



READING SKILLS AMONG GRADE 5 LEARNERS IN KINOGITAN DISTRICT, DIVISION OF MISAMIS ORIENTAL

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ABSTRACT

Reading is one of the basic skills that is taught in school and a very relevant part in the development of an individual's whole being. This study aimed to determine the reading skills of the Grade 5 learners of Kinoguitan District, Misamis Oriental, during the School Year 2022-2023. Specifically, it determined the learners' profile, their reading skills, and whether there is a significant relationship between the learners' reading skills and their demographic profile.

This study utilized a descriptive-correlational method of research through a survey questionnaire which was used to gather the relevant data. To analyze the data, mean, standard deviation, and Pearson Moment Correlation were used.

Findings revealed that majority of the respondents are females with textbooks at home and with both mothers and fathers whose highest educational attainment is high school graduate. Their study habits were of the highest level and parents' follow up which is of a very high level but their reading skills is average. It was found that there is a significant relationship between the reading skills in noting details and sex, reading materials available at home, mothers' highest

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educational attainment, study habits and parents' follow up. Getting the general significance of a selection has a significant relationship with the respondents' sex, mothers' highest educational attainment and study habits. On the other hand, predicting the outcome of a given event and making inferences have a significant relationship with the respondents' sex, mothers' highest educational attainment and study habits. In terms of reading to follow precise directions, it was found to have a significant relationship with their mothers' highest educational attainment. Lastly, reading exercise for comprehension has a significant relationship with all of the respondents' demographic profile. In conclusion, the learners need to develop their fundamental knowledge, skills, and core mastery in reading with guidance from their teachers and peers. It is then recommended that teacher should produce reading materials that would improve the reading skills.

Keywords: *reading skill, study habits, parental follow-up*

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INTRODUCTION

Reading is one of the basic skills that is taught in school. It is a common knowledge that knowing how to read 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 way to achieve greater awareness of reality.

According to Keyser (2021), reading has many benefits. Reading develops imagination and creativity, improves vocabulary and communication and helps with building a good self-image and socialization. Noting the importance of reading and in line with the implementation of the K to 12 Basic Education Program, the Department of Education (DepEd) implemented "Every Child A Reader Program" (ECARP) through DepEd Order: No. 70, s. 2011, DepEd Memorandum No. 324 s. 2004. The "Every Child A Reader Program (ECARP)" is a national initiative that promotes the Department of Education's (DepEd) aim of making every Filipino child, a reader and writer at his or her grade level. It contributes to the achievement of the Education for All (EFA) goal of universal school participation and the abolition of dropouts and repetition in the primary years.

Reading becomes one of the literacy problems among Filipino children. Even before the pandemic, Grade 5 learners in the Philippines are already lagging behind in some neighboring Southeast Asian nations in terms of reading, writing and mathematics, with a notable percentage of students still performing at levels expected in the lower years of elementary education. Southeast Asia Primary Learning Metrics (SEA-PLM) 2019 showed that the percentage

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of fifth-grade Filipino students who achieved minimum proficiency in reading, writing and mathematics were lower to a slight extent than Vietnamese and Malaysian learners. Grade 5 learners in the Philippines were at par or sometimes even worse than those in Cambodia, but performed slightly better than those in Laos and Myanmar (Balinbin, 2020).

World Bank reports that 9 out of 10 children in the Philippines at late primary age are not proficient in reading. The report, "The State of Global Learning Poverty: 2022 Update," sent many online communities into a hysteria. There has been a learning crisis in low- and middle-income countries even before the Covid-19 pandemic. In the Philippines the already sorry state of public education was exacerbated by more than two years of remote learning (Oseña-Paez, 2022).

Adaptation of the Modular Distance Learning (MDL) teaching approach has been the key of the Division of Misamis Oriental to achieve the goal of the department amid the emerging challenges and educational vulnerabilities brought by the pandemic. In this teaching approach, pupil's academic performance is measured through a summative assessment in the form of written works and performance tasks and is administered toward the end of the learning period to measure the extent to which the learners have mastered the essential learning competencies, the results of which are recorded and are used to report the learner's achievement (Department of Education, 2020).

Even with the modular learning modality used to lessen the reading gap, UNICEF approximates that as many as 70 percent of all children in low-income countries cannot read a

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basic sentence by the age of 10. The UN is calling on all governments to take steps to retain all children in school, review the learning levels and processes, prioritize fundamentals, and invest in catch-up learning — all that while making sure all children are healthy, safe and protected. The new government has indicated the urgency and essence of improving basic education by appointing Vice President Sara Z. Duterte-Carpio as the Basic Education Secretary.

The report cites numerous reasons for the learning crisis. Even before the pandemic, 6 out of 10 children globally were not obtaining basic proficiency in reading by the age of 10. This has been looming over legislators and leaders for many years. The lack of access to the internet and adaptable digital learning modules just further deepened the persisting gap between rich and poor countries during the pandemic.

Acknowledging the problems at hand, the researcher wishes to determine the reading skills inventory of the Grade 5 pupils of Kinoguitan District, Division of Misamis Oriental for the School Year 2022-2023.

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METHODOLOGY

Research Design

This study utilized a descriptive-correlational method of research. This design is a type that describes relationships among variables without seeking to establish a causal connection. In this study, the descriptive research design helped the researcher determine the relationship of the respondents' demographic profile and their reading skills.

It was composed of independent and dependent variables. The independent variable was the 'pupils demographic profile. This variable was included primarily to determine how the demographic profile affects reading skills of pupils. Finally, the dependent variable considered in this investigation was the pupils' reading skills. The researcher looked into how it is affected by the 'pupils profile.

Research Respondents

The respondents of the study were the 120 Grade 5 learners from Kinoguitan District, Division of Misamis Oriental. This study employed the purposive sampling technique. They were taken as the participants of the study since the researcher observed that these students have been encountering challenges in their reading skills.

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Table A shows the number of respondents in every school.

Table A
Distribution of Respondents

| Name of School | Respondents |
|-----------------------------|-------------|
| Calubo Integrated School | 30 |
| Esperanza Elementary School | 20 |
| Biray Elementary School | 20 |
| Suarez Elementary School | 10 |
| Buko Elementary School | 40 |
| Total | 120 |

Sampling Technique

Purposive sampling technique was used since the target respondents were the Grade 5 learners. At the same time complete enumeration was used in considering the number of respondents. This was used in order to take all of the 192 Grade 5 learners in the district as the respondents of the study. Convenience sampling was further utilized since the researcher thinks that it is quite a challenge to be able make every learner answer the survey questionnaire during the data gathering period. Hence, out of 192 learners, only 120 were able to respond to the survey questionnaire.

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Scoring System

A. Study Habits and Parents' Follow-up

| Scale | Range | Description | Interpretation |
|-------|-----------|------------------|-----------------|
| 4 | 3.26-4.00 | At All Times | Very High Level |
| 3 | 2.51-3.25 | Most of the Time | High Level |
| 2 | 1.76-2.50 | Seldom | Low Level |
| 1 | 1.00-1.75 | Never | Very Low Level |

B. Pupil's Reading Skills

| Scale | Range | Description | Interpretation |
|-------|----------|--------------------------|----------------|
| 5 | 90-100 | Outstanding | Very High |
| 4 | 80-89 | Very Satisfactory | Above Average |
| 3 | 80-84 | Satisfactory | Average |
| 2 | 75-79 | Fairly Satisfactory | Below Average |
| 1 | Below 75 | Did not Meet Expectation | Very Low |

C. Reading Skill Scores

| Raw Scores | Percentage |
|------------|------------|
| 9-10 | 90-100 |
| 7-8 | 80-89 |
| 6-5 | 80-84 |
| 3-4 | 75-79 |
| 1-2 | Below 75 |

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Statistical Treatment

For specific problem numbers 1 and 2, the researcher used the descriptive statistics such as mean and standard deviation to describe the teacher's performance and reading comprehension skills of Grade 5 level.

For specific problem number 3, the researcher used Pearson Product Moment Correlation Coefficient (r) to determine if a significant relationship exists between the respondents' profile and their reading skills in the School Year 2021-2022. Pearson (r) Product Moment Correlation measures the strength of a linear association between two variables. It is a technique that allows to use these sample to make generalizations about the populations from which the sample were drawn (Laerd Statistics, 2018).

RESULTS AND DISCUSSION

1. Demographic Profile of the Respondents

Sex: The data revealed that out of the 120 respondents, 70 of them or 58.3 percent are females. This means that majority of the respondents are females who outnumbered the males which constitutes 50 or 41.7 percent only of the study.

Reading Materials Available at Home: The **highest** frequency of 43 or 35.8 percent has textbook available at home. Meanwhile, the **lowest** frequency of 3 or 2.5 percent of the respondents has

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other types of available reading materials at home. This means that 3 of the respondents may still have reading materials available at home but not any of the ones listed.

Parents' Highest Educational Attainment: The **highest** frequency of 39 or 32.5 percent reveals that most of the respondents' **fathers** are **High School Graduates** only. On the part of the mothers, the **highest** frequency of 42 or 35.0 percent of the respondents has **mothers** who are also **High School Graduates** only. On the other hand, the **lowest** frequency of 5 or 4.2 percent is respondents whose fathers have the highest educational attainment of **Elementary Level only**. Meanwhile, among mothers, the **lowest** frequency of 4 or 3.3 percent respondents have mothers whose highest educational attainment is **Elementary Graduate** only.

Study Habits: The **overall** mean of 3.22 (SD=0.86) with the description of **Most of the Time** means that the respondents have a **High level** of study habits. This implies that most of the respondents have good study habits but since the result has not reached the highest level, they need to improve their study habits.

The indicator **I have all the supplies when I study (e.g. pen, paper, etc.)** got the **highest** mean of 3.66 (SD= 0.67) with the description of **At All Times**. On the other hand, the indicator **I study with a friend or group** obtained the **lowest** mean of 2.62 (SD=0.98) with the description of **Most of the Time**. This indicator may have the lowest mean but still the result implies that the respondents have been studying their lessons with their classmates.

Parents' Follow-up:

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The **overall** mean of 3.46 (SD=0.82) with a description of **At All Times** indicates that the respondents' level of parental follow up is **Very High**. Specifically, the indicator **My parents encourage me to work harder in school** got the **highest** mean of 3.76 (SD=0.58) with the description of **At All Times**. The result implies that the respondents' parents support their education at a **Very High Level**. In contrast, the indicator **My parents ask the teacher on my academic progress** obtained the **lowest** mean of 3.17 (SD=0.96) with the description of **Most of the Time**.

2. Learners' Reading Skills

Noting Details: The data revealed that the mean score of 6 with a grade equivalent of 82% indicates that the respondents' reading skills in noting details is **Satisfactory**. In addition, the **overall mean** of 3.48 (SD=1.15) reflects that reading skills in noting details is **Average**.

Getting the General Significance of a Selection: The data revealed that the mean score of 7 with a grade equivalent of 87% which means that the respondents' reading skill in this aspect is **Very Satisfactory**. The overall mean of 3.67 (SD=1.20) indicates that their reading skills of Getting the General Significance of a Selection is **Above Average**.

Predicting the Outcome of a Given Event and Making Inferences: The data revealed that the mean score of 7 with the grade equivalent of 87% indicates that the respondents' skill in **predicting the outcome of a given event and Making Inferences** is **Very Satisfactory**.

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The overall mean of 3.58 (SD=1.20) indicates that the respondents' reading skills in terms of predicting the outcome of a given event and making inferences is **Above Average**.

Reading to Follow Precise Directions. The data revealed that the mean score of 6 with a grade equivalent of 82% indicates that the respondents' skill on reading to follow precise directions is Satisfactory. Moreover, the overall mean of 3.09 (SD=1.33) indicates that the mentioned reading skill of the respondents is **Average**.

Reading Exercise for Comprehension: The data revealed that the mean score of 7 with the grade equivalent of 87% indicates that the respondents' reading skill for comprehension is Very Satisfactory. Besides, the overall mean of 3.63 (SD=1.32) means that the respondents' level of reading skills considering Reading Exercise for Comprehension is **Above Average**.

Summary Distribution of the Respondents' Level of Reading Skills: The overall mean of 3.49 (SD=1.26) indicates that the respondents' level of reading skills is **Average**. The variable, **getting the general significance of a selection**, obtained the highest mean of 3.67 (SD=1.20) described as **Above Average**. On the other hand, the skill **reading to follow precise directions** obtained the **lowest** mean of 3.09 (SD = 1.33) described as **Average**.

3. Significant Relationship between the Learners' Reading Skills and their Demographic Profile

The result of the test of the significant relationship between the respondents' reading skills and each of their demographic profiles. The data revealed that there is a significant relationship

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between the respondents' reading skill in **noting details** and their Sex ($r=.335, p=.000$), reading materials at home ($r=.274, p=.002$), mothers' highest educational attainment ($r=-.191, p=.036$) study habits ($r=.314, p=.000$), and parent's follow-up ($r=.287, p=.001$). This means that the null hypothesis is rejected. Meanwhile, there is no significant relationship between the respondents' reading skill in noting details and their fathers' highest educational attainment ($r=-.067, p>0.05$). This means that the null hypothesis is accepted.

The results highlight the correlation of learners' sex, reading material, mother's highest educational attainment, study habits and parents' follow-up in reading skill in noting details. The significant relationships imply that when learners are provided the necessary help and support, they perform better in reading, particularly in noting details. Furthermore, it revealed that fathers' highest educational attainment has nothing to do with the learner's reading skill in noting detail.

Considering the respondents' reading skill in **getting the general significance of a selection**, it was found that this skill has a significant relationship with their sex ($r=.246, p=.007$), mother's highest educational attainment ($r=-.320, p=.000$) and study habits ($r=.410, p=.000$) On the other hand, the reading skill in getting the general significance of a selection has no significant relationship with the respondents' reading materials at home ($r=.174, p>.05$) and their fathers' highest educational attainment ($r=-.176, p>.05$) and parents' follow-up ($r=.167, p=.069$) Learners' sex, mothers' highest educational attainment, and study habits have significant relationship with general significance of a selection.

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The reading skill in predicting the outcome of a given event and making inferences were found to have a significant relationship with the respondents' sex ($r=237, p=.009$), their mothers' highest educational attainment ($r=-.243, p=.008$) and their study habits ($r=.295, p=.001$). Meanwhile, this reading skill has no significant relationship with the respondents' reading materials at home ($r=.146, p>0.05$), fathers' highest educational attainment ($r=-.126, p>0.05$), and parents' follow-up ($r=.063, p>0.05$).

Same variables stated in getting the general significance of a selection - learners' sex, mothers' highest educational attainment and study habits have significant relationship with predicting the outcome a given event and making inferences.

Considering the respondents' reading skill to follow precise directions, it was found to have a significant relationship only with their mothers' highest educational attainment ($r=-.198, p=0.30$). It has no significant relationship with their sex ($r=.084, p>0.05$), reading materials at home ($r=.116, p>0.05$), fathers' highest educational attainment ($r=-.156, p>0.05$), study habits ($r=.078, p>0.05$), and parents' follow up ($r=.084, p>0.05$).

Lastly, reading exercise for comprehension has a significant relationship with all of the respondents' demographic profiles. This implies that reading exercise for comprehension has significant bearing with variables under learner's demographic profile. Jala (2020) concludes that the reading comprehension is a contributory factor to improve pupils' academic performance. In addition, the results indicate a strong correlation of comprehension and problem solving skills at

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both levels of ability. The study concludes that reading comprehension is a significant factor contributing to the improvement of pupils' academic performance and problem solving abilities.

Discussion

Majority of the respondents are females with textbooks available at home and with both mothers and fathers whose highest educational attainment is high school graduates. They have study habits which are of the high level and parents' follow up which is of a very high level.

Lim (2021) concurred that parents with a high school diploma are more likely to help their children set academic goals for high school and beyond. This proves that these parents can be incredibly supportive in various ways, promoting their children's academic success such as assisting them in assignments and provide necessary learning materials that are needed in school. He added that while a parent's formal education can be an advantage, a high school diploma is just one piece of the puzzle. Parents tend to involve in planning for college entrance exams, choosing appropriate courses, or exploring career options. It is emphasized that parental encouragement is crucial for student success, and a parent's educational background doesn't diminish that. Open communication allows parents to track progress, offer support when needed, and hold their children accountable for their academics.

The respondents' level of reading skills is Average in Noting Details and Reading to Follow Precise Directions and Above Average in Getting the General Significance of a Selection, Predicting

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the Outcome of a Given Event and Making Inferences, as well as Reading Exercise for Comprehension.

Based on the results in the study of Abejuela et al. (2023), titled "Assessment of the Reading Curriculum in Basic Education in the Philippines Context", it was revealed that there are more average readers rather than independent readers in basic education. As supported by the study of Cadiong (2019), titled "Factors Affecting the Comprehension Level of Grade VI Learners of Selected Elementary School in the District of Tanza, Cavite City", revealed that learners are mostly belong to moderate level of reading skill and parent, teacher, learner and home factors can affect the reading skills of the learners. The same study proposed that learners must be exposed to a variety of reading materials to positively affect learners in their reading skills.

Demographic profile has a considerable correlation with reading skills among the Grade 5 learners. On the other hand, the demographic profile had some degree of relationship but may not suffice to improve the learners' reading skill.

Remarkably, it was found out that mother's educational attainment has a significant correlation with reading skills rather than father's educational attainment. Lyesmaya et al. (2022) found out that mothers' education was positively correlated with learners' language and literacy skills. Mothers tend to be the primary caregivers in many societies, spending more time with children during their formative years. This means a mother's education level can directly impact

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how she interacts with her child, influencing their exposure to language and literacy skills, educational stimulation and activities and educational expectations.

Findings of the study of Tibus and Pobadora (2016) revealed that demographic profile such as sex and reading materials available at home significantly related to reading skills. Overall, demographic profile can offer some insights, but they shouldn't limit our efforts to improve reading skills. By focusing on effective teaching delivery, early intervention, and addressing underlying challenges, we can ensure all Grade 5 learners have the opportunity to develop strong reading skills.

Conclusion

In the study, female preponderated male learners. They have parents who are high school graduates. Learners have the highest level in study habits and very high level in parental involvement. The respondents gained average reading skills in Noting Details and Reading to Follow Precise Directions. Learners are Above Average in Getting the General Significance of a Selection, Predicting the Outcome of a Given Event and Making Inferences, as well as Reading Exercise for Comprehension. Therefore, the learners need to develop their fundamental knowledge, skills, and core mastery of the reading skills with guidance from their teachers and peers.

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Demographic profile has a considerable correlation with reading skills among the Grade 5 learners. On the other hand, the demographic profile had some degree of relationship but may not suffice to improve the learners' reading skill.

Recommendations

Based on the following findings and conclusion, the researcher offered the following recommendations:

1. The school administrators may consider resolving the persisting problem on 1:1 book provision among public school learners. Many learners across the country do not have and/or only share books. Furthermore, they must invest on having varied reading materials that are age and grade level appropriate.
2. Teachers may provide suitable reading materials for learners that would help hone reading skills in following to precise directions. In addition, they should identify teaching strategies and learning activities that would improve the learners' ability to follow directions.
3. Parents should be more involved in their children's education by collaborating with teachers. Moreover, parents should strive to help their children in developing their reading skills.

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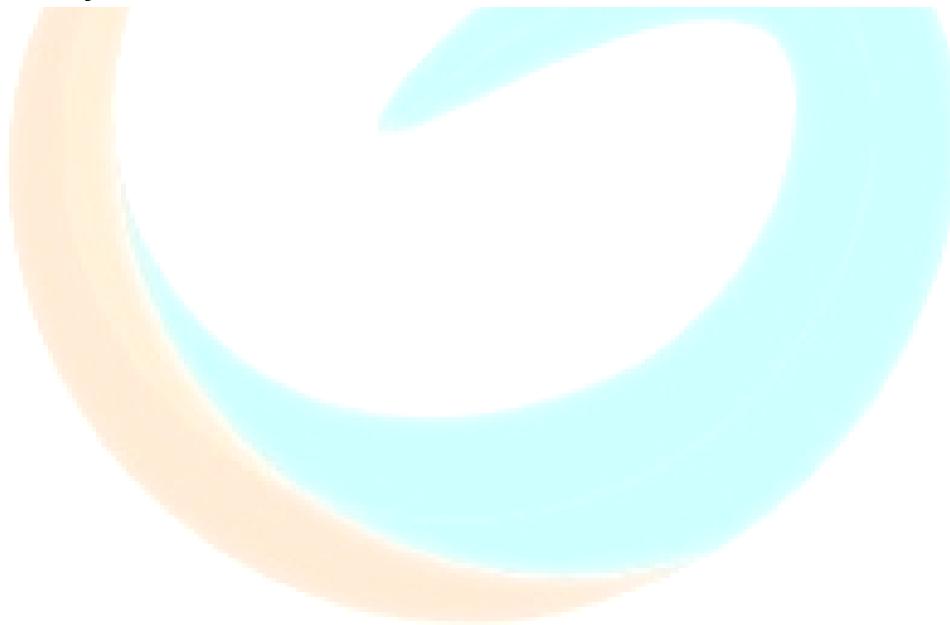
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