

Factors Affecting the Reading Performance of Grade 6 Pupils in Daram II District, Samar Division

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Abstract — This study explored the extent of the factors affecting the reading performance of Grade 6 pupils in Daram II District, Samar Division. As reading comprehension remains a fundamental academic skill, identifying and understanding the influences behind pupils’ performance is critical for improving educational outcomes, particularly in rural and underserved communities. A descriptive survey method was employed using a researcher-made questionnaire to assess the influence of various factors categorized into pupil-related, language, teacher, school, home, and community domains. The participants included Grade 6 pupils across several schools in the district. The collected data were analyzed through descriptive statistics, particularly mean rankings and frequency distribution. The findings revealed that the overall extent of the factors influencing reading performance falls under the “Moderate” category. Among the categories, pupil-related factors such as motivation and reading habits were rated highest, suggesting the central role of the learner’s initiative in comprehension development. Language factors such as vocabulary knowledge and grammatical understanding were also significant. Teacher, school, home, and community-related factors showed moderate influence, indicating the need for stronger instructional support, resource availability, and parental engagement. Most pupils were at the instructional reading level, with fewer students achieving independent reading status, and a concerning portion in the frustration level. These results emphasize the multifaceted nature of reading performance development. Despite the use of reading strategies, pupils’ progress is limited by language barriers, lack of reading materials, and inconsistent support from the home and school environments. The study recommends holistic and culturally responsive interventions including improved teacher training, enriched reading programs, and enhanced community participation to address these gaps and foster a more inclusive learning environment.

Keywords — **Reading Preformance, Grade VI Pupils, Languge Proficiency, Reading Strategies, Instructional Support, Student Reading Outcomes, Teacher Training, Enhanced Reading Program**

I. Introduction

This chapter provides the foundational framework for the study, offering a comprehensive overview of the background and rationale behind investigating the factors affecting the reading performance of elementary-grade pupils in Daram II District, Samar Division. It begins by presenting the significance of reading as a fundamental skill in students' educational development. This chapter further discusses the need for this research, emphasizing the various factors that may affect reading performance, such as socioeconomic conditions, teaching methods, and parental involvement. Additionally, the chapter reviews the relevant literature to contextualize the study within existing academic work, laying the groundwork for the research. The framework of the study is then presented, illustrating the theoretical underpinnings that guide this investigation. Following this, the research problem is clearly articulated, and the null hypothesis is introduced, outlining the assumptions that were tested throughout the study. This introductory chapter sets the stage for a detailed examination of the factors influencing reading comprehension in elementary students and aims to provide valuable insights for improving educational outcomes in the region.

Internationally, the 2022 Programme for International Student Assessment (PISA) results revealed that the Philippines continues to face challenges in reading literacy. Filipino students scored an average of 347 points in reading, significantly below the OECD average of 476 points. Notably, only 24% of Filipino students achieved at least Level 2 proficiency in reading, indicating that a substantial portion of learners struggle with basic reading comprehension skills (OECD, 2022). This underperformance places the Philippines approximately five to six years behind the average educational standards of OECD countries (Philstar, 2023). Such disparities underscore the urgency for targeted interventions to enhance reading outcomes at the elementary level.

Nationally, the Department of Education (DepEd) has acknowledged the need for intensified learning recovery programs to address the stagnation in student performance. Despite slight improvements in scores from 2018 to 2022, these changes were not statistically significant, highlighting the persistent challenges in the education sector (Gatchalian, 2023). The enactment of the ARAL Program Act (Senate Bill No. 1604) aims to provide structured remediation plans and resources to mitigate learning losses, particularly in foundational subjects like reading. These national initiatives are crucial in setting the direction for localized efforts to improve reading proficiency among elementary pupils.

Regionally, within the Daram II District of Samar Division, the educational landscape reflects the broader national trends. Factors such as limited access to quality instructional materials, inadequate teacher training, and socio-economic challenges contribute to the reading difficulties faced by Grade 6 pupils. Addressing these localized issues requires a comprehensive approach that includes community involvement, tailored professional development for educators, and the provision of appropriate learning resources. By focusing on these specific challenges, stakeholders can work towards enhancing the reading performance of students in the Daram II District, aligning with national objectives for educational improvement.

Furthermore, this study is significant in informing educational policy and decision making, particularly in the areas of resource allocation, teacher training, and curriculum development. Policymakers can use these results to implement targeted programs and initiatives that improve literacy outcomes for students, particularly in underserved communities. The research also provides a comparative perspective, offering insights from both local and international contexts, which may allow for a cross-cultural understanding of how different teaching methods, school infrastructures, and community involvement affect reading performance. Finally, this study contributes to the growing body of literature on literacy and reading education, offering recommendations for future research and potential interventions to address gaps in students' reading performance. This study aims to explore the factors affecting the reading performance of Grade VI pupils in both the Philippines and internationally, with a particular focus on various variables, such as instructional practices, teacher competence, parental involvement, school environment, and the availability of digital learning tools. This study investigated how these factors contributed to the enhancement or hindrance of reading comprehension and fluency among elementary students. Given the wide range of variables, this study includes recent studies published between 2021 and 2024 that examine the correlation between these factors and student performance in reading assessments. The scope includes both quantitative and qualitative studies, comparing findings from different geographical settings, including both urban and rural areas in the Philippines, as well as international contexts, to gain a comprehensive understanding of the factors that influence Grade VI pupils' reading performance.

Despite the implementation of Project STARS (Specialized Techniques for Advancing Reading Skills) and the use of the Comprehensive Rapid Literacy Assessment (CRLA), recent results from Daram II District in the Samar Division reveal a concerning gap between intervention and outcomes. The CRLA data indicate that only 80.24% of Grade 6 pupils demonstrated a satisfactory level of reading performance. While this figure may initially seem promising, it also suggests that nearly 1 in 5 pupils (19.76%) remain below the satisfactory threshold. This finding underscores a persistent reading performance issue that Project STARS has yet to fully address in the local context. Furthermore, the absence of disaggregated data on specific reading domains—such as vocabulary, comprehension, and fluency—limits the district's ability to identify which areas require targeted instructional improvement.

Literature Review

Reading stands as a foundational skill, essential for accessing information (Xu, 2023) and enriching language abilities (Bahi, 2024). It is a multifaceted process involving both cognitive and affective dimensions, which are critical for overall reading development (Li, 2024). Proficiency in reading is increasingly recognized as a vital skill, empowering individuals to effectively absorb and disseminate information in various contexts (Xu, 2023).

Understanding the complexities of reading and its influencing factors is paramount for educators, policymakers, and researchers alike, as it directly impacts academic success and lifelong

learning. Reading involves a complex interplay of skills, including decoding, comprehension, and critical analysis, and is not merely a passive reception of information but an active construction of meaning. This active engagement with text necessitates a holistic approach that considers both the cognitive mechanisms at play and the emotional and motivational factors that drive a reader's interest and persistence.

The ability to read proficiently unlocks access to vast stores of knowledge, fosters intellectual growth, and enhances communication skills, making it an indispensable tool for navigating the modern world. In today's information-rich society, the capacity to discern credible sources, synthesize diverse perspectives, and articulate well-reasoned arguments is increasingly dependent on strong reading abilities. Therefore, fostering reading proficiency among elementary pupils is not only an educational imperative but also a crucial step in preparing them for future success and active participation in a globalized world

Effective reading instruction, therefore, must address both decoding skills, such as phonics and phonological awareness, and linguistic comprehension skills, such as vocabulary development and background knowledge building. By focusing on these two essential components, educators can provide targeted support to students who are struggling with reading comprehension and ensure that all students have the necessary skills to become proficient readers.

Therefore, fostering oral language development in the early years is essential for promoting later reading success. Scarborough's Reading Rope provides a comprehensive framework for understanding the multifaceted nature of reading and highlights the importance of addressing all of its components in effective reading instruction. By considering the interconnectedness of these various strands, educators can create a well-rounded approach that supports the development of skilled and proficient readers.

II. Methodology

This chapter outlines the methodology employed to investigate the factors affecting the reading performance of elementary-grade pupils in Daram II District, Samar Division. It details the research design, population, and sampling techniques as well as the data collection methods and instruments used to gather relevant information. This study aims to identify and understand the various factors, including socioeconomic background, parental involvement, teacher strategies, and access to learning resources, that may affect students' reading abilities. Using a systematic approach, this chapter provides a clear explanation of how the research was conducted, ensuring the reliability and validity of the results. The findings from this study are intended to inform educators, school administrators, and policymakers about the key elements that impact reading performance and to contribute to the development of strategies to improve literacy in the region.

Research Design: This study employed descriptive-correlational study which aims to identify and analyze the factors influencing the reading performance of Grade VI pupils in Daram

II District, Samar Division, during the 2024-2025 academic year. The study examined a range of factors, including pupils' individual characteristics language proficiency, teacher effectiveness, school leadership, the overall school environment, and external influences such as family support and community engagement. Using a combination of surveys, interviews, and standardized reading assessments, the research will collect data from pupils, teachers, school heads, and parents to provide a comprehensive picture of how these factors impact reading comprehension. Descriptive statistics will first be used to quantify the extent of each factor's influence, followed by correlational analysis to determine the relationships between these factors and students' reading performance. By doing so, the study will offer valuable insights into the specific variables that contribute to or hinder reading achievement, in line with existing literacy research that emphasizes the multifaceted nature of reading development (Snow, 2002; Topping, 2006).

Sample of the Study: The study employed a stratified sampling technique to select a sample of 150 Grade VI pupils from the Daram II District, Samar Division, for the investigation of factors affecting their reading performance. This sampling method ensures that the sample is representative of key demographic categories, such as gender, socioeconomic status, and school location, which are believed to influence reading comprehension. Pupils were selected based on predetermined quotas to reflect the diversity of the population within the district. The study examined a range of factors, including pupil-related characteristics, language skills, teacher effectiveness, school leadership, the learning environment, and external influences such as home and community support. By focusing on these factors, the study sought to identify the extent to which each variable contributes to reading performance, as previous research has shown that reading skills are shaped by a combination of personal, instructional, and environmental factors (Snow, 2002; Topping, 2006). This approach allows for a comprehensive understanding of the multiple elements that impact student learning outcomes in literacy.

Procedures: The data gathering procedure for this study on the factors affecting the reading performance of elementary grade 6 pupils in Daram II District, Samar Division, began with obtaining the necessary permissions and approvals from relevant authorities. First, formal permission was sought from the Dean of the Graduate School at Northwest Samar State University (NWSSU), as well as from the Division Office of Samar. These permissions ensured that the study complies with institutional and district-level guidelines and that the research is supported by the local educational authorities. A letter of request was submitted, outlining the study's objectives, methodology, and ethical considerations. After securing approval from the Graduate School and the Division Office, the researcher approached the school heads of the various elementary schools in Daram II District. Permission to conduct research within each school was obtained, and meetings with the school heads were scheduled to provide further details about the study's objectives and procedures.

Measures: The measurement of variables in this study was conducted using a quantitative survey questionnaire that was designed to assess the various factors influencing the reading

performance of Grade VI pupils in Daram II District, Samar Division. The survey was divided into sections corresponding to the factors identified in the research questions. The pupil's factor was measured by items focused on motivation, reading habits, and self-perception of reading skills. A Likert scale was used to rate responses, ranging from "Strongly Agree" to "Strongly Disagree," allowing the study to quantify how motivated pupils are to read, their frequency of reading outside of school, and their self-reported challenges with reading comprehension. This provides insight into the individual characteristics that may enhance or hinder pupils' reading performance. The language factor was assessed through questions related to the pupils' proficiency in the language of instruction (Filipino or English). Items in this section ask pupils to rate their comfort level with vocabulary, grammar, and sentence structure, as well as their ability to understand written texts in these languages. This includes a set of questions where pupils indicate their ease with reading comprehension tasks and understanding different types of texts in the instructional language. Similarly, the teacher factor was measured by questions aimed at understanding how the teaching methods and instructional strategies impact reading comprehension. Pupils were asked about their perception of teaching effectiveness, including aspects such as the clarity of explanations, the use of engaging reading activities, and the frequency of feedback on reading assignments. This section helps gauge how teaching quality may influence reading performance in the classroom.

To measure the school factor, the survey asked pupils about the availability and adequacy of reading materials, classroom resources, and overall learning conditions at their school. Items will inquire about access to books, computers, and other materials that facilitate reading development. The home factor was assessed through questions that measure parental involvement in education, such as whether parents help with homework, provide a quiet space for studying, or encourage reading at home. Pupils rated these aspects on a scale ranging from "Never" to "Always," which provides a measure of the home environment's role in supporting reading skills. The community factor was examined by asking pupils about their access to community resources such as local libraries, after-school programs, or tutoring services. The responses help determine how community engagement and support for education influence pupils' reading performance. Finally, the reading performance of the pupils was assessed using standardized reading comprehension tests, which was included as part of the survey to directly measure the pupils' reading abilities in terms of fluency, vocabulary knowledge, and comprehension of different text types.

Data Processing: The data collected from the survey were processed using various statistical methods to analyze the factors affecting the reading comprehension of Grade VI pupils and their reading performance. For the first research question, the mean and standard deviation were calculated to determine the extent of influence from factors such as pupil characteristics, language, teacher effectiveness, school head leadership, school environment, and home/community support. These measures helped assess the average level of impact and the variability in responses across these factors. The second research question was addressed by computing the frequency and percentage distributions to evaluate the reading performance of

Grade VI pupils, categorizing them into different performance levels. Lastly, to explore the relationship between the factors influencing reading comprehension and pupils' performance, multiple regression analysis was applied. This statistical method examined the significance of the independent variables (factors) in predicting the dependent variable (reading performance), allowing for a deeper understanding of how these factors interact and contribute to students' reading abilities.

Ethical Considerations: In conducting this study, several ethical considerations were upheld to ensure the rights and well-being of all participants are protected. Informed consent was obtained from the parents or guardians of the Grade VI pupils, explaining the purpose of the study, the voluntary nature of participation, and the confidentiality of responses. Pupils were also informed about the study and assured that their participation does not affect their academic standing or relationship with teachers and school staff. All data collected was kept confidential and will only be used for research purposes. The survey responses and reading performance assessments were anonymized to ensure that individual participants cannot be identified in the results. Ethical guidelines were also followed in the treatment of data, including the use of non-coercive methods for gathering information and ensuring participants' freedom to withdraw from the study at any time without consequence. Furthermore, the research adheres to the principles of integrity and honesty, ensuring that all findings are reported truthfully and without bias.

III. Results and Discussion

This section presents the statistical analyses of the study. The discussions were based on the sequence of the research questions. The results are systematically analyzed below.

The study shows that the factors influencing the reading comprehension of Grade VI pupils generally have a "Moderately Extent" impact, as indicated by the grand mean of 3.29. Among the various factors, the **Pupil's Factor** (N= 227, M=3.34) and **Community Factor** (N=227, M=3.33) show slightly higher means, suggesting that individual pupil characteristics and community involvement play a more prominent, though still moderate, role in shaping reading comprehension. Factors related to **Language** (3.31), **Home** (N=227, M=3.28), and **School** (N=227, M=3.26) show similar moderate levels of influence, highlighting the importance of language skills, family support, and school-based resources, although there is room for improvement in these areas. The **Teacher** (N=3.25, M=) and **School Head** (N=227, M=3.26) factors appear to have a slightly lesser influence, indicating that while teacher guidance and leadership are essential, their overall impact on reading comprehension can be enhanced. These findings suggest that while multiple factors contribute to students' reading comprehension, their influence remains moderately significant, with opportunities to strengthen these areas for better educational outcomes.

Conclusion

The study concludes that the reading performance of Grade VI pupils in Daram II District is shaped by a combination of personal, instructional, and environmental factors, with learners' own reading habits and motivation emerging as particularly influential. While pupils show a willingness to engage in reading and apply useful strategies, their progress is often hindered by gaps in language proficiency, limited availability of appropriate reading materials, and inconsistent support from both home and school. These findings highlight the need for stronger collaboration among teachers, parents, and school leaders to create more supportive, resource-rich, and culturally responsive reading environments. Addressing these factors holistically through inclusive teaching practices, targeted interventions, and active community involvement can foster a deeper, more sustained improvement in the pupils' reading comprehension skills.

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