

Correlates Of Reading Comprehension Skills of Grade 7 Students in Dominador Narido High School: Basis for Intervention

PRINCESS EDNALOU P. RAMIIREZ, MM¹, RUSTY G. ABANTO, PHD²

^{1,2} *Masters in Management- Educational Planning and Management, Camarines Norte State College*

Abstract—This research was undertaken among the Grade 7 students in Dominador Narido High School located in Taisan, Basud, Camarines Norte. It aimed at describing the correlation between the demographic profile, level of reading comprehension skills and academic performance of the students. The result of this study was utilized as basis in identifying the possible intervention strategies that may be formulated to improve the level of reading comprehension skills and academic performance of Grade 7 students. This study used descriptive correlational method research to attain the purpose of the researcher. The composition of the reading comprehension results according to literal, inferential, and critical comprehension was also considered as basis for the formulation of intervention strategy to improve the reading comprehension skills of the students. Based on the findings, the following conclusions were drawn: 1) Majority of the respondents are male aged 13 to 14 years old. Almost half of the respondents belong to families whose monthly income is Php 1,000-5,000. There are a greater number of respondents who are residing below 1 kilometer from the school. The degree of parental involvement is average which means that the parents are involved in their children's reading development at least twice a week; 2) The level of reading comprehension of Grade 7 students in Dominador Narido High School along literal, inferential, and critical comprehension needs intervention; 3) The academic performance of Grade 7 students in English in Dominador Narido High School is fairly satisfactory as the majority of the students obtain 75-79 General Weighted Average (GWA) in English subject for the first and second quarter of School Year 2022-2023; 4) The profiles of the respondents as to age, sex, household monthly income, distance from school, and parental involvement have no significant relationship with the

reading comprehension level of the Grade 7 students; 5) The academic performance of the students and their reading comprehension level have a significant relationship; 6) Based on the data gathered, the crafted intervention plan will be proposed to the institution to address the issues in reading comprehension and improve the academic performance of the students.

Indexed Terms— Academic Performance, Correlation, Intervention, Reading Comprehension

I. INTRODUCTION

Reading is a complex process as it involves “sensation, perception, comprehension, application and integration” (Tomas, 2021). It is the process of making and getting meaning from printed words and symbols. Reading as a whole, is a means of communication of different information and ideas. The ability to read and comprehend are essential skills for students to survive and understand how society works because most information are presented through text. Seminal contributions have been made by Ogbodo (2002), Bhan & Gupta (2010), and Singh (2011) that have done work on reading and they show a promising effect on the overall development of the students, especially for their academic journey.

Reading and reading comprehension are interrelated skills. Students must improve their reading comprehension skills in order to be able to understand what they are reading. A number of recent studies have indicated that the ability to comprehend helps the academic performance of the students. Cimmiyotti (2013) stated that reading is fundamental at all levels of the educational system because all subjects in the course involve reading and this will lead to better academic performance. It is also evident in the study

of Nyarko et al. (2018) the positive relationship between reading proficiency and academic performance.

Even before the COVID-19 pandemic, there were signs of education crisis in the Philippines. The Programme for International Student Assessment (PISA) Results from PISA 2018 revealed that reading is among the areas that Filipino scored lower than those in majority of the countries and economies that participated in PISA 2018. The Philippines shared a significant rate of low performers among all PISA-participating countries and economies. That is, 80% of the Filipino students did not reach the minimum level of proficiency in reading. Their poor scores in English, Mathematics, and Science were attributed to the students' lack of ability in basic reading and comprehension. This being the case, the Department of Education (DepEd) launched the Hamon: Bawat Bata Bumabasa (3Bs Initiatives) as per DepEd Memorandum No. 173, s. 2019, in order to intensify the advocacy for reading by pledging commitment to make every learner a reader at his/her grade level.

Reading comprehension is not only a valuable skill for learning in school. It is also used to successfully interact in everyday life, as well as read and understand labels, directions, job application forms, and newspapers (Chatman, 2015). Also, individuals need reading skills to be able to have and maintain a job and successfully engage in different daily activities (Hoeh, 2015; Mahdavi, & Tensfeldt, 2013), and live independently (Hoeh, 2015). The need for reading comprehension is indeed one of the most important lifelong skills needed to survive in their daily lives and it becomes very critical when one thinks about the negative consequences of not having the ability to read in critical situations.

The researcher herself has experienced and witnessed the reading comprehension problems of her students. Thus, this research was conducted among the Grade 7 students in Dominador Narido High School. It described the correlation between the demographic profile, level of reading comprehension skills and academic performance. The result of this study was used as basis for possible intervention strategies to improve the level of reading comprehension skills and academic performance of Grade 7 students.

II. METHODS OF RESEARCH

Based on the conceptual framework and in consideration of the objectives, the study used descriptive correlational method research. As cited in the study of Rillo (2018), Calderon (2006) explained that when a study incorporates to gather, compute and tabulate data which is significant to the present condition or trend, it is described as descriptive design. This is the most appropriate approach used in the study to attain the purpose of the researcher which is to describe the correlation between the demographic profile, level of reading comprehension skills, and academic performance of Grade 7 students of Dominador Narido High School. The composition of the reading comprehension results according to literal, inferential, and critical comprehension was also considered as basis for the formulation of intervention strategy to improve the reading comprehension skills of the students.

Using descriptive statistics, this research dealt with the profile of the respondents as to age, sex, household monthly income, and distance from the school, parental involvement, and the level of reading comprehension. The significant relationship between the profile of the respondents and the level of reading comprehension skills was measured using the correlational method as well as, the relationship of reading comprehension skills and academic performance in English.

Population, Sample Size, and Sampling Technique
Total Population Sampling, also known as Complete Enumeration sampling, is a type of purposive sampling technique that examines the entire population as long as the members share a common characteristic. Eighty-one Grade 7 students of Dominador Narido High School were the respondents of this study.

Description of Respondents
The respondents of this study were the Grade 7 students in Dominador Narido High School. The school is located in Brgy. Taisan, Basud Camarines Norte. The result served as the basis for the formulation of intervention strategy to improve the reading comprehension skills of the students.

Research Instrument

The quantitative data on the respondents’ level of reading comprehension skills were taken from the administration of instrument of the Department of Education, Philippine – Informal Reading Inventory Group Screening Test (Phil-IRI-GST, 2018). This instrument is intended to measure and determine the level of reading comprehension performance of the students as to literal, inferential, and critical. The information obtained from the instrument can be utilized to create, develop, and alter a big group of students into a tiny cluster or to individualize instruction to address each student's needs and weaknesses. The Phil-IRI is not the only evaluation or assessment instrument that predicts the full reading achievements of the students. It only gives a rough calculation of the students’ capacities and it can be used together with the other reading evaluation instrument that is valid. This standardized test was excluded from the validation and reliability testing.

Also, a questionnaire was constructed for the purpose of gathering information from respondents’ profile specifically their age, sex, household monthly income, distance from school, and parental involvement. For the determination of parental involvement in reading, the researcher adopted and made some modifications on the Parental Reading Involvement Survey Questionnaire of Fantuzzo et al, (2000). The modified questionnaire includes ten items with five continuous scales ranging from never (1) to always (5). The researcher conducted a dry run to Grade 8 students to test the reliability of the parental involvement questionnaire. The value of the Chronbach alpha is 0.835 which means that there is an internal consistency on the questions provided in the survey.

To determine the academic performance of the students, the general weighted average (GWA) in the English subject for the first and second quarter for school year 2022-2023 was utilized. It was taken from the students’ school record.

Data Gathering Procedure

After the approval of the research adviser and panel members of the research instrument, the researcher sought permission from the Schools Division Superintendent of the Division of Camarines Norte to allow the conduct of this research study. After getting

the approval, the researcher also requested the school head of Dominador Narido High School to allow the researcher to gather data from the students.

The researcher personally conducted the distribution of the survey questionnaire to the respondents. They were informed of their right for voluntary participation, anonymity, and confidentiality of the data that will be gathered. Then, the respondents answered the 20-item reading comprehension test. They were given 10 minutes to answer the data needed in their profiles/ background and 30 minutes to answer the reading comprehension test. Finally, the tests were retrieved for safekeeping and analysis.

For determining the extent of parental involvement in reading, responses were coded as follows: 1 for never, 2 for rarely, 3 for sometimes, 4 for often and 5 for always. Table 1 provides the scale and interpretation used to give meaning to the mean value. Moreover, the range of means was developed through the employment of equal interval with a computed range of 0.80.

The following rating scale were used in parental involvement in reading:

Table 1: Extent of Parental Involvement in Reading

Range	Description	Interpretation
4.20-5.00	Always	High Parental Involvement : More than four times per week
3.40-4.19	Often	Somehow High Parental Involvement: Three times per week
2.60-3.39	Sometimes	Average Parental Involvement : Twice per week
1.80-2.59	Rarely	Somehow Low Parental Involvement: Once per week
1.0-1.79	Never	Low Parental Involvement:Not at all

The academic performance of the respondents was based on the General Weighted Average (GWA) on their English subject which they obtained during their first and second grading period of school year 2022-2023.

Table 2: Academic Performance Grading Scale

Grading Scale	Descriptors	Description
90-100%	Outstanding	Demonstrates excellent understanding and application of concepts and skills
85-89%	Very Satisfactory	Demonstrates very good understanding and application of concepts and skills
80-84%	Satisfactory	Demonstrates good understanding and application of concepts and skills
75-79%	Fairly Satisfactory	Demonstrates basic understanding and application of concepts and skills
Below 75	Did Not Meet Expectations	Demonstrates very low understanding and application of concepts and skills

Source: DepEd Order No. 8, s. 2015

Statistical Treatment of Data

In the data analysis of this study, the researcher used different statistical tools to determine the answers to the problems enumerated in this study.

Frequency and Percentage. These statistical tools were used by the researcher to determine the portion of the respondents who chose a specific variable in the survey questionnaire from the total number of respondents. They were used to describe the profile of the respondents as to age, sex, household monthly income, and distance from school. They were also used for the level of reading comprehension as to literal, inferential, and critical comprehension and academic performance of the students.

Mean and Standard Deviation. For statistical treatment, the data of the scores in the parental involvement were computed and tabulated to determine the level of involvement of parents in terms of reading.

Somers' Delta was used to test the significant relationship between the reading comprehension and profile along age, household monthly income, distance from school, and parental involvement. It used to measure the strength and direction of the association between an ordinal dependent variable and an ordinal independent variable. An ordinal variable is one in which the values have a natural order.

Contingency Coefficient was used to test the significant relationship between the reading comprehension and sex profile. Contingency Coefficient is a coefficient of association that tells whether two variables or data sets are independent or dependent of each other.

Pearson Product Moment Coefficient was used to determine the significant relationship between the levels of reading comprehension of the respondents and academic performance. This is a statistical test that quantifies the statistical bond, or relationship, between two continuous elements or variables. It is one of the best methods in identifying or determining the correlation between variables being examined for it is grounded on the method of covariance. It provides data on the degree of correlation or bond together with the direction of the relationship (Schober et al., 2018).

III. ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the results, analyses and interpretation of data gathered on the correlates of reading comprehension skills of Grade 7 students in Dominador Narido High School as basis for intervention.

Profile of the Respondents

The profile of the respondents includes their age, sex, household monthly income, distance from school, and parental involvement.

Age. Table 3 shows the profile of the respondents in terms of age. The data reveals that the majority of the students are aged 13-14 years old. They represent the 64.2% of the total number of respondents, while there is no respondent aged 15-16 years old.

Table 3 Age Profile of the Respondents

Age Group	Frequency	Percentage (%)
11-12	29	35.8
13-14	52	64.2
15-16	0	0
Total	81	100

The data imply that the majority of the respondents are 13 to 14 years old. With the introduction of the K to 12 program, students' age in Junior High School or Grade 7 to 10 is from 12 to 15 years old as stated in Republic Act No. 10533 also known as the "Enhanced Basic Education Act of 2013". The respondents in the study is aged 11-14 years old only which is consistent with the expected age in Grade 7.

Sex. Table 4 presents the sex profile of the respondents. It shows that there are more males than female respondents in the study. The total number of male respondents is 46 or 56.8% while the female students are 35 or 43.2%.

Table 4 Sex Profile of the Respondents

Sex	Frequency	Percentage (%)
Male	46	56.8
Female	35	43.2
Total	81	100

It implies that more male students are enrolled in Grade 7 than female. Based on the data of the Department of Education for the SY 2021-2022, there are more male learners in Junior High School and Alternative Learning System (ALS) than female learners across the country (Department of Education, 2022).

Household Monthly Income. The profile of the respondents pertaining to their household monthly income is presented in Table 5.

Table 5 Profile of the Respondents as to Household Monthly Income

Income (Php)	Frequency	Percentage (%)
Below 1,000	9	11.1
1,000-5,000	37	45.7

5,001-10,000	19	23.5
10,001-15,000	12	14.8
15,000 and above	4	4.9
Total	81	100

It shows that the highest frequency of 37 or 45.7 percent is for the monthly income of Php 1,000-5,000. The second highest frequency of 19 or 23.5 percent belongs to the monthly income of Php 5,001- 10,000. The two lowest frequencies of nine or 11.1 percent and four or 4.9 percent belong to the monthly income below Php 1,000 and Php 15,000 and above, respectively.

The data imply that most of the respondents belong to poor families since their monthly income is below the poverty threshold. Based on the Preliminary Results of the Family Income and Expenditure Survey (FIIES) in 2021, poverty incidence among population, defined as the proportion of Filipinos whose per capita income cannot sufficiently meet the individual basic food and non-food needs, was recorded at 18.1 percent. This translates to around 19.99 million Filipinos who lived below the poverty threshold of about PhP 12,030 per month (PSA, 2022).

Distance from the School. Table 6 presents the profile of the respondents pertaining to distance from school. The two highest frequencies are 31 or 38.3 for below 1 kilometer and 20 or 24.7 percent for 1 to 2 kilometers away from the school. The two lowest frequencies are 11 or 13.6 percent for 3 to 4 kilometers away from the school and five or 6.2 percent for 7 kilometers and above away from school.

The data below imply that a large number of respondents are residing below 1 to 2 kilometers away from the school. Residing near the school can be beneficial to the students and parents as they can save time and money as most of the students are walking or cycling to go to school. The physical activity may also contribute to the overall health and welfare of the students. Although, it may pose a risk to the safety of the students.

Table 6 Profile of the Respondents as to Distance from the School

Distance (km)	Frequency	Percentage (%)
Below 1	31	38.3
1-2	20	24.7
3-4	11	13.6
5-6	14	17.3
Above 7	5	6.2
Total	81	100

In addition, UNESCO (2022) emphasized that school distance can be a major factor in preventing children from enrolling in school or causing them to drop out. Schools that are long distances from children’s homes increase the opportunity costs of schooling and can pose safety and security hazards, especially for girls on their way to/from school.

Student Parental Involvement. The profile of the respondents pertaining to parental involvement is shown in Table 7. The highest three are indicators 1, 2, 5, and 8. These indicators obtain a weighted mean of 4.22, 3.60, and 3.54 interpreted as always and often. This result means that parents create a reading-friendly environment at home, motivate them to read, monitor their reading progress and provide feedback to help them improve, and aware of their mistakes in reading and help them overcome them to avoid those mistakes. On the other hand, the lowest three are indicators 6, 7, and 4. These indicators obtain a weighted mean of 2.40, 2.63, and 2.90 interpreted as rarely and sometimes. It indicates that parents work with the teachers to support their reading development, encourage them to read different genres/authors, and use some effective strategies when reading with their children.

Table 7 Parental Involvement of Grade 7 Students in Dominador Narido High School

Indicators	Weighted Mean	Interpretation
My parents create a reading-friendly environment at home.	4.22	Always
My parents motivate me to read.	3.60	Often
My parents select appropriate reading materials based on my age and reading level.	2.93	Sometimes
My parents use some effective strategies when reading with me.	2.90	Sometimes
My parents monitor my reading progress and provide feedback to help me improve.	3.54	Often
My parents work with my teachers to support my reading development.	2.40	Rarely
My parents encourage me to read more widely, including different genres and authors.	2.63	Sometimes
My parents are aware of my mistakes in reading and help me overcome them to avoid those mistakes.	3.54	Often
My parents help me develop strong comprehension skills while reading.	3.27	Sometimes
My parents help me to become a confident reader and develop love for reading	3.43	Often
Over-all Weighted Mean	3.25	Sometimes

My parents create a reading-friendly environment at home.	4.22	Always
My parents motivate me to read.	3.60	Often
My parents select appropriate reading materials based on my age and reading level.	2.93	Sometimes
My parents use some effective strategies when reading with me.	2.90	Sometimes
My parents monitor my reading progress and provide feedback to help me improve.	3.54	Often
My parents work with my teachers to support my reading development.	2.40	Rarely
My parents encourage me to read more widely, including different genres and authors.	2.63	Sometimes
My parents are aware of my mistakes in reading and help me overcome them to avoid those mistakes.	3.54	Often
My parents help me develop strong comprehension skills while reading.	3.27	Sometimes
My parents help me to become a confident reader and develop love for reading	3.43	Often
Over-all Weighted Mean	3.25	Sometimes

Scale:

- 4.20-5.00 - Always
- 3.40-4.19 - Often
- 2.60-3.39 - Sometimes
- 1.80- 2.59- Rarely
- 1.00-1.79 - Never

The data imply that there are signs that the respondents have positive feedback on the parental involvement in reading as the three highest frequencies connote that they support and monitor the reading progress of their children. However, the three lowest frequencies indicate that parents may need improvement in terms of collaborating with the teachers and strategies to be used when reading with their children.

Level of Reading Comprehension	Question Number	Frequency	Percentage
Literal	1	56	69.14
	3	44	54.32
	8	37	45.68
	11	32	39.51
	14	46	56.79
	16	35	43.21
Inferential	2	21	25.93
	4	23	28.4
	5	30	37.04
	9	31	38.27
	10	34	41.98
	12	27	33.33
Critical	15	26	32.1
	17	21	25.93
	18	17	20.99
	6	23	28.4
	7	35	43.21
	13	17	20.99
	19	19	23.46
	20	40	49.38

It may be gleaned that parental involvement is one of the factors that affect the reading ability of the students. This is supported by the study of Naranjo (2019), where the findings showed that there is a significant relationship between the involvement of parents' in reading activities and pupils reading

performance, which is a determinant of parents' influence in the reading development of their child. The more parents' involvement in reading activities, the higher was the possibility of children to attain higher level in reading performance, in word recognition and comprehension and favorable attitudes towards school.

In addition, Cruz, et al. (2023) stated that collaboration between parents and teachers is a beneficial potential for creating proficient readers and fostering students' achievement in a well-managed school environment. A school that fosters shared accountability and pursues strong verbal communication with parents can also help students succeed academically. As a result of these factors, continuous and open contact with parents may result in greater student motivation and enhanced academic performance.

Level of Reading Comprehension Skills of Grade 7 Students in Dominador Narido High School

In this section, the level of reading comprehension skills of respondents is presented in terms of literal, inferential, and critical comprehension.

Table 8 presents the frequency and percentage of the students reading comprehension skills. In terms of literal comprehension level, the two highest frequencies are 56 and 46 for question numbers 1 and 14, while, the lowest frequencies are 32 and 35 for numbers 11 and 16. For the second comprehension level which is inferential comprehension, the three highest frequencies are 34, 31, and 30 for question numbers 10, 9, and 5, while the three lowest frequencies are 17 and 21 for question numbers 2, 17, and 18. On the critical comprehension, the two highest frequencies are 35 and 40 for question numbers 7 and 20, while, the lowest two are question numbers 13 and 19. These questions obtain a frequency of 17 and 19.

Table 8 Level of Reading Comprehension Skills

With these results, it can be inferred that the students still have difficulties on the most basic level of comprehension which is the literal comprehension since out of 81 students, the highest frequency is only 56 or 69.14 percent and the lowest is 32 or 39.51 percent. In terms of the inferential comprehension, it

shows that even more students struggle as the highest frequency is only 34 or 41.98 percent and the lowest is 17 or 20.99 percent, while, the level of critical comprehension highest frequency is 40 or 49.38 percent and the lowest is 17 or 20.99 percent.

The findings imply that the lower the frequency, the more it needs an intervention to address the reading comprehension difficulties. Thus, the students need intervention on the three levels of comprehension.

In the study of Mohamedi-Amaruch (2020), it was revealed that the level of ‘literal comprehension’, the most basic, poses problems for more than half the students (56.26%), while in ‘inferential comprehension,’ it even lacks more strategies for establishing logical connections between the data given by the text for its interpretation (62,47%). The level of ‘critical comprehension’ is similar (62.1%), but as many as 69% of the students have been shown to have difficulty in reorganizing the information read, making the ‘interpretative dimension’ the least developed among Spanish Year 6 students. In other words, the students’ level in the different ‘reading dimensions’ is comparable in the texts worked with, ‘literal comprehension’ being only slightly better.

In addition, Nurjanah et.al. (2022) findings showed that students with good and very good mastery of literal comprehension work good on interpretive/inferential, critical and creative level. The students with poor mastery of literal comprehension do not have good results on interpretive, critical and creative level. It revealed that literal comprehension has important role in building students’ comprehension before they continue to the next levels.

Academic Performance of Grade 7 Students in English in Dominador Narido High School

Table 9 shows the academic performance of the students in English subject based on their General Weighted Average (GWA) in First and Second Quarter for School year 2022- 2023. It reveals that 28 or 34.6% of the students belong to fairly satisfactory level and 26 students or 32.1% belong to fairly satisfactory level. Notably, nine or 11.1% of the students have an outstanding level. No one falls under the did not meet expectation level.

Table 9 Academic Performance of Grade 7 Students in English in Dominador Narido High School

Score	Frequency	Percentage (%)	Interpretation	Description
90-100	9	11.1	Outstanding	Passed
85-89	18	22.2	Very Satisfactory	Passed
80-84	26	32.1	Satisfactory	Passed
75-79	28	34.6	Fairly Satisfactory	Passed
74 and below	0	0	Did not meet expectation	Failed
Total	81	100		

The findings imply that no respondents obtains failing grades in the English subject. However, it is evident that most of the students belong to fairly satisfactory level with grades ranging from 75 to 84 percent.

Further, the results suggest that there is a large gap between the high and low performing students. It may mean that only nine or 11.1 percent of the students demonstrate a deeper understanding of the subject. There is an opportunity to improve the academic performance especially those students who achieved fairly satisfactory and satisfactory grades.

As stipulated in DepEd Order No.25 series of 2022, Grades 1 to 11 learners who got a grade range from 75 to 79, described as Fairly Satisfactory based on DepEd Order No. 8, series of 2015 Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program, in any learning area, shall attend enrichment classes. The conduct of enrichment classes is one of the strategies in the Learning Recovery Plan of Department of Education. They are designed to improve learners’ level of attainment of the Most Essential Learning Competencies (MELC) to ensure their readiness for transition to the next grade level.

Significant Relationship Between the Profile of the Respondents and their Reading Comprehension

The significant relationship between the profile of the students and their reading comprehension were tested using Somers’ Delta Correlation Coefficient d and Contingency Coefficient C. Somers’ Delta was used to test the significant relationship between the reading comprehension and profile along age, household monthly income, distance from school and parental involvement. Contingency Coefficient was used to test the significant relationship between the reading comprehension and sex profile.

Table 10 shows that among the profile of the respondents, it is along household monthly income ($d=.327$, $p\text{-value} < .05$) where it obtains significant relationship at 0.05 level. Other profile such as age ($d=-.080$, $p\text{-value} > .05$), sex ($C=.130$, $p\text{-value} > .05$), distance from school ($d=-.082$, $p\text{-value} > .05$), and parental involvement ($d=-.038$, $p\text{-value} > .05$) are not significantly correlated to the reading comprehension of the Grade 7 students.

Table 10 Test for Significant Relationship between the Profile of Grade 7 Students and their Reading Comprehension Skills

Profile	Reading Comprehension Skills		Remarks
	Test Statistics	p-value	
Age	-.080	.388	Not Significant
Sex	.130	.705	Not Significant
Household Monthly Income	.327*	.000	Significant
Distance from School	-.082	.447	Not Significant
Parental Involvement	-.038	.699	Not Significant

*Significant at 0.05 level

With these results, it can be inferred that the profile along household monthly income can be a predictor of the reading comprehension of Grade 7 students. Other profile such as age, sex, distance from school and parental involvement are not predictors of the reading comprehension of the same group of students. Generally, the hypothesis is not rejected, thus, there is no significant relationship between the profile of Grade 7 students in Dominador Narido High School and their reading comprehension except for the profile along household monthly income.

The finding implies that the profile on age, sex, distance from school, and parental involvement does not have a significant relationship with the reading comprehension skills of the Grade 7 students except for household monthly income. Furthermore, the low income has lower levels of reading comprehension because of having limited means and resources. Meanwhile, students who can afford to support their school needs typically perform better in terms of reading comprehension.

The findings is consistent with the study of Cigdemir et al. (2022) which revealed that there is a significant relationship between family income level and reading comprehension, and that the reading comprehension scores of the students in the upper-income group differ

significantly from those in the middle and lower groups.

Significant Relationship between the Reading Comprehension and their Academic Performance in English

The significant relationship of the reading comprehension of Grade 7 students and their academic performance was also tested using the Pearson Product Moment Correlation (r).

It can be observed from Table 11 that the academic performance of the students and their scores in the reading comprehension ($r=.569$, $p\text{-value} < .05$) obtain significant relationship at 0.01 level (two-tailed).

Table 11 Test for Significant Relationship between the Reading Comprehension Skills and their Academic Performance in English

	Reading Comprehension Skills		Remarks
	Correlation		
	(r)	p-value	
Academic Grade in English	.569**	.000	Significant

**Correlation is significant @0.01 level (2-tailed)

The data imply that the higher the academic performance of the students the higher the score in the reading comprehension. This means that their academic performance is highly correlated to their reading comprehension. Furthermore, the results suggest that student with poor comprehension has the tendency to get a poor academic performance. Thus, the null hypothesis is rejected.

This is supported by the result of the findings of Compe (2018) which revealed the positive relationship between reading comprehension and academic performance. When the reading comprehension decreases students' academic performance in English will also decreases, or when the reading comprehension increases their academic performance in English will also increase.

According to the study of Cabaña et al. (2019), 42.95 % of the grade 7 students fall under the frustration level, 49.66 % are instructional, and only 7.38 % are independent readers. In terms of their academic performance, only 17 % of the students pass their

English subject. The results revealed that the relationship between the level of reading comprehension and academic performance is significant.

In addition, Hijazi (2018) supported that there is a statistically significant relationship between students' reading comprehension and their academic achievement. The result of his study concluded that reading comprehension is a key factor in the success of the process of learning in general. It helps students develop their knowledge base in order to become successful and competent readers and improve the quality of their learning. Thus, learning only happens when pupils can comprehend what they read, and this will appropriately reflect on their academic progress. The related studies presented above show that there was correlation between reading comprehension and academic performance. Therefore, the students' reading comprehension and academic performance have significant correlation. It shows that better students' reading comprehension influences students' academic achievement, and this will be reflected on their performance in class and general academic success.

Intervention Plan to Improve the Reading Comprehension Skills of Grade 7 Students in Dominador Narido High School

On the assessment of the three levels of reading comprehension skills: literal, inferential, and critical comprehension of Grade 7 students of Dominador Narido High School, it shows that the students need intervention. The data show that the academic performance in English subject is fairly satisfactory with grades ranging from 75 to 79 percent. These are the bases of the proposed intervention plan. Table 12 presents the intervention plan proposed by the researcher for the Grade 7 students of Dominador Narido High School. The main objective of the intervention is to improve the reading comprehension skills in literal, inferential, and critical comprehension of the students and academic performance through the Reading Challenge (REACH) Intervention Program. The proposed intervention plan to improve the reading comprehension and academic performance of Grade 7 Students in Dominador Narido High School consists of four stages: Planning, Pre-implementation, Implementation, and Post Implementation Stage.

The first stage is Planning. The purpose of the Planning stage is to plan all the activities required throughout the stages of the remediation program. It involves meeting with the school head and preparation of the program proposal with intervention plan. This is to ensure the effectiveness of the intervention program. Once the program proposal has been finalized, the proponent shall seek approval before the conduct of the remediation program.

The second stage is the Pre-Implementation where the orientation of the parents and students on the conduct of the reading intervention program will be facilitated. The actual test administration of the students will also take place.

The third stage is the implementation. There will be different activities during the actual conduct of the remediation program. First is the administration of a diagnostic or pre-test to assess the reading comprehension skills of the students along literal, inferential, and critical comprehension and to identify the students that need intervention. Second is the preparation of the reading materials by the English teachers based on the results of the pre-assessment. The English teachers will undergo validation and approval of the reading materials by the principal to ensure their quality. Then, these materials will be distributed to the students and parents on the third week of the month after the opening of classes. Third is the conduct of the Reading Challenge (REACH) Intervention Program to increase the reading comprehension skills of the students, improve their vocabulary skills and knowledge in summarizing the story, and give the students the opportunity to collaborate with their parents, classmates, and teachers.

The REACH Intervention Program includes the following activities: Pair Reading, Reading with Parents, and Teacher Daily Lesson Plan (DLP) Integration. The objectives of pair reading are to increase the reading comprehension skills of the students along literal and inferential by improving their vocabulary knowledge and summarization and to develop camaraderie and collaborative effort among students. In the Pair Reading, each pair will consist of one student with average reading comprehension and one student with low reading comprehension to

complete 20 stories per quarter which should be reflected in the Reading Log. Students may ask assistance from their class adviser. Reading log indicates the title of reading material, author, five vocabulary words and their meaning, and summary of the story using their own words. This will also be part of the students' performance task in English subject.

On the other hand, the objectives of reading with parents are to increase the reading comprehension skills of the students along inferential and critical by reading aloud, questioning, summarizing, and predicting, to develop reading habit and love for reading and to involve the parents in the development of reading comprehension of their children. Reading with parents consists of the students and their parent who will read aloud a story together. The parent will ask questions as indicated on the reading log, who, what, when, where, how and why. The student will also predict what will happen next in the story. Students will complete eight stories per month to be reflected on the reading log with parent signature. There will be a survey of parental involvement at the end of the reading intervention program.

Moreover, the objective of teacher daily lesson plan (DLP) integration is to develop and increase the inferential and critical comprehension skills of the students through the use of different strategies by the teachers. In daily lesson plan integration, all teachers teaching the Grade 7 students will indicate at least three strategies in developing the basic literacy skills such as making connections, synthesizing, visualizing, questioning, determining importance, and summarizing.

The fourth stage is the post-implementation. This is the last stage of the intervention plan which will determine the effectiveness of the strategies. Administration of post-test will be conducted to evaluate the improvement of the students' reading comprehension level.

Table 12 Proposed Intervention Plan to Improve the Reading Comprehension Skills and Academic Performance of Grade 7 Students in Dominador Narido High School

Activities	Objectives	Strategies	Time Frame	Persons Involved	Expected Outcome	Remarks
PLANNING Approval of the proposed intervention program	To ensure the effectiveness of the intervention program	1. Meeting with the school head 2. Prepare program proposal with intervention plan	Week 1 after the opening of classes	Proponent Principal	Approved Proposal	Approved proposal before the conduct of the remediation program
PRE-IMPLEMENTATION Orientation on the conduct of Reading Intervention Program	To conduct an orientation on the Reading Intervention Program and actual test administration	Orientation of parents and students	Week 2 after the opening of classes	Grade 7 Teachers Grade 7 Students, Parents	All concerned parents have successfully oriented themselves to the program	Parents and students are properly oriented
IMPLEMENTATION Pre-assessment	1. To assess the reading comprehension skills of the students along literal, inferential, and critical comprehension 2. To identify the students that needs intervention	Administer diagnostic test/Pre-test	Friday of Week 2 after the opening of classes	Grade 7 Teachers and Grade 7 Students	All Grade 7 students have successfully taken the pre-assessment	100% participation from the students
Preparing of the reading materials	To prepare the reading materials based from the result of the assessment	Reading materials	Week 3 after the opening of classes	Grade 7 Teachers Principal	Reading materials for distribution	Approved by the school head
Conduct of the Reading Challenge (REACH) Intervention Program	1. To increase the reading comprehension skills of the students along literal and inferential by improving their vocabulary knowledge and summarization 2. To develop camaraderie and collaborative effort among the students	Pair Reading- each pair will consist of one student with average reading comprehension level to complete 20 stories per quarter which should be reflected in the Reading Log. They can ask assistance from their adviser	September 2023 to March 2024 MWF (11:00-11:45 AM)	Grade 7 Students	Reading Log that indicates the title of the reading material, author, 5 vocabulary words and their meaning, and summary of the story using their own words. This will also be part of their performance task in the English subject	100% of the target stories achieved per quarter
	3. To increase the reading comprehension skills of the students along inferential and critical comprehension by reading aloud, questioning, summarizing, and predicting 4. To develop reading habit and love for reading 5. To involve the parents in the development of reading comprehension of their children	Reading with Parents- The students and their parent will read aloud a story together. The parent will ask questions as indicated on the reading log: "who, what, when, where, how, and why" The student will also predict what will happen next and what in the text makes them think that. They must accomplish 8 stories per month as reflected in the reading log with parent signature	September 2023 to March 2024 MWF (11:00-11:45 AM)	Parents and students	Survey of parental involvement at the end of the reading intervention program Reading Log provided by teacher	Children are interested to read with their parents
	6. To develop and increase the inferential and critical comprehension skills of the students through the different strategies to be used by all teachers	Teacher Daily Lesson Plan (DLP) integration The teacher will indicate at least three strategies used in the DLP	September 2023 to April 2023	Grade 7 Teachers and Grade 7 Students	All teachers teaching in Grade 7 to include the following strategies that can develop the basic literacy making connections synthesizing questioning determining importance and summarizing in the DLP	100% of the teachers comply with the DLP integration
POST IMPLEMENTATION Post Assessment	1. To evaluate the improvement of the students reading comprehension level 2. To determine the effectiveness of the strategies	Administer Post-Test	May 2024	Teachers and Students	60% increased on the reading comprehension on skills of the students	100% of the target outcome achieved

IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the findings, conclusions, and the recommendations derived from the data gathered.

This study described the correlation between the profile, level of reading comprehension, and academic performance of Grade 7 students in Dominador Narido High School. Specifically, this study sought answers to the following questions: 1. How may the profile of the respondents be described in terms of age, sex, household monthly income, distance from school, and parental involvement?; 2. What is the level of reading comprehension skills of Grade 7 in Dominador Narido High School along literal, inferential, and critical?; 3. What is the academic performance of Grade 7 students in English in Dominador Narido High School?; 4. Is there a significant relationship between the profile and level of reading comprehension skills of Grade 7 students in Dominador Narido High School?; 5. Is there a significant relationship between the level of reading comprehension skills and the academic performance in English of Grade 7 students in DNHS?; 6. What intervention strategies may be formulated to improve the level of reading comprehension skills and academic performance of Grade 7 students?.

This research was based on the premise that there is no significant relationship between the profile and the level of reading comprehension of Grade 7 students in Dominador Narido High School and there is no significant relationship between the level of reading comprehension and academic performance of the Grade 7 students in Dominador Narido High School. The participants in this study were the eighty one Grade 7 students of Dominador Narido High School. This study employed total population sampling or also known as complete enumeration.

This study used descriptive-correlational method of research. A standardized test for reading comprehension was used to test students' reading comprehension which was taken from the instrument of the Department of Education, Philippine – Informal Reading Inventory Group Screening Test (Phil-IRI-GST, 2018). The researcher also used a survey questionnaire to gather the profile of the students in

terms of age, sex, household monthly income, distance from school, and parental involvement. For the profile of the respondents as to age, sex, household monthly income, distance from school, and parental involvement, as well as, level of reading comprehension skills, and academic performance in English, the study used frequency and percentage.

In testing the significant relationship between the profiles of the respondents and reading comprehension level, two statistical tools were used. For profile along age, household monthly income, distance from school and parental involvement, Somer's Delta was used. Meanwhile, Contingency Coefficient was used to test the significant relationship between the reading comprehension and sex profile.

To determine the significant relationship between the levels of reading comprehension of the respondents and academic performance using the Pearson Product Moment Coefficient also known as Pearson r was utilized.

The treatments created by the researcher for the institution to raise the level of reading comprehension abilities and academic performance of Grade 7 students were based on the data acquired for the six research questions.

FINDINGS

The following findings are based on the data gathered during the conduct of the study:

- 1) The majority of the respondents were 13 to 14 years old with a frequency of 52 or 64.2 percent of the total number of respondents. Most of the respondents were male with 46 or 56.8 percent while female respondents was 35 or 43.2 percent. Thirty-seven or 45.7 percent belonged to families whose monthly income is Php 1,000-5,000. For the distance from the school, the highest frequency was 31 or 38.3 percent for respondents who are residing below 1 kilometer. As for the parental involvement, the over-all weighted mean was 3.25 interpreted as sometimes or average parental involvement which means that the parents are involved in their children's reading development at least twice a week.

- 2) The level of reading comprehension of the students along literal, inferential, and critical comprehension needed intervention.
- 3) On the level of academic performance in English, 28 or 34.6 percent of the students were in the range of 75% to 79%. Notably, nine or 11.1 percent of the students were in the range of 90% to 100%.
- 4) For the test on the significant relationship between the level of reading comprehension skills of Grade 7 and the profile of the respondents such as age, sex, household monthly income, distance from school, and parental involvement, household monthly income ($d=.327$, $p\text{-value} < .05$) obtained significant relationship at 0.05 level. Other profiles such as age ($d=-.080$, $p\text{-value} > .05$), sex ($C=.130$, $p\text{-value} > .05$), distance from school ($d=-.082$, $p\text{-value} > .05$), and parental involvement ($d=-.038$, $p\text{-value} > .05$) were not significantly correlated to the reading comprehension of the Grade 7 students.
- 5) The academic performance of the students and their scores in the reading comprehension ($r=.569$, $p\text{-value} < .05$) obtained significant relationship at 0.01 level (two-tailed).
- 6) Based on the data gathered, the intervention that may be proposed to the school institution is the Reading Challenge (REACH) Intervention Program with the following strategies: Reading with Parents, Pair Reading, and Teacher Daily Lesson Plan (DLP) Integration.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the following are recommended by the researcher:

- 1) Parents may improve their involvement in the reading development of their children by allotting time to read with their children through the Reading Challenge (REACH) Intervention Program. Moreover, activities such as seminars, workshops, and conferences may be facilitated to educate the parents on their crucial role in improving the reading comprehension level of their children. Strategies on how to create a reading-friendly environment at home, effective strategies in motivating their children to read, importance of reading a variety of books, and strengthening the partnership of parents and teachers to support the reading development of the

students can be discussed during the seminar. Parent-teacher collaboration towards enhanced reading comprehension of learners is critical for creating proficient readers.

- 2) Students may actively participate in the Reading Challenge (REACH) Intervention Program to build their background knowledge, develop vocabularies and their reading habit. This way, teachers can ensure that learners can define a word, recognize when to use that word, understand multiple meanings, and decode and spell that word. Then incorporate new words into discussions and activities. It may be challenging to improve learners' comprehension skills, but it is well worth the extra effort to put them on the path to becoming successful readers.
- 3) Teachers may use the comprehension strategies such as making connections, monitoring, visualizing, predicting, questioning, and summarizing. In making connections, they may include in Daily Lesson Plan the three basic types of connections: text-to-self, text-to-text and text-to-world using coding strategy and connection stems. Monitoring may use bookmark technique wherein during reading, students record specific information on bookmarks, including the page and paragraph where that information is found, as well as listing unknown words and/or a sketch of the most interesting part. Visualizing may use sketch to stretch strategy wherein students sketch their visualization and after reading, share in groups their sketches and discuss the reasons behind their interpretation of the text. Also, visualizing brings the text to life, engages the imagination, and uses all the senses using graphic organizers through the text to note key concepts and ideas. Predicting can use the see-and-think strategy. Questioning can use why or how questions and "I wonder" strategies that encourage students to continue to wonder about a text while they are reading. Summarizing may include higher-order thinking skills (HOTS) questions and summarizing a text wherein the reader identifies the most important ideas from the text and then restates them in their own words. By focusing on these strategies and needs of learners, teachers are able to assist and teach learners within the classroom ensuring level of student success.
- 4) The school may craft policies to address the findings of the study. It was found out that

household monthly income affects the reading comprehension of the students. The school may conduct programs or seek partnership from the parents to conduct feeding program and livelihood skills training such as vocational skills development, financial literacy, entrepreneurial skills and basic management skills in order to develop practical skills for starting small business to address the issue on their income.

- 5) The study recommends all stakeholders to become fully aware of their crucial role in order to effectively implement the Reading Challenge (REACH) Intervention program. Moreover, parents and teachers need to establish a strong relationship through parent-teacher' meetings, close monitoring and facilitation. In doing so, they can provide alternative opportunities for children to develop an interest in reading. This in turn may further contribute towards high academic achievement.
- 6) The researcher propose, the implementation of the Reading Challenge (REACH) Intervention Program with the following strategies: Pair Reading, Reading with parents, and Teacher Daily Lesson Plan (DLP) Integration. In general, the school administrators, teachers, and parents are advised to make a constant effort to implement the proposed intervention program or to craft school intervention programs and projects that will cater to the needs of the students.
- 7) Future researchers may conduct similar study in public and private secondary schools and different grade levels to determine the correlation of reading comprehension and academic performance.

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