreeing, 9.94% agreeing, 64.97% disagreeing, and 10.13% strongly disagreeing. The total weighted mean for all factors was 3.14, indicating an overall agreement level of "Agree" across all factors. These results suggest that while learning strategies and motivation are perceived positively, family support and school instruction may require further attention to enhance their effectiveness in improving pupils' reading levels.

Level of Academic Performance of Pupils in (CRLAF)

Table 10

n=312

Scale	Hypothetical Range	f	%	wx	I
4	3.28 – 4.00 (18-20)	150	48.08	3.06	Satisfactory

3	2.52 – 3.27 (15-17)	75	24.04	(Light Refresher)
2	1.76 – 2.51 (11-14)	42	13.46	
1	1.00 – 1.75 (0-10)	45	14.42	
Total		312	100	

Legend:

Scale	Mean Range	Score Range	Rating Range	Responses	Interpretation
4	3.28 – 4.00	18 – 20	90 – 100	Grade Ready	Very Satisfactory (VS)
3	2.52 – 3.27	15 – 17	80 – 89	Light Refresher	Satisfactory (S)
2	1.76 – 2.51	11 – 14	76 – 79	Moderate Refresher	Fairly Satisfactory (FS)
1	1.00 – 1.75	0 – 10	Below – 75	Full Refresher	Did Not Meet the Expectation (DNME)

Table 10 provides a breakdown of the academic performance of pupils using a hypothetical scale with corresponding score ranges and interpretations. Out of the 312 participants, 48.08% fall into the highest scale (4), indicating a performance level considered "Very Satisfactory" or "Grade Ready," with a weighted mean of 3.06. The next largest group falls into Scale 3, accounting for 24.04% of pupils, indicating a "Satisfactory" or "Light Refresher" performance level. Scale 2 includes 13.46% of pupils, reflecting a "Fairly Satisfactory" or "Moderate Refresher" performance level. Lastly, Scale 1 includes 14.42% of pupils, indicating a performance level considered "Did Not Meet the Expectation" or "Full Refresher." This distribution suggests that while a significant portion of pupils perform at satisfactory levels, there is also a notable portion that falls below expectations.

Significant Relationship Between the Factors Affecting the Reading Level of Pupils and their Academic Performance

Table 11
n= 312

Ho	r _{xy}	I	Z – test		Decision	Remark
			C·V	T·V		
There is no significant relationship between the factors affecting the reading level	0.83	High Correlation	14.64	1.960	Reject Ho	Significant

of pupils and their academic performance.						
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0.05 = level of significance

degree of freedom = n – 1

Table 11 presents the analysis of the relationship between the factors affecting the reading level of pupils and their academic performance. The null hypothesis (Ho) states that there is no significant relationship between these factors. The table shows that the correlation coefficient (r_{xy}) is 0.83, indicating a high correlation between the two variables. The critical values for the Z-test at a significance level of 0.05 are 1.960. Since the calculated Z-test value (14.64) is greater than the critical value, the null hypothesis is rejected. This means that there is a significant relationship between the factors affecting the reading level of pupils and their academic performance.

Conclusion

In conclusion, the findings present a comprehensive picture of the student demographic, showcasing diversity in age, gender, and socio-economic backgrounds. While learning strategies and motivation are positively regarded, there is a potential need for more emphasis on school instruction and family support to improve students' reading proficiency. The data also reveals a notable portion of students performing below expectations, emphasizing the necessity for targeted interventions to aid struggling students. This underscores the importance of a holistic approach to education, catering to the needs of all students to achieve the best possible educational outcomes.

Recommendations

Based on the findings and conclusions of the study, the following recommendations may be considered.

1. What is the level of the demographic profile of the respondents according to;
 - a) Age;
 - b) Sex;
 - c) Socio-economic status/Family Income?

Based on the demographic data presented, it is recommended to develop targeted support programs for students from low-income and poor families. These programs could include access to additional educational resources, such as tutoring or after-school programs, as well as financial assistance for essentials like school supplies or meals. By focusing on the specific needs of students from lower socio-economic backgrounds, schools can help bridge the gap and provide more equitable opportunities for academic success.

2. What are factors affecting the reading level of pupils in terms of reading strategies, motivation, family support and school instruction?

The results suggested that while learning strategies and motivation are generally favored, there may be a need to allocate more attention to school instruction and family support in order to fully leverage their potential to enhance students' reading skills. This implies that efforts to improve reading proficiency should not only concentrate on individual learning techniques and student motivation but also encompass a comprehensive approach that addresses the quality of teaching and the level of support provided by

families. By enhancing these aspects, schools can better support students in developing strong reading abilities, leading to improved overall academic performance.

3. What is the level of academic performance of the pupils based on the Comprehensive Reading Literacy Assessment Form (CRLA) during the school year 2023 – 2024?

The student performance distribution indicated that while a substantial number of students meet expectations, a significant portion falls short. This underscores the necessity for targeted interventions to assist struggling students and enhance overall academic performance. Implementing a comprehensive educational approach that caters to the needs of all students, including both high and low performers, is crucial for achieving the best possible outcomes.

Appendix

**Questionnaire on Determinants Affecting the Reading Proficiency Level of the Primary Pupils:
Basis for Enhanced Reading Program**

Fill in the necessary data.

NAME: _____

AGE: _____

Socio-Economic Status: _____

Income Cluster	Monthly Income (for a family of 5)
Poor	Less than ₱12,082
Low-income class (but not poor)	Between ₱12,082 and ₱24,164
Lower middle-income class	Between ₱24,164 and ₱48,328
Middle middle-income class	Between ₱48,328 and ₱84,574
Upper middle-income class	Between ₱84,574 and ₱144,984
Upper-income class (but not rich)	Between ₱144,984 and ₱241,640
Rich	₱241,640 and above

B. **Direction:** Kindly indicate check marks for the factors that affected the reading proficiency of the learners.

**Factors Affecting the Reading Comprehension
(Caparas, 2019)**

FACTORS	Strongly Agree	Agree	Disagree	Strongly Disagree
LEARNING STRATEGIES				

1.Pupils' poor limited vocabulary				
2. Pupils' poor grammar and spelling				
3.Low comprehension level				
4.Pupils are not immersed to English				
5.Lack of appropriate strategies foster love for reading				
MOTIVATION				
1.Nutritional Status				
2.Pupils are not motivated to read				
3.Pupils read stories, selections, and essays selectively				
4.Pupils' poor study habit				
5.Absenteeism				
FAMILY SUPPORT				
1.No follow-ups at home				
2. Less motivation by siblings to study				
3.Low educational background of parents				
4.Pupils are forced to work for an extra income				
5.Absence of reading materials at home				
SCHOOL INSTRUCTION				
1.Class size				
2.Lack of catchy reading materials				
3.Substandard classroom for learning with inadequate facilities				
4.Absence of functional library				
5.Lack of seminar in teaching reading				

TOTAL

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ONLINE SOURCES

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2. <https://ummaspul.e-journal.id/JENFOL/article/view/191/112>
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