
**READING PERFORMANCE OF GRADE VI PUPILS IN ZONE III, SCHOOLS
DIVISION OF ZAMBALES**

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ABSTRACT

The study sought to determine the level of reading performance of the 152 Grade VI pupils in Zone III, Schools Division of Zambales during the school year 2019-2020 geared toward the crafting of an intervention program to improve the reading performance of the pupils. The researcher made use of descriptive correlational method. Majority of the pupils were independent, fast, and accurate readers with independent level of comprehension. These pupils had newspaper, magazines, and books at home while they had newspaper, magazines, books, encyclopedia, and pamphlets at school. With regards to their level of reading performance, they were independent in reading words, fast in their reading speed, accurate readers, and independent in their reading comprehension. The reading teachers considered the hearing of sounds produced by the pupils as a challenge they encountered in decoding. This also included the determination of the level of the comprehension level of the pupils and the determination of the reading speed of the pupils. Findings revealed that there was significant difference on the level of reading performance of the Grade VI pupils as to reading words, reading speed, reading accuracy, and reading comprehension. There was no significant difference on the dimensions towards the challenges encountered by the reading teachers to the reading performance of the pupils. It established a slight or little correlation between the pupils' reading performance and the available reading materials. Hence, the pupils need to continuously improve their reading performance. There is a need to craft an intervention program for this matter.

Key Words: Available Reading Materials, Reading Performance, Grade Six Pupils, Reading Teacher's Challenges Encountered.

1. INTRODUCTION

Reading skill refers to the ability to understand written text. It is advisable to develop this skill at early age of schooling. When pupils comprehend or understand written text, and combine their understanding with prior knowledge, they are able to perform the following three (3) reading comprehension skills namely identifying simple facts presented in written text (literal comprehension), making judgments about the written content of the text (evaluative comprehension), and connecting the text to other written passages and situations (inferential comprehension). The development of these reading skills is vital to the development of the children (Tadesse, 2017).

Teachers need to help the pupils in developing and improving their reading performance. They must render services with a heart which only means that they are giving all their best in everything they do. The whole nation needs teachers who possess positive characteristics towards work. With the pressing problem that the school is now facing, Department of Education (DepEd) looks for these teachers with high respect because they are the one who can inflict change and improvement to every pupil in the school. Moreover, it is a fact now that most pupils display utmost belief to whatever the teachers impart to them.

Teachers are great influencers in order to inflict change or improvement to the school performance of the pupils. It is expected that when teachers give their best performance in everything, they are simply modelling what the pupils must accomplish. This simply means that pupils are expected to give also their utmost performance in their classroom activities. For an instance, teachers give everything to improve the reading performance of those pupils who have problems in reading. It is expected that these pupils will collaboratively work well with their teachers in order for them to improve their reading performance. Usually, teachers use their free time in conducting remedial reading lessons or sessions with their pupils. Some will prefer to have it every Saturday or Sunday so that more time will be allotted for this activity.

The researcher of this study is an intermediate teacher and at the same time, the School Reading Coordinator of San Rafael Elementary School, San Felipe, Zambales. He presumed that reading teachers had significant bearing to the improvement of the reading performance of the pupils. As a matter of fact, if the teachers used their convincing power, for sure they contributed a lot in the total improvement of the reading performance of the pupils. The same comments were heard from the school heads and supervisors because they saw the important role being played by the teachers toward the improvement of the reading performance of the pupils.

A school scenario caught the attention of the researcher. This happened during the remedial reading class of a teacher in a particular school. He noticed that every end of classes in the afternoon, this particular teacher usually had time with her pupils. She was religiously teaching reading to her pupils starting from the basic reading skills or sounds of the letter of the alphabet to the reading of paragraph. As pupils had varied reading developmental needs, she grouped them according to their levels and gave appropriate reading materials to them.

Reading performance of the pupils continuously deteriorating. As a matter of fact, a news report regarding a grade seven student who graduated from an elementary school, still did not know how to read. This scenario really caught the attention of the researcher as one of the reading teacher in an elementary school. Thus, there was really a need to look into the reading performance of the elementary pupils particularly Grade VI.

The various observations directed the reading teacher to be aware that they play a vital role towards the improvement of the reading skills of the pupils. These observations cannot be proven unless a research had made. So, it was in this context that the researcher conducted this study to contribute towards the solution of addressing the recurring problems in the reading performance of the pupils through determination and analysis of the given responses of the pupils and reading teachers in Zone III, Schools Division of Zambales for school year 2019-2020.

This study served as basis of the researcher in crafting an action plan to contribute towards the improvement of the reading performance of the pupils.

2.STATEMENT OF THEPROBLEM

The study sought on determining the reading performance of the Grade VI pupils in Zone III, Schools Division of Zambales during the school year 2019-2020.

Specifically, it sought to provide answer on the following questions:

- 1.What is the profile of the pupil-respondents in terms of age, sex, occupation of parents, and place of residence?
- 2.How may the pupils' reading performance be described in terms of reading of words, reading speed, reading accuracy, and reading comprehension?
3. What are the available reading materials at home and school?
4. How is the level of reading performance be described in the following dimensions as to reading of words, reading speed, reading accuracy, and reading comprehension?
5. What are the challenges encountered by the teachers to the reading performance of the pupils with regards to decoding, comprehension, and speed?
6. Is there significant differences on the level of reading performance when grouped according to profile variables?
7. Is there significant differences on the dimensions towards challenges encountered by the teachers to the reading performance of the pupils?
8. Is there a significant relationship between the pupils' reading performance and the available reading materials?

3.MATERIALS ANDMETHODS

This study utilized the descriptive-correlational method of research. Descriptive because it described the profile of the pupil-respondents, pupils' reading performance, the available reading materials, and challenges encountered by the reading teachers to the reading performance of the pupils. Correlational because it tested the relationship of the profile of the pupil-respondents and their reading performance, reading performance of the pupils and the available reading materials, and available reading materials and challenges encountered by the reading teachers.

Descriptive research seeks to describe the characteristics or behavior of an audience. Its purpose is to describe, as well as to explain or to validate some sort of hypothesis or objective when it comes to a specific group of people. Specifically, this research employed survey that involved interviews or discussions with larger audiences and are often conducted on more specific topics (McNeill, 2018).

Furthermore, descriptive research is a study designed to depict the participants in an accurate way. It is all about describing people who take part in the study. Survey is defined as a brief interview or discussion with an individual about a specific topic (Kowalczyk, 2018).

Moreover, descriptive research is a type of research that studies the participants that take part in the research or a certain situation. It does not limit to either of quantitative or qualitative research methodologies; but instead, it uses elements of both often within the same study (Upen, 2018).

Since the study was concerned with the reading performance of Grade VI pupils in Zone III, Schools Division of Zambales during the school year 2019-2020 wherein data were collected, classified, summarized, and presented in percentages, averages, and with the given number of respondents, the descriptive-correlational method of research was the most appropriate method used.

4. RESULTS AND DISCUSSIONS

Table 1 shows the distribution of pupil-respondents and reading teachers from eight (8) central and non-central schools in Zone III, Schools Division of Zambales.

Table 1 .Distribution of Pupil-Respondents and Reading Teachers from Central and Non-Central Schools in Zone.

School	Number of Pupil-Respondents	Percentage	Number of Reading Teachers	Percentage
Beddeng-MabangcalES	14	9.20	7	11.30
Cabangan Central ES	19	12.50	10	16.10
DiritaES	17	11.20	7	11.30
Maloma Community ES	19	12.50	7	11.30
San Antonio Central ES	22	14.50	8	12.90
San Felipe ES	22	14.50	8	12.90
San Juan ES	13	8.60	7	11.30
San Narciso Central ES	26	17.10	8	12.90
Total:	152	100.00	62	100.00

Age. Most of the student-respondents were from age group of 11 years old with 73 or equivalent to 48.00%; from 10years old, with 21 or 13.80%; 12 years old with 49 or 32.20% and from 13 years old with 9 or equivalent to 5.90%. The computed mean age of the student-respondents was 11.30 or 11 years old. Sex. Majority with 81 or equivalent to 53.30% are females and only 71 or 56.70% are males. Occupation of Parents. Most of the student-respondents parents are professional with 59 or 38.80% followed by others like businessman with 50 or 32.90%; 22 or 14.50% are fisherman and 21 or equivalent to 13.80% are farmers. Place of Residence. Majority of the student-respondents with 144 or equivalent to 94.70% are living in Poblacion area; 4 or 2.60% are living in coastal area; and 2 or equivalent to 1.30% are living in the mountain and in sitios.

Table 2 shows the frequency and percentage distribution on the respondents' profile variables of age, sex, occupation of parents and place of residence respectively.

Table 2 Frequency and Percentage Distribution on the Respondents' Profile Variables N=152

Profile Variables	Frequency (f)	Percentage (%)
Age Mean=11.30 years old	10 years old	21
	11 years old	73
	12 years old	49

	13 years old and above	9	5.90
	Total	152	100.00
Sex	Male	71	46.70
	Female	81	53.30
	Total	152	100.00
Occupation of parents	Farmer	21	13.80
	Fisherman	22	14.50
	Professional	59	38.80
	Other	50	32.90
	Total	152	100.00
Place of Residence	Coastal Area	4	2.60
	Mountain Area	2	1.30
	Poblacion Area	144	94.70
	Others	2	1.30
	Total	152	100.00

Age. Most of the student-respondents were from age group of 11 years old with 73 or equivalent to 48.00%; from 10years old, with 21 or 13.80%; 12 years old with 49 or 32.20% and from 13 years old with 9 or equivalent to 5.90%. The computed mean age of the student-respondents was 11.30 or 11 years old. The respondents are relatively young junior high school students. They are on the stage of their puberty period where physical developmental changes occur.

Sex. Majority with 81 or equivalent to 53.30% are females and only 71 or 56.70% are males.

Occupation of Parents. Most of the student-respondents parents are professional with 59 or 38.80% followed by others like businessman with 50 or 32.90%; 22 or 14.50% are fisherman and 21 or equivalent to 13.80% are farmers.

Place of Residence. Majority of the student-respondents with 144 or equivalent to 94.70% are living in poblacion area; 4 or 2.60% are living in coastal area; and 2 or equivalent to 1.30% are living in the mountain and in sitios.

5.READING PERFORMANCE OF THE PUPILS

5.1 Reading Words

Table 3 shows the frequency and percentage distribution on the respondents’ Reading Performance in terms of Reading Words.

Table 3 Frequency and Percentage Distribution on the Respondents’ Reading Performance in Reading Words ,N=152

Reading Words	Frequency (f)	Percentage (%)
Independent Reader	97	63.80
Instructional Reader	46	30.30
Frustration Reader	9	5.90

Total	152	100.00
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There were 97 or equivalent to 63.80% were assessed as independent reader; 46 or 30.30% as instructional reader and 9 or 5.90% in the frustration level as to reading of words.

5.2 Reading Speed

Table 4 shows the frequency and percentage distribution on the respondents’ Reading Performance in terms of reading speed.

Table 4 Frequency and Percentage Distribution on the Respondents’ Reading Performance in Reading Speed N=152

Reading Speed	Frequency (f)	Percentage (%)
Fast Reader	85	55.90
Average Reader	58	38.20
Slow Reader	9	5.90
Total	152	100.00

Majority of the student-respondents with 85 or 55.90% are considered fast readers; 58 or 38.20% as average readers and 9 or equivalent to 5.90% are slow readers.

5.3 Reading Accuracy

Table 5 shows the frequency and percentage distribution on the respondents’ Reading Performance in terms of reading accuracy.

Table 5 Frequency and Percentage Distribution on the Respondents’ Reading Performance in Reading Accuracy N=152

Reading Accuracy	Frequency (f)	Percentage (%)
Accurate Reader	91	59.90
Less Accurate Reader	52	34.20
Non-accurate Reader	9	5.90
Total	152	100.00

Majority of the respondents with 91 or equivalent to 59.90% are considered accurate readers; 52 or 34.20% as less accurate readers and 9 or 5.90% as non-accurate readers.

5.4 Reading Comprehension

Table 6 shows the frequency and percentage distribution on the respondents’ Reading Performance in terms of reading comprehension.

Table 6 Frequency and Percentage Distribution on the Respondents’ Reading Performance in Reading Comprehension N=152

Reading Comprehension	Frequency (f)	Percentage (%)
Independent	90	59.2
Instructional	49	32.2
Frustration	13	8.6
Total	152	100.00

Out of one hundred fifty-two (152) students, majority with 90 or equivalent to 59.20% are classified as independent readers; 49 or 32.20% are under the instructional level and 13 or 8.60% under the frustration level in the reading comprehension.

6. AVAILABLE READING MATERIALS

6.1 At Home

Table 7 shows the frequency and percentage distribution on the respondents’ Available Reading Materials at Home.

Table 7 Frequency and Percentage Distribution on the Respondents’ Available Reading Materials at Home N=152

Available Reading Materials at Home	Frequency (f)	Percentage (%)
Newspaper	24	15.80
Magazine	5	3.30
Books	20	13.20
Encyclopedia	1	0.70
newspaper and magazine	23	15.10
newspaper and books	1	0.70
newspaper and encyclopedia	1	0.70
newspaper and pamphlets	2	1.30
magazine and books	4	2.60
magazine and pamphlets	2	1.30
books and encyclopedia	2	1.30
books and pamphlets	2	1.30
newspaper, magazine and books	29	19.10
newspaper, magazine and encyclopedia	3	2.00

newspaper, magazine and pamphlets	3	2.00
newspaper, books and encyclopedia	1	0.70
newspaper, encyclopedia and pamphlets	1	0.70
magazine, books and encyclopedia	1	0.70
magazine, books and pamphlets	1	0.70
magazine, encyclopedia and pamphlets	1	0.70
newspaper, magazine, books and encyclopedia	4	2.60
newspaper, magazine, books and pamphlets	8	5.30
newspaper, magazine, encyclopedia and pamphlets	1	0.70
newspaper, magazine, books, encyclopedia and pamphlets	12	7.90
Total	152	100.00

The student-respondents disclosed of having newspaper, magazines and books at home with 29 or equivalent to 19.10% followed by newspaper with 24 or 15.80% and newspaper and magazine with 23 or 15.10%. The use of encyclopedia, newspaper and books, and newspaper and encyclopedia with only 1 or equivalent to 0.70% respectively was admitted by the respondents as reading materials available at home.

6.2 At School

Table 8 shows the frequency and percentage distribution on the respondents’ Available Reading Materials at the School.

Table 8 Frequency and Percentage Distribution on the Respondents’ Available Reading Materials at School N=152

Available Reading Materials at School	Frequency (f)	Percentage (%)
Newspaper	8	5.30
Magazine	2	1.30
Books	23	15.10
Encyclopedia	9	5.90
newspaper and magazine	14	9.20
newspaper and books	5	3.30
newspaper and encyclopedia	6	3.90
magazine and books	7	4.60
magazine and encyclopedia	3	2.00
magazine and pamphlets	2	1.30
books and encyclopedia	2	1.30
books and pamphlets	1	0.70

encyclopedia and pamphlets	1	0.70
newspaper, magazine and books	13	8.60
newspaper, magazine and encyclopedia	7	4.60
newspaper, magazine and pamphlets	2	1.30
newspaper, books and encyclopedia	3	2.00
newspaper, books and pamphlets	2	1.30
magazine, books and encyclopedia	2	1.30
magazine, books and pamphlets	1	0.70
books, encyclopedia and pamphlets	1	0.70
newspaper, magazine, books and encyclopedia	12	7.90
newspaper, magazine, encyclopedia and pamphlets	1	0.70
newspaper, magazine, books, encyclopedia and pamphlets	25	16.40
Total	152	100.00

The student-respondents admitted of having newspaper, magazines, books, encyclopedia and pamphlets as reading materials available in the school with 25 or equivalent to 16.40% followed by books with 23 or 15.10% while least to have magazine, books, pamphlets and encyclopedia with 1 or 0.70% respectively.

7. LEVEL OF READING PERFORMANCE OF THE GRADE VI PUPILS

7.1 Reading of Words

Table 9 shows the frequency and percentage distribution on the respondents' Level of Reading Performance as to Reading of Words.

Table 9 Frequency and Percentage Distribution on the Respondents' Level of Reading Performance as to Reading of Words N=152

	Reading Words	Topic		
		The Earth	The Greenhouse Effect	Alexander Graham Bell
1	Frustration (1-31 Words)	8	8	8
2	Instructional (31-60 Words)	44	46	43
3	Independent (61 Words above)	100	98	101
	Total	books	23	15.10
	Mean	66.95	66.49	67.18
	Qualitative Interpretation	Independent	Independent	Independent

7.2 Reading Speed

Table 10 shows the frequency and percentage distribution on the respondents' Level of Reading Performance as to Reading Speed

Table 10 Frequency and Percentage Distribution on the Respondents’ Level of Reading Performance as to Reading Speed N=152

	Reading Speed	Topic		
		The Earth	The Greenhouse Effect	Alexander Graham Bell
1	Slow (150 seconds and above)	8	8	8
2	Average (90-140 seconds)	58	63	60
3	Fast (80 Seconds and below)	86	81	84
	Total	152	152	152
	Mean	70.46	72.93	71.44
	Interpretation	Fast	Fast	Fast
	Overall Weighted Mean	71.61 (Fast)		

On the three topics “The Earth”, “The Greenhouse Effect”, and “Alexander Graham Bell”, majority of the respondents were assessed “fast” having 80 seconds and below in reading speed manifested on the mean values of 70.46, 72.93 and 71.44 respectively. The computed overall weighted mean on the reading speed was 71.61 with qualitative interpretation of “fast”.

7.3 Reading Accuracy

Table 11 shows the frequency and percentage distribution on the respondents’ Level of Reading Performance as to Reading Accuracy.

Table 11 Frequency and Percentage Distribution on the Respondents’ Level of Reading Performance as to Reading Accuracy N=152

	Reading Accuracy	Topic		
		The Earth	The Greenhouse Effect	Alexander Graham Bell
1	Non-Accurate (11 miscues and above)	8	9	8

2	Less Accurate (1-10 miscues)	58	61	55
3	Accurate (0 miscue)	86	82	89
	Total	152	152	152
	Mean	2.91	3.13	2.81
	Interpretation	Less Accurate	Less Accurate	Less Accurate
	Overall Weighted Mean	2.95(Less Accurate)		

On the three topics “The Earth”, “The Greenhouse Effect”, and “Alexander Graham Bell”, majority of the respondents were assessed “accurate” having 0 miscues. However, the computed mean values of 2.91, 3.13 and 2.81 respectively interpreted as “less accurate”. The computed overall weighted mean on the reading accuracy was 2.95 with qualitative interpretation of “less accurate”.

7.4 Reading Comprehension

Table 12 shows the frequency and percentage distribution on the respondents’Level of Reading Performance as to Reading Comprehension.

Table 12 Frequency and Percentage Distribution on the Respondents’ Level of Reading Performance as to Reading Comprehension N=152

Reading Comprehension		Topic		
		The Earth	The Greenhouse Effect	Alexander Graham Bell
1	Frustration (0-2 correct)	8	8	8
2	Instructional (3 correct)	51	56	54
3	Independent (4-5 correct)	93	88	90
	Total	152	152	152
	Mean	3.30	3.21	3.25
	Qualitative Interpretation	Instructional	Instructional	Instructional

Overall Weighted Mean	3.25 (Instructional)
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On the three topics “The Earth”, “The Greenhouse Effect”, and “Alexander Graham Bell”, majority of the respondents were assessed “independent” having 4-5 correct scores. However, the computed mean values of 3.30, 3.21 and 3.25 respectively interpreted as “instructional” level. The computed overall weighted mean on the reading comprehension was 3.25 with qualitative interpretation of “Instructional level”.

8. CHALLENGES ENCOUNTERED BY THE READING TEACHERS TO THE READING PERFORMANCE OF THE PUPILS

8.1 Decoding

Table 13 shows the perception towards Challenges Encountered by the Reading Teachers to the Reading Performance of the Pupils as to Decoding.

Table 13 Perception towards Challenges Encountered by the Reading Teachers to the Reading Performance of the Pupils as to Decoding N=62

	Decoding	WM	QI	Rank
1	The teacher can hear the sounds produced by the pupils.	3.82	Very Observable	1
2	The teacher can identify the mispronounce words.	3.65	Very Observable	3
3	The teacher can determine the stressed words.	3.61	Very Observable	4.5
4	The teacher can pinpoint the difficulties in the decoding.	3.69	Very Observable	2
5	The teacher can improve the decoding skills of the pupils.	3.61	Very Observable	4.5
	Overall Weighted Mean	3.68	Very Observable	

The reading teacher was “Very Observable” in hearing the sounds produced by the pupils manifested on the weighted mean of 3.82 and ranked 1st while least on the indicator which determine the stressed words and can improve the decoding skills of the pupils with equal weighted mean of 3.61 and ranked 4.5th respectively. The computed overall weighted mean on the perception of the teacher-respondents towards challenges encountered by the reading teachers to the reading performance of the pupils as to decoding was 3.68 with qualitative interpretation of “very observable”.

8.2 Comprehension

Table 14 shows the perception towards Challenges Encountered by the Reading Teachers to the Reading Performance of the Pupils as to Comprehension.

Table 14 Perception towards Challenges Encountered by the Reading Teachers to the Reading Performance of the Pupils as to Comprehension N=62

	Comprehension	WM	QI	Rank
1	The teacher can determine the comprehension level of the pupils.	3.77	Very Observable	1
2	The teacher can identify the limitations on the vocabulary of the pupils.	3.58	Very Observable	3.5
3	The teacher can reconstruct the questions into simple words.	3.66	Very Observable	2
4	The teacher can determine the hardest question for the pupils.	3.58	Very Observable	3.5
5	The teacher can improve the comprehension level of the pupils.	3.55	Very Observable	5
	Overall Weighted Mean	3.63	Very Observable	

The reading teacher was “Very Observable” in determining the comprehension level of the pupils. manifested on the weighted mean of 3.77 and ranked 1st while least on the indicator which indicates that the teacher can improve the comprehension level of the pupils with weighted mean of 3.55 and ranked 5th. The computed overall weighted mean on the perception of the teacher-respondents towards challenges encountered by the reading teachers to the reading performance of the pupils as to comprehension was 3.63 with qualitative interpretation of “very observable”.

8.3 Speed

Table 15 shows the perception towards Challenges Encountered by the Reading Teachers to the Reading Performance of the Pupils as to Speed.

Table 15 Perception towards Challenges Encountered by the Reading Teachers to the Reading Performance of the Pupils as to Speed N=62

	Speed	WM	QI	Rank
1	The teacher can determine the reading speed of the pupils.	3.82	Very Observable	1
2	The teacher can identify the unfamiliar words for the pupils.	3.73	Very Observable	2
3	The teacher can determine the difficulties of the pupils that hinder their reading speed.	3.68	Very Observable	5

4	The teacher can provide activities to improve the reading speed of the pupils.	3.71	Very Observable	3
5	The teacher can improve the reading speed of the pupils.	3.69	Very Observable	4
Overall Weighted Mean		3.73	Very Observable	

The reading teacher was “Very Observable” in determining the reading speed of the pupils manifested on the weighted mean of 3.82 and ranked 1st while least on the indicator which indicates that the teacher can determine the difficulties of the pupils that hinder their reading speed with weighted mean of 3.68 and ranked 5th. The computed overall weighted mean on the perception of the teacher-respondents towards challenges encountered by the reading teachers to the reading performance of the pupils as to speed was 3.73 with qualitative interpretation of “very observable”.

9. TEST OF SIGNIFICANT DIFFERENCES ON THE LEVEL OF READING PERFORMANCE OF THE GRADE VI PUPILS WHEN GROUPED ACCORDING TO PROFILE VARIABLES

9.1 Reading Words

Table 16 shows the Analysis of Variance to determine differences on the Level of Reading Performance of the Grade VI Pupils as to Reading of Words when grouped according to profile variables.

Table 16 Analysis of Variance to determine differences on the Level of Reading Performance of the Grade VI as to reading of words Pupils when grouped according to profile variables

Sources of Variations		SS	df	MS	F	Sig.	Decision
Age	Between Groups	6.441	2	3.220	5.603	0.005	Reject Ho Significant
	Within Groups	85.638	149	0.575			
	Total	92.079	151				
Sex	Between Groups	2.420	2	1.210	5.091	0.007	Reject Ho Significant
	Within Groups	35.415	149	0.238			
	Total	37.836	151				

Occupation of Parents	Between Groups	13.352	2	6.676	7.037	0.001	Reject Ho Significant
	Within Groups	141.359	149	0.949			
	Total	154.711	151				
Residence	Between Groups	0.275	2	0.137	1.060	0.349	Accept Ho Not Significant
	Within Groups	19.304	149	0.130			
	Total	19.579	151				

There is significant difference on the Level of Reading Performance of the Grade VI Pupils as to Reading of Words when grouped according to age, sex and occupation of parents profile variables manifested on the computed P-value of 0.005, 0.007 and 0.001 respectively which are lower than ($<$) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is Rejected. On the other hand, the computed P-value of 0.349 which is greater than ($>$) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is Accepted, hence there is no significant difference when grouped according to residence.

9.2 Reading Speed

Table 17 shows the Analysis of Variance to determine differences on the Level of Reading Performance of the Grade VI Pupils as to Reading Speed when grouped according to profile variables.

Table 17 Analysis of Variance to determine differences on the Level of Reading Performance of the Grade VI Pupils as to reading speed when grouped according to profile variables

Sources of Variations		SS	df	MS	F	Sig.	Decision
Age	Between Groups	6.449	2	3.225	5.611	0.004	Reject Ho Significant
	Within Groups	85.630	149	0.575			
	Total	92.079	151				

Sex	Between Groups	1.891	2	0.945	3.919	0.022	Reject Ho Significant
	Within Groups	35.945	149	0.241			
	Total	37.836	151				
Occupation of Parents	Between Groups	6.083	2	3.041	3.049	0.050	Reject Ho Significant
	Within Groups	148.628	149	0.998			
	Total	154.711	151				
Residence	Between Groups	0.323	2	0.161	1.248	0.290	Accept Ho Not Significant
	Within Groups	19.256	149	0.129			
	Total	19.579	151				

There is significant difference on the Level of Reading Performance of the Grade VI Pupils as to Reading speed when grouped according to age, sex and occupation of parents profile variables manifested on the computed P-value of 0.004, 0.022 and 0.050 respectively which are lower than (<) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is Rejected. On the other hand, the computed P-value of 0.290 which is greater than (>) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is Accepted, hence there is no significant difference on the Level of Reading Performance of the Grade VI Pupils as to Reading speed when grouped according to residence profile variables.

9.3 Reading Accuracy

Table 18 shows the Analysis of Variance to determine differences on the Level of Reading Performance of the Grade VI Pupils as to Reading Accuracy when grouped according to profile variables.

Table 18 Analysis of Variance to determine differences on the Level of Reading Performance of the Grade VI Pupils as to reading speed when grouped according to profile variables

Sources of Variations	SS	df	MS	F	Sig.	Decision
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Age	Between Groups	6.253	2	3.127	5.428	0.005	Reject Ho Significant
	Within Groups	85.826	149	0.576			
	Total	92.079	151				
Sex	Between Groups	2.485	2	1.243	5.237	0.006	Reject Ho Significant
	Within Groups	35.350	149	0.237			
	Total	37.836	151				
Occupation of Parents	Between Groups	8.986	2	4.493	4.594	0.012	Reject Ho Significant
	Within Groups	145.724	149	0.978			
	Total	154.711	151				
Place of Residence	Between Groups	0.932	2	0.466	3.723	0.026	Reject Ho Significant
	Within Groups	18.647	149	0.125			
	Total	19.579	151				

There is significant difference on the Level of Reading Performance of the Grade VI Pupils as to Reading speed when grouped according to age, sex, occupation of parents and place of residence profile variables respectively manifested on the computed P-value of 0.005, 0.006, 0.026 respectively which are all lower than ($<$) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is Rejected.

9.4 Reading Comprehension

Table 19 shows the Analysis of Variance to determine differences on the Level of Reading Performance of the Grade VI Pupils as to Reading Comprehension when grouped according to profile variables.

Table 19 Analysis of Variance to determine differences on the Level of Reading Performance of the Grade VI Pupils as to reading comprehension when grouped according to profile variables

Sources of Variations		SS	df	MS	F	Sig.	Decision
Age	Between Groups	2.279	2	1.140	1.891	0.155	Accept Ho Not Significant
	Within Groups	89.800	149	0.603			
	Total	92.079	151				
Sex	Between Groups	1.033	2	0.516	2.090	0.127	Accept Ho Not Significant
	Within Groups	36.803	149	0.247			
	Total	37.836	151				
Occupation of Parents	Between Groups	4.049	2	2.025	2.002	0.139	Accept Ho Not Significant
	Within Groups	150.661	149	1.011			
	Total	154.711	151				
Residence	Between Groups	0.973	2	0.487	3.896	0.022	Reject Ho Significant
	Within Groups	18.606	149	0.125			
	Total	19.579	151				

There is significant difference on the Level of Reading Performance of the Grade VI Pupils as to Reading comprehension when grouped according to place of residence manifested on the computed P-value of 0.022 which is lower than (<) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is Rejected. On the other hand, the computed P-value of 0.155, 0.127 and 0.139 which are greater than (>) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is Accepted, hence there is no significant difference on the Level of Reading Performance of the Grade VI Pupils as to Reading comprehension when grouped according to age, sex and occupation of parents' profile variables respectively.

10. TEST OF DIFFERENCE ON THE DIMENSIONS TOWARDS CHALLENGES ENCOUNTERED BY THE READING TEACHERS TO THE READING PERFORMANCE OF THE PUPILS

Table 20 Analysis of Variance to determine differences on the dimensions towards Challenges Encountered by the Reading Teachers to the Reading Performance of the Pupils.

Table 20 Analysis of Variance to determine differences on the dimensions towards Challenges Encountered by the Reading Teachers to the Reading Performance of the Pupils

<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>
Decoding	5	18.38	3.676	0.00758
Comprehension	5	18.14	3.628	0.00797
Speed	5	18.63	3.726	0.00313

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>	<i>Decision</i>
Between Groups	0.0240	2	0.012	1.928	0.187	3.885	Accept Ho
Within Groups	0.0747	12	0.006				Not Significant
Total	0.0987	14					

There is no significant difference on the on the dimensions towards challenges encountered by the reading teachers to the reading performance of the pupils as to decoding, comprehension and speed respectively manifested on the computed F value of 1.928 which is lower than (<) the F critical value of 3.885, therefore the Null Hypothesis is Accepted.

11. TEST OF SIGNIFICANT RELATIONSHIP BETWEEN THE PUPILS’ READING PERFORMANCE AND THE AVAILABLE READING MATERIALS

Table 21 shows the Pearson Product Moment Coefficient of Correlation to test relationship between the pupils’ reading performance and the available reading materials

Table 21 Pearson Product Moment Coefficient of Correlation to test relationship between the pupils' reading performance and the available reading materials

Sources of Correlations		Reading Performance	Available Reading Materials
Reading Performance	Pearson Correlation	1	0.212**
	Sig. (2-tailed)		0.009
	N	152	152
Available Reading Materials	Pearson Correlation	0.212**	1
	Sig. (2-tailed)	0.009	
	N	152	152

** . Correlation is significant at the 0.01 level (2-tailed).

There is slight or little correlation between the pupils' reading performance and the available reading materials manifested on the computed Pearson-r value of +0.202**. The computed P-value of 0.009 which is lower than 0.05 Alpha Level of Significance, therefore the Null Hypothesis is Rejected, hence there is significant difference the pupils' reading performance and the available reading materials.

12 .CONCLUSIONS

Based on the summary of the investigations conducted, the researcher has concluded that:

1. The student respondent is a typical female, relatively young adolescent and living in poblacion area.
2. Majority of the students were considered independent, fast and accurate reader. Magazine, newspapers, books are reading materials available at home while magazine, newspapers, books, encyclopedia and pamphlets are reading materials available at the school.
3. The student respondents were considered independent, fast, less accurate and instructional level in their reading performance.
4. The teachers were "Very observable" in decoding, comprehension and speed as challenges encountered by reading teachers.
5. There is significant difference on age, sex, occupation of parents towards reading of words and reading speed; difference on age, sex, occupation of parents and place of residence towards reading assurance while significant on place of residence towards reading comprehension.
6. There is no significant difference on the perception towards dimensions on challenges encountered by reading teachers.
7. There is slight or little correlation between the level of reading performance and the availability of reading materials.

13. RECOMMENDATIONS

Based on the summary of the investigations conducted and the conclusions arrived at, the researcher has offered the following recommendations:

1. School administrators need to conduct an in-service training program in order to enhance teacher's capability in determining the speed, comprehension and accuracy of students reading capability and competence.
2. Teachers need to conduct an action research for an appropriate intervention program that would enhance and improve student reading competence.
3. School administrators must provide materials and equipment that would help the teachers in improving the reading comprehension of the learners.
4. Teachers need to conduct remedial or tutorial classes with students noted with difficulty and hardship in reading comprehension, speed and accuracy.
5. Other researchers need to conduct a parallel or similar study with in-depth and wider in scope so as to validate and confirm the findings obtained in the study.

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