

FACTORS AFFECTING THE READING COMPREHENSION PERFORMANCE OF GRADE FIVE PUPILS OF TUGTUG ELEMENTARY SCHOOL FOR THE SCHOOL YEAR 2025-2026: BASIS FOR ACTION PLAN

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Abstract

This study examined the factors affecting the reading comprehension performance of Grade five pupils at Tugtug Elementary School for the School Year 2025-2026, to develop a plan of action to improve their literacy skills. Guided by Lev Vygotsky's Sociocultural Theory, which emphasizes the role of social interaction and cultural context in cognitive development, the research explored how intellectual, emotional, behavioral, and social dimensions influence reading comprehension. Using a quantitative descriptive design, fifty pupils were selected through purposive stratified sampling based on their reading profiles. Data were gathered through a researcher-developed reading comprehension test and a validated self-report questionnaire assessing cognitive, affective, behavioral, and social aspects. Results revealed that most pupils were at the Instructional Level, indicating that they could understand texts but required teacher guidance. Pupils recognized that intellectual, behavioral, and emotional factors shaped their comprehension. At the same time, social influences, particularly support from teachers, classmates, and parents, were significantly related to reading performance. Parents' highest educational attainment was also found to be significantly associated with pupils' comprehension outcomes and their intellectual and emotional responses. The study concludes that the interplay of cognitive skills, emotional conditions, reading habits, and social support shapes reading comprehension. Based on these insights, a plan of action was formulated to strengthen teaching strategies and foster home-school collaboration, thereby enriching the pupils' reading environment and enhancing their comprehension skills.

Keywords – *behavioral, instructional level, reading comprehension*

Introduction

The introduction presented in an integrated way in the form of paragraphs as much as 10-15% of the length of the article, single space, Times New Roman font size 12 pt. Contain minimal background of the problem, research questions, the purpose and benefits of the research.

Individuals' growth and success in today's world depend heavily on their literacy, as reading and writing enable them to learn more and communicate their thoughts to others. Through the process of decoding written symbols, reading enables people to comprehend the meaning contained in those writings. Reading is a learning technique that involves acquiring knowledge from written materials. Reading is essential to achieving SDG 4-Quality Education because it equips learners with the foundational literacy skills needed for lifelong learning and access to quality education. By fostering reading habits, individuals gain the knowledge and

empowerment necessary to break cycles of poverty and contribute meaningfully to sustainable development.

Reading without understanding is incomplete because learning to decode the symbols from the written material without analyzing the meaning behind the text and symbols is not the objective of such macro skills in English. Hence, reading comprehension is an essential ability that enables the acquisition of knowledge, fosters critical thinking, and facilitates effective communication (Khalilova, 2023). The ability to read and comprehend what is read is known as reading comprehension. A person's comprehension of a text, including the ability to draw inferences, is influenced by their knowledge and abilities (Prihatini, 2022). According to research by Torppa et al. (2020), there is an unusually high number of reports of struggling readers in grades K–3, suggesting that children's reading comprehension has been declining recently.

Readers can be grouped according to their pace and comprehension. Fast readers can quickly process and understand texts with little difficulty, while average readers read at a normal speed and grasp the main ideas. Slow readers take more time to read but may still comprehend the content with effort. Struggling readers often have difficulty with both speed and comprehension, making reading a challenge for them. Lastly, non-readers are those who cannot yet decode or understand written texts and require more intensive support to develop reading skills.

Reading level classification is grounded in literacy research, particularly Marie Clay's framework, which identifies readers as Independent, Instructional, and Frustration levels based on accuracy and comprehension. In the Philippine education system, the Department of Education adapted these into Installed, Catch-On, and Catch-Up levels to make them more learner-friendly while maintaining their diagnostic purpose. Installed readers are independent, Catch-On readers need guidance, and Catch-Up readers require intensive intervention, which led to the implementation of programs such as Catch-Up Fridays under DepEd Order No. 001, s. 2024. In addition, aligned with outcomes-based education, DepEd uses descriptive proficiency levels—Beginning, Developing, Approaching Proficiency, Proficient, and Advanced—instead of numerical grades to assess reading skills more meaningfully. These levels reflect learners' abilities in decoding, fluency, and comprehension, ranging from those who struggle significantly to those who exceed grade-level expectations. Together, these classification systems help teachers better understand learners' reading abilities and design appropriate instruction and interventions to improve reading performance.

A child's reading comprehension is influenced by intellectual, emotional, behavioral, and social factors. Intellectual skills such as recalling information, vocabulary development, analysis, and awareness of thinking help improve understanding of texts. Emotional support is also important, as learners need a safe and encouraging environment to build confidence and continue learning. Behavioral factors like attention span and motivation affect how well pupils focus and understand what they read, while social factors such as support from peers, parents, and teachers strengthen reading development. In contrast, lack of motivation, poor classroom environment, and limited social and language support can hinder reading comprehension skills.

The Philippines ranked in the bottom 10 out of 81 countries in reading comprehension, according to recent data from the Programme for International Student Assessment (PISA) in 2022. In the Division Status Report on Reading Assessment of the School Division of Batangas as of March 20, 2025, covering 416 Elementary schools and 77,484 students, the report shows that the majority of elementary students in the division were Fast and Average Readers. The

status report on reading assessment reveals that out of 77,484 elementary students, there are 27,402 fast readers, 28,698 average readers, 14,451 slow readers, 5,649 struggling readers, and 1,284 Non-Readers. The report clearly states that the literacy rate of Batangas is high (Hagosojos, 2025).

Among the schools in the Division of Batangas, Tugtug Elementary School in San Jose, Batangas, has a low literacy status, despite the Division of Batangas having a high Division Literacy Status. Based on the results of the Reading Assessment conducted at Tugtug Elementary School in the School Year 2024- 2025, it is one of the schools in the Province of Batangas with many slow, struggling, and non-readers in Grade 5. The result of the Reading Assessment conducted at Tugtug Elementary School showed that, out of the 130 Grade 5 pupils, 5 were non-readers, 28 were struggling readers, 36 were slow readers, 37 were average readers, and only 24 were fast readers.

The result of the Reading Assessment revealed that one of the major challenges Tugtug Elementary School faces is low reading literacy among its pupils. Reading comprehension is a fundamental skill that significantly influences a child's overall academic performance and future learning. However, many Grade 5 pupils from Tugtug Elementary School continue to struggle with understanding texts, which hinders their ability to excel in various subject areas. This study seeks to identify and assess the different factors that significantly contribute to the reading comprehension difficulties of Grade 5 pupils of Tugtug Elementary School, San Jose, Batangas. By addressing these underlying issues, the research aims to propose a well-structured action plan to enhance pupils' reading comprehension skills. Ultimately, the study intends to support learners in developing stronger literacy skills, which are vital for their academic success and lifelong learning.

Methodology

This chapter discusses the methodology used in this study. It comprises research design, participants, research instrument, process, ethical considerations, and data analysis.

Research Design

The researchers employed a quantitative research design. According to Leavy (2022), quantitative research prioritizes generalizability, statistical description, and breadth. Through the application of organized and regulated procedures, quantitative research aims to attain objectivity, control, and accurate measurement. This method is based on a deductive research methodology, which begins with theories and hypotheses and then tests them against actual data to confirm or disprove them.

Furthermore, descriptive research is a research tool that usually accompanies quantitative research. It turns numbers into a comprehensible characteristic of the variables under study, since, according to Siedlecki (2020), descriptive study designs help specify the desired characteristics of the sample. It may also attempt to extrapolate the results from a representative sample to a broader target population. This study utilized a quantitative design, which involves describing facts derived from collected data.

Participants

This study involved fifty (50) Grade 5 pupils from Tugtug Elementary School during the academic year 2025–2026. The total population consisted of sixty-nine (69) pupils based on the

reading assessment conducted in this school, categorized into three reading groups: five (5) non-readers, twenty-eight (28) struggling readers, and thirty-six (36) slow readers.

To determine the sample size, the researchers applied the Raosoft formula with a 7% margin of error, which resulted in approximately fifty (50) participants. These were proportionally distributed across the three strata using stratified random sampling to ensure fair representation. Specifically, four (4) participants were selected from the non-readers, twenty (20) from the struggling readers, and twenty-six (26) from the slow readers. According to Lee (2025), stratified sampling is particularly effective in educational research because it enhances precision by reducing variability within subgroups and ensures valid comparisons across learner categories.

Since the goal of this study was to identify Grade 5 students with reading challenges, purposive stratified sampling was used to focus on specific groups of interest. Purposive stratified sampling, as explained by Busa (2023), is especially helpful in educational research when researchers need to target certain learner characteristics while maintaining proportional distribution. By combining these two techniques, the study ensured both fairness in representation and alignment with its research purpose.

Research Instrument

A combination of reading comprehension tests and self-report questionnaires met the study's demand. Reading comprehension tests significantly influence academic achievement (Clinton-Lisell et al., 2022). Like most reading comprehension assessments, the presented comprehension test focused on identifying the different levels, such as Inferential, Literal, Integrative, and Evaluative.

Respondents were prompted to traditional reading comprehension assessments, and they will silently read the paragraph passage (one hundred sixty-eight (168) worded passage). Each question had four corresponding choices, where the respondent encircled the letter of the correct answer. Students who got five (5) correct answers were included in the outstanding level; three to four (3 - 4) were under the very satisfactory level; and students who gained only one to two (1 - 2) correct answers in the comprehension test were under the did not meet the expectation level, a satisfactory level.

On the other hand, self-report questionnaires were utilized to obtain the information needed to assess students' intellectual, emotional, social, and behavioral skills. In this survey, there were no right or wrong answers. Students were given statements to read and comprehend, and they assessed their agreement by checking the boxes for strongly agree (4), agree (3), disagree (2), and severely disagree (1).

Procedures

The researcher communicated with the principal by giving a letter requesting permission to conduct research at the Tugtug Elementary School. The questionnaire's content was validated to ensure its accuracy. The researchers started disseminating the questionnaire following its validation and finalization.

To obtain permission to conduct the actual survey, the researchers visited the research setting and talked with the Grade 5 advisers to obtain their consent. Each participant received a

questionnaire, and the researchers provided the selected respondents with a brief overview of the research purpose and instructions before presenting the text selection.

First, a reading comprehension test was given. After the respondents had finished reading the text selection in silence, they were presented with five (5) comprehension questions. The vocabulary exam and the completion of self-report surveys came next.

After gathering all of the surveys, the researchers tallied the data, imported it into Microsoft Excel, and sent it to a statistician for statistical analysis.

Ethical Consideration

The study was guided by strong ethical principles highlighted by Kang, E., and Hwang, H.-J. (2023), which stated that the data collected were handled responsibly. Before distributing the survey questionnaire to the learners, the researchers sought permission from the principal of Tugtug Elementary School and the Dean of the College of Education and Liberal Arts, obtaining formal consent and approval for data collection in the aforementioned school. Participation in the study was entirely voluntary, and respondents could withdraw their consent at any time without negative repercussions.

The survey was administered face-to-face using paper-and-pencil questionnaires. The researchers guided the participants throughout the datagathering process. Since the study collected personal information from participants, the researchers adhered to the Data Privacy Act of 2012 to protect participants' personal data at all times. By maintaining transparency and accountability, the study aimed to produce reliable and meaningful findings while protecting participants' rights and welfare.

Data Analysis

After collecting the questionnaires, the researchers applied various statistical methods to examine and interpret the data collected:

Frequency count. It was used to summarize the number of respondents who selected each category.

Percentage. It was used to determine how the data contributed to the overall distribution.

Ranking. It was used to order data systematically. In this study, ranking was used to order the values in ascending order.

Weighted Mean. It was used to determine the average, allowing the dataset's central tendency to be presented as a single value.

Pearson's r . It was used to determine the significant relationship between reading comprehension and the factors influencing it.

Finding and Discussion

This chapter presents the findings of the study conducted with Grade 5 pupils of Tugtug Elementary School, focusing on their reading comprehension performance and the factors that influence it.

The study revealed that most of the respondents were aged 9–10 years old, with females slightly outnumbering males. A large proportion of the pupils came from families with low monthly income, while many of their parents had reached or completed college education. These background characteristics provide context for understanding the pupils' learning conditions and possible influences on their academic performance.

In terms of reading comprehension, the overall performance of the pupils was at the **instructional level**, indicating that they are able to understand reading materials but still require guidance and support from their teachers. This suggests that while the learners possess developing reading skills, they are not yet fully independent readers.

The findings also showed that several factors contribute to the pupils' reading comprehension skills. Intellectual factors were strongly observed, particularly in the use of pictures to help learners understand the meaning of words. This implies that visual aids play a significant role in improving comprehension. Emotional factors were also evident, as pupils expressed confidence when they were able to answer questions correctly and felt a sense of accomplishment when completing reading tasks, although some still experienced boredom or difficulty when faced with challenging texts.

Behavioral factors likewise influenced reading comprehension. Pupils demonstrated positive behaviors such as paying attention during reading activities and showing interest in reading tasks. However, environmental distractions, such as noise, were found to affect their concentration. Among all the factors examined, social factors emerged as the most influential. Pupils reported that they are more motivated to read when encouraged by their teachers and supported by their parents. The availability of reading materials at home and shared reading experiences also contributed to their comprehension skills.

When relationships among variables were analyzed, the results indicated that intellectual, emotional, and behavioral factors were weak and non-significant predictors of reading comprehension performance. In contrast, social factors showed a significant relationship, highlighting the importance of support from teachers and family members in enhancing pupils' reading abilities. Furthermore, among the profile variables, only parents' highest educational attainment was significantly related to pupils' reading comprehension performance. This suggests that pupils whose parents have higher educational backgrounds are more likely to perform better in reading. On the other hand, age, gender, and parents' monthly income were not found to significantly influence reading comprehension.

Overall, the findings of the study emphasize that while individual skills and behaviors are important, the role of a supportive social environment—particularly the influence of teachers and parents—is essential in improving the reading comprehension skills of Grade 5 pupils.

Conclusions

From the results of the study, the following conclusions were derived:

The Grade 5 respondents were predominantly 9 to 10 years old and mostly female. A large proportion of them came from low-income households, while their parents had varying levels of educational attainment. These demographic characteristics suggest that the findings of the study largely represent the reading experiences of younger learners from economically disadvantaged backgrounds.

In terms of reading proficiency, the Grade 5 students of Tugtug Elementary School were found to be at the instructional level in reading comprehension. This indicates that they are able to understand texts effectively when guided or supported by teachers.

The reading comprehension performance of the respondents was influenced by multiple factors, including intellectual, emotional, behavioral, and social dimensions. Specifically, the use of visual aids and activation of prior knowledge contributed to better understanding of texts. Positive emotional states and increased self-confidence further enhanced comprehension performance. Moreover, sustained attention and a supportive learning environment helped minimize distractions during reading activities. In addition, strong teacher encouragement and parental support were found to foster positive reading attitudes, which collectively contributed to improved reading comprehension outcomes.

Furthermore, the results revealed that the students' reading comprehension scores were significantly correlated with their parents' highest level of educational attainment. However, no significant relationship was found between reading comprehension and the respondents' age, gender, or monthly household income.

Overall, the findings indicate that the profile of Grade 5 pupil-respondents—particularly age, gender, and parents' monthly income—does not have a significant relationship with the factors influencing reading comprehension skills. However, parents' highest educational attainment showed a significant relationship with the intellectual and emotional factors affecting students' reading comprehension.

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