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## Foreword

Welcome to the August 2020 Full Issue of the ASEAN Journal of Basic and Higher Education! Like the previous issue, this issue has accepted largely papers which are products of continuous professional development through graduate schools. Papers coming from Tarlac and Mindanao form part of the featured journal articles.

May Ann *et al*, in their study entitled 'Image Creation Intervention: Effectiveness on the Reading Comprehension of Learners' have recommended the continued use of the imagery method for an extended period to practice familiarization; Vinson and Cristeta in their study 'Parents and Teachers' Collaboration on the Performance of Elementary Pupils in the Schools Division of Tarlac Province' have recommended the strengthening of collaboration by ensuring the school as a welcoming place for the parents and the utilization of gadgets as a means of communication between parents and teachers; Carmela and Gemma, in their study entitled 'Reading Performance of Grade 1 Learners using Marungko Approach' found convincing findings that the level of reading performance of Grade 1 Learners was very satisfactory; Reynald and Aileen in their study entitled 'Professional Language Skills of Purpose Communications Students in Pangasinan State University' have established that the sex of the respondents has a significant relationship to the accurate use of mechanics in technical writing; Andrew and Jessica in their study entitled 'Motivation and Comprehension in Reading of Senior High School Students', have recommended that during instruction, extrinsic motivation could be used as a starting point in encouraging the students to read.



**JUN S. CAMARA, PhD**  
**Editor-in-Chief**

Happy reading, Philippines and the rest of the world!

## *Message to Authors and Readers*

Dear Authors and Readers,

A writer once quoted, "when you get the opening line right, the world stops to read." Honestly, my mind has emptied out of the right words to use for a message that would make you feel excited to read but, when I learned that PARESSU has come up with the full issue of the ASEAN Journal of Basic and Higher Education, the best word to start all this would definitely be "congratulations."

PARESSU, Inc., was then a simple team of researchers whose sole purpose was to spread the "good news" about research. Now, it has become an organization that rapidly, yet humbly grows as a renowned group that aims to help an individual and the community grow through research. Its growing number of members is empowered with the opportunity to share, and at the same time learn more about research, in spite of the difficulties in life that we are all going through right now. This journal, which consists of five research articles, is the result of a collaboration of the gifts and geniuses of our highly efficient writers and editors in the organization. All the hard work and passion poured into by all PARESSU officials unquestionably paid off, not to mention the sacrifices made by its pillar, Dr. Jun S. Camara.



**MARVIN Z. ISLA, LPT**  
**Managing Editor**

*A\_JBHE, Full Issue Vol 2.*

Now, where does my "congratulations" come in? That moment when you opened this journal and started reading its first page, is where I would like to congratulate you. Congratulations, our dear readers, because the golden chance of changing the world is now in your very own hands. Help us make research be known to all. Be with us in exploring for new knowledge and wisdom through research. Let us be one in changing the world through research. Together, in the name of research. May these words let us and PARESSU, Inc. come inside your heart. Once again, congratulations

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## **Image Creation Intervention: Effectiveness on the Reading Comprehension of Learners**

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### **Abstract**

Image Creation Intervention is a method that emphasizes the use of mental images in comprehending the written texts. Learners draw the characters, sequence the events, and extract essential activities in the story. It aids the reading comprehension of the pupils by providing a tangible and vivid outcome that will help them recall the happenings in the story. This study aimed to determine the effectiveness of Image Creation Intervention on the reading comprehension of the pupils. This study applied a quasi- experimental design conducted for 10 sessions to 60 subjects that were selected through criterion sampling and equally distributed to control and experimental groups. The researchers developed a comprehension test to collect data on the test performance of the subjects conducted through pretest and posttest method. The data were analyzed using percentage rate, frequency count, percentage mean, and t-test for independent samples. Results revealed that learners in both groups have moderately mastered the reading comprehension before and after applying image creation intervention. There is no significant difference in the reading comprehension of the pupils in both groups before and after using image creation intervention. Hence, the application of Image Creation Intervention is not significantly effective in enhancing the reading comprehension of the pupils. Based on the result, teachers should continue to facilitate the imagery method for an extended period to practice familiarization to children who prefer spatial activities while teachers can use other strategies to facilitate learners' multiple intelligences and learning styles.

Keywords: Drawing, Image Creation Intervention, Mental Imagery,  
Reading Comprehension, Spatial Intelligence

## INTRODUCTION

Reading comprehension is not an easily acquired skill. It is one type of skill that teachers find the difficulty in enhancing and developing. It requires a strong foundation in word identification and decoding. Without skills in comprehension, pupils cannot understand and interpret the text that they are reading [12]. Not all the pupils were able to develop their skills when it comes to reading comprehension. Most teachers have difficulty in finding the most effective way to help the pupils comprehend the printed text or story that they are reading. The National Reading Panel stated that there are five distinct practices that teachers should utilize in making the pupils learn how to comprehend the text and improve their reading skills. It includes phonemic awareness, instruction in phonics, oral reading practice, vocabulary instruction, and comprehension strategy. Among these practices, reading comprehension can be the most essential.

The study of Majors [6] concluded that reading comprehension is a process that involves a lot of scopes. The primary participants of this process are the readers, the written text, and the reader's condition. The images innately elicit during or after the reading interact with images and prior knowledge. During the reading process, the readers enter the story world and connect and reflect it on the whole reading procedure. In line with this, the dual-coding theory assumes that in comprehending and remembering information, two codes are better than one system. When new knowledge is encoded verbally and nonverbally, the information is elaborated and promoted, the comprehension is increased, and the memory trace is strengthened [13]. It has been expanded recently in three different interventions, but the most similar of this theory was image creation intervention [3].

Miller [9] upholds this thought and defined image creation which is a part visualization as "forming a mental image in one's mind." To help the children comprehend words, an intervention can be an aid to this problem. Image creation is an intervention which pupils are responsible for drawing their image and another term of this is called draw-and-label visualization activity, wherein the teacher read aloud and let the pupils sketch pictures in their mind.

Similarly, image creation is the construction of internal representations that utilizes nonverbal mental codes that include the five senses [14]. Readers form mental pictures that represent the ideas in the texts. These images serve to enhance the interpretation of the written texts and may include our sense of sight, hearing, taste, smell, and touch. Visualizing or imaging is a substantiated best exercise to improve reading comprehension [8]. Research also implies that readers have an opportunity to extrapolate about the text, rather than be told by a teacher what is correct.

In addition, Van Meter, Aleksic, Schwartz, and Garner [16] stressed that drawing is one of the effective strategies that can help improve the reading comprehension of the pupils by knowledge organization. They suggested that when the readers draw, elements are organized to create mental representations as they connect their

background knowledge to form a new one. It was also found out that elementary pupils learn more information through drawing strategy rather than just text representations.

Likewise, it is easier to distinguish a picture rather than a text. A human can recall delicate details in images longer, with 90% restore of information three days afterward and 63% restore of information a year. The recall and recognition superiority of pictures over text is called Picture Superiority Effect (PSE) [1]. Additionally, image creation approach makes the story more fun, engaging, and understandable for the visual learners and even to the people with disability.

Eitel and Scheiter [5] also emphasized that pictures provide a backbone in which the pupils will use it as a basis of creating mental representations. Adding photos in a text can be helpful, especially to those poor readers because images can display more information that is hard to understand by the little text only. Moreover, pictures can also work as a clue to the readers to decide on which portion of the text are essential in making visual images. Images help learners develop their comprehension of the text. Image creation is one of the practical approaches to hasten the reading comprehension of the young learners to help the mind and attention more active in the process of this activity as visual provides a strong focus on vocabulary and help pupils to communicate and comprehend [2].

Hence, the importance of image creation in enhancing the reading comprehension of the elementary pupils is undeniable. Though some researchers are questioning the effectiveness of image creation and that understanding what is behind the text or the story is difficult, the positive effect of image creation can decrease the difficulty in understanding and interpreting the text. Creating images in the minds of the pupils can improve their comprehension. It is easy for the pupils to explain the ideas or the thoughts that they have in their minds rather than defining the concepts that they are not familiar with. As a result, pupils with skills in mental imagery are good readers and evaluators. Apart from it, the pupils who are not skilled in making mental images are poor readers, and they have difficulty in comprehending the story or text that they are reading.

## **OBJECTIVES OF THE STUDY**

The researchers aimed to aid the learners' difficulty in reading comprehension by contributing and participating in the development of a variety of teaching strategies that will respond to the demands of the learners in learning. Hence, there is a need to administer a study that is intended to determine the effectiveness of Image Creation Intervention in Grade IV pupils of Bula Central Elementary School during S.Y. 2018-2019. The problems are as follows;



1. What is the level of mastery in reading comprehension of the control group and experimental group in pretest?
2. What is the level of mastery in reading comprehension of the control and experimental group in posttest?
3. Is there a significant difference in reading comprehension in the pretest and posttest scores of the control group and the experimental group?
4. Is there a significant difference in reading comprehension in the posttest scores of the control group and the experimental group?
5. Is there a significant difference in the mean gain score in reading comprehension of the control group and experimental group?

## **MATERIALS AND METHODS**

### *Respondents of the Study*

There was a total of 60 Grade IV pupils as subjects of the study. The subjects consisted of two groups, with 30 students in experimental group and control group. They were chosen as the subjects of the study through criterion sampling because most of them have difficulty in reading and understanding the given texts or story independently based on their Philippine Reading Inventory (PHIL-IRI) result. To identify the experimental and control group, the tossing of the coin was used.

### *Instrumentation*

The researchers developed a thirty-five (35) item reading comprehension test. The coverage was based on the third grading period. It was constructed to measure the reading comprehension of the pupils before and after applying image creation intervention. It was validated by three Master Teachers major in Literature and English language related expertise. Afterwards, the reading comprehension test was subjected to pilot testing at Fatima Central Elementary School. Then, the reliability of the test was calculated to ensure that the test questionnaire was appropriate for the level of learning of the Grade IV pupils. The validated test questionnaire for reading comprehension was then used during the pretest and posttest activity of the pupils.

Additionally, different kinds of worksheets or the so-called image creation intervention tools about image creation were given. It was evaluated by the cooperating teacher and was approved to be utilized in the learning process of the pupils. Each session, the pupils were given worksheet wherein they had drawn what they understand, and they converted their mental images into a drawing. They made sure that they can easily remember the flow of the story based on what they had drawn.

Moreover, 10 lesson plans were developed by the researchers as a guide in conducting the actual experiment. Its methodology specifically emphasized the image creation intervention. The other 10 lesson plans for the control group were grounded to

the lesson plans of the experimental group but the image creation intervention activities were removed. The lesson plans made was based on the actual lessons of the subjects in the Curriculum Guide (CG) and Daily Lesson Log (DLL) of the teachers. The lesson plans were evaluated by the cooperating teachers in terms of its appropriateness in the learning capacity of the pupils and was approved to employ during the 10 sessions.

### *Data-gathering Procedure*

Before the actual data collection, the researchers wrote a letter of permission to the Principal of Bula Central Elementary School. Upon approval of the request, the researchers coordinated and discussed the research and arranged the research activities with the School Head. The research activity commenced on informing the subjects on all the features of the research that may affect their willingness to participate. During the conduct of the study, the researchers explained the objectives and directions of the study to the pupils in their classroom. They guided them in answering the items. After the given time, the tests were collected. Before the implementation of image creation intervention, the pretest was administered both in the experimental and control group. The pupils were given 30 to 60 minutes to finish the test. After the given time, the reading comprehension test was collected. The image creation intervention was administered in the experimental group by the researchers for a period of ten days. By the end of ten sessions, a posttest was administered in both experimental and control group. After the given time, reading comprehension test was collected. Lastly, all the gathered data were collected. They were subjected to statistical treatment and data analysis to determine the effectiveness of image creation in enhancing the reading comprehension of Grade IV pupils.

**Table 1: Ebel's Criteria of Mastery**

Scores	Ebel's	Qualitative Description	Verbal Interpretation
30-35	86-100%	Very Good	Very Highly Mastered
25-29	71-85%	Good	Highly Mastered
14-25	40-70%	Average	Moderately Mastered
6-13	15-39%	Poor	Less Mastered
0-5	0-14%	Very Poor	Least Mastered

### *Statistical Treatment*

The data gathered for this study were treated using frequency count and weighted mean. The scale with range and description below was used to describe the level of the reading comprehension based on Ebel's criteria of mastery.

## **RESULTS AND DISCUSSION**

Table 2 presents the level of reading comprehension of the pupils in control and experimental group during the pretest in Bula Central Elementary School located in General Santos City. Results reveal that the mastery of reading comprehension of the control group

**Table 2. Mastery Level in the Reading Comprehension of the Pupils in the Control Group and Experimental Group during the Pretest**

Score	Ebel's Criteria	Control		Experimental		Verbal Interpretation
		f	%	f	%	
30-35	86-100	0	0.0	0	0	Very Highly Mastered
25-29	71-85	1	3	0	0	Highly Mastered
14-24	40-70	14	47	17	57	Moderately Mastered
6-13	15-39	14	47	12	40	Less Mastered
0-5	0-14	1	3	1	3	Least Mastered
<b>Mean</b>		<b>40.6</b>		<b>40.0</b>		<b>Moderately Mastered</b>

shows that 47% of the pupils have less mastered and 47% have moderately mastered the reading comprehension. There are 3% of the pupils who highly mastered reading comprehension and 3% have least mastered reading comprehension. None of the pupils have very highly mastered reading comprehension.

On the other hand, results reveal that the mastery of the reading comprehension of the experimental group gives 57% of the pupils have moderately mastered reading comprehension and 40% have less mastered the reading comprehension. There are 3% of the pupils who have least mastered reading comprehension. None of the pupils have very highly and highly

mastered reading comprehension.

Overall, the pupils in the control group have moderately mastered reading comprehension with a mean of 40.6 while the pupils in the experimental group have moderately mastered reading comprehension with a mean of 40.0. This implies that the pupils in the control group and experimental group have average level of mastery in reading comprehension. This indicates that the pupils have moderately mastered reading comprehension before applying image creation intervention. This means that there should be more reading materials that should be provided to the pupils to improve their reading comprehension.

In line with this, the subjects of the study were mostly frustration readers and instructional readers that are shown in their PHIL-IRI results. To elaborate it, 74% of the pupils in control and experimental group were frustration readers during Philippine Informal Reading Inventory for pretest oral reading in English S.Y 2018 – 2019. This situation is coherent because the pupils have limited understanding in the story or written text that they are reading. Pang [11] stated that average readers have difficulty in answering the text-implicit questions and that text reprocessing can help them pay their language shortfalls. To become good readers, the pupils need to incorporate their prior knowledge in information that was written in the text that they are reading.

Moreover, the study of Stewart [15] involved fourth grade pupils who have an average level of reading comprehension. He used non-fiction text that were based on the average level of reading comprehension of the pupils. In his study, those pupils can read the text but have the difficulty in comprehending and interpreting the written text. To help the pupils improve their reading comprehension, he allowed the pupils to read the non-fiction text. Then, he instructed the pupils to draw or sketch the picture in their minds. Lastly, he asked comprehension questions to the pupils. The comprehension questions include open-ended questions to validate if the pupils were able to comprehend the text that they are reading.

Table 3 presents the level of reading comprehension of the pupils in control and experimental group during the posttest in Bula Central Elementary School located in General Santos City.

**Table 3. Mastery Level in the Reading Comprehension of the Pupils in the Control Group and Experimental Group during the Posttest**

Score	Ebel's Criteria	Control		Experimental		Verbal Interpretation
		f	%	f	%	
30-35	86-100	0	0.0	0	0.0	Very Highly Mastered
25-29	71-85	1	3.3	2	6.7	Highly Mastered
14-24	40-70	11	36.7	14	46.7	Moderately Mastered
6-13	15-39	18	60.0	14	46.7	Less Mastered
0-5	0-14	0	0.0	0	0.0	Least Mastered
<b>Mean</b>		<b>42.5</b>		<b>43.0</b>		<b>Moderately Mastered</b>

Results reveal that the mastery of reading comprehension of the control group shows that 60% of the pupils have less mastered and 37% have moderately mastered the reading comprehension. There are 3% of the pupils who highly mastered reading comprehension. None of the pupils have least mastered and very highly mastered reading comprehension.

On the other hand, results reveal that the mastery of the reading comprehension of the experimental group gives 47% of the pupils have moderately mastered reading comprehension and 47% have less mastered the reading comprehension. There are 7% of the pupils who have highly mastered reading comprehension. None of the pupils have least and

very highly mastered reading comprehension.

Overall, the pupils in the control group have moderately mastered reading comprehension with mean of 42.5 while the pupils in the experimental group have moderately mastered reading comprehension with mean of 43.0. This implies that the pupils in the control group and experimental group have average level of reading comprehension during posttest. Consequently, this means that the pupils in control and experimental groups have moderately mastered reading comprehension after intervention.

In line with this, it can be seen from the results that there is a mild increase in the mean score generated in both groups however, the pupils in the experimental group have more increase than the control group. This mild difference can be presumed to the Image Creation Intervention employed in the experimental group. The intervention has a possibility to contribute to this change as Stewart [15] stated in his study that the poor readers were able to comprehend the text effectively when Image Creation Intervention was embedded in their learning process.

**Table 4. Difference between the Means of the Pretest and Posttest Scores in the Reading Comprehension of Pupils of the Control Group and the Experimental Group**

	Pretest	Posttest
Control Group	14.200	14.867
Experimental Group	14.000	15.033
t-computed	0.157	-0.121
p-value	0.876	0.904
Remarks	Not Significant	Not Significant

Table 4 presents the difference between the means of the pretest and posttest scores in the mastery level in the reading comprehension of Grade 4 pupils of the control group and experimental group. The t- computed value during pretest of the control group and experimental group is 0.157 with a p-value of 0.876, while the t-computed value during posttest is -0.121 with a p-value of 0.904. Results reveal that there is no significant difference between the means of the pretest scores and posttest scores of the control group and experimental group. The result implies that there is no significant difference in the reading comprehension of the pupils in the control and experimental group before and after the intervention. It can be noted however that though not significant, there is better increase in the mean of the reading comprehension of the pupils in the experimental group than the control group after a 10-session intervention.

Similarly, this result is aided by the study of Yusuf [17] that the pupils who were engaged in Image Creation Intervention got a higher score in the test after the intervention compared to the control group. Pupils in the experimental group were eager to learn when the intervention was applied because they feel that they are making movies inside their minds. Some pupils said that during the image creation session, they pretend like they are turning on a television inside their heads. As a result, the pupils were able to improve their comprehension and make their reading task more engaging and fun.

**Table 5. Difference in the Posttest Scores of the Reading Comprehension of Grade IV Learners of the Control Group and the Experimental Group**

Group	Mean	Mean Difference	t computed	p-value	Remark
Control	14.867	-0.166	-0.121	0.904	Not Significant
Experimental	15.003				

Table 5 presents the difference in the posttest scores of the control group and experimental group. The result shows that the t computed value of the posttest scores of the pupils in the control and experimental group after the intervention is -0.121 with the p-value of 0.904.

The results in both the control and experimental group indicates that there is no significant difference between the posttest scores of the pupils. This implies that there is no significant difference in the reading comprehension level of the pupils in both control and experimental groups after intervention.

These findings correlate to the result of the study of McNamara and Kendeou [7] that deterioration in reading strategy often leads to poor reading performance and low mastery of reading comprehension skill. It is because reading comprehension is a result of mental images in the learners' mind. Without the ability in creating images, the learners will find it hard to understand the written text.

The sample drawings of good readers (Figure 1) shows the interpretation and comprehension of the pupils based on the stories that they read. Each drawing reflects how the mind of the pupils create a picture and as a result, the events in the stories were clearly presented in their drawing and it can be easily understood.

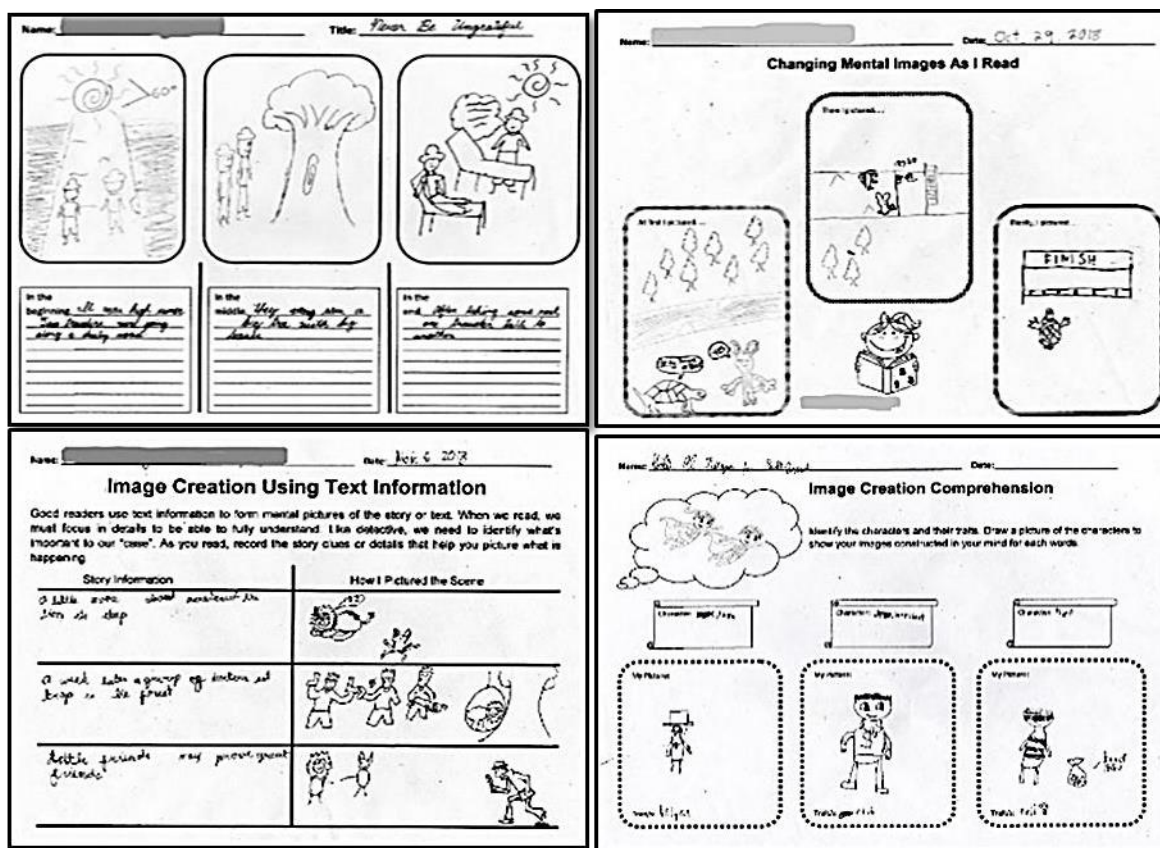


Figure 1. Sample Drawings of Good Readers

In the same manner, during the conduct of the study, the researchers observed that the pupils have difficulty in understanding the written text because of their limited vocabulary. The pupils were not able to understand the story. The researchers translated the English words into Filipino or Cebuano so that the pupils can follow the flow of the story. Additionally, during the drawing session in the experimental group, most of the pupils were not active in the learning process, and their primary reason is that they do not know how to draw and some of them do not also know how to read. They have difficulty in creating mental images because they do not fully understand the text.

Furthermore, one of the main reasons of a lack of significant difference is the drawing skill of the pupils. Some of the pupils can easily translate the images in their minds into a drawing because they are gifted with visual and spatial intelligence. However, some pupils have difficulty in drawing pictures because they do not know how to draw. This factor is also the reason why the pupils lost their interest in the drawing session. As stated by Montenegro & Cascolan [10], being

able to realize the learning styles of the pupils can greatly help the teachers decide on what learning activities are suited to the learners' needs and interests. It can help to promote pupil's engagement and participation in class most importantly, if their learning styles are well-considered. As a result, some pupils tend to copy the drawing of their seatmates, and the worst thing is that they prefer to sleep during the drawing session because they have no interest in drawing.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Topic: Next Be Grateful

In the beginning, the reader

In the middle, \_\_\_\_\_

In the end, \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Image Creation Using Text Information

Good readers use text information to form mental pictures of the story or text. When we read, we must focus in detail to be able to fully understand. Like a detective, we need to identify what's important to our "case". As you read, record the story clues or details that help you picture what is happening.

Story Information	How I Pictured the Scene

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Image Creation Using Text Information

Good readers use text information to form mental pictures of the story or text. When we read, we must focus in detail to be able to fully understand. Like a detective, we need to identify what's important to our "case". As you read, record the story clues or details that help you picture what is happening.

Story Information	How I Pictured the Scene
<u>2. Favorite music songs</u>	
<u>Song: I Wanna Be Like You</u> <u>From the musical "Hawaiian</u> <u>Parade"</u>	
<u>Write down all your ideas</u>	

Figure 2. Sample Drawings of Poor Readers



These pictures (Figure 2) are sample drawings of poor readers. It shows their difficulty in creating their own images based on their interpretation of the story. The drawings clearly reflect the pupils' need to enhance their reading comprehension to have a better outcome in interpreting the stories. Moreover, the time frame is also a reason why significant change is not evident in the experimental group. A study that Yusuf [17] conducted reveals that the comprehension scores of primary grade pupils significantly increased after the Image Creation Intervention implementation for eight weeks. This study also suggests that two weeks of exposure to Image Creation Intervention does not yield a significant change in the reading comprehension of the pupils. There is a slight improvement but is not significant. Table 6 presents the difference in the mean gain scores of the pupils in the control and experimental group. The result shows that there is no significant difference between the mean gain scores in reading comprehension of the control group and the experimental group. This is supported by a t-computed value of -0.392 with a p-value of 0.696. The result implies that the use of image creation intervention in enhancing the reading comprehension of the pupils is not effective, which is also the same result with the use of the conventional method. This further means that the teachers cannot apply image creation intervention to increase the mastery level of the pupils in reading comprehension.

**Table 6. Difference between the Mean Gain Scores of the Control and Experimental Groups in the Mastery Level in the Reading Comprehension of Grade 4 Pupils**

Group	Mean Gain	SD	t computed	p-value	Remark
Control	0.667	4.180	-0.392	0.696	Not Significant
Experimental	1.033	2.953			

The result is supported by the findings of Dahle [4] in his study for sixth-grade pupils, which revealed that visualization strategy has no significant relationship in reading comprehension. The average gains in reading comprehension were 195 for the treatment group and 64 for the control group. The median significance test above demonstrates that the gains in reading comprehension were not statistically significant at the 0.05 level even though with a median gain of 187 from the experimental group and 60 from the control group. This implies that visualization strategy had no significant effect in enhancing the reading comprehension of sixth-grade pupils.

## DISCUSSION AND CONCLUSION

Based on the findings, the pupils have an average level of reading comprehension before applying image creation intervention. They also have an average level of reading comprehension after applying image creation intervention. Results revealed that there is no significant difference in the reading comprehension of the pupils between the control group and the experimental group before and after using image creation intervention. There is no significant difference in the posttest scores in reading comprehension of the control group and the experimental group. Lastly, there is no significant difference between the mean gain scores in reading comprehension of the control group and the experimental group.

The study does not claim to report enormous changes. However, this study revealed that the pupils can make use of their spatial intelligence to create mental images. The result indicates that there is a need for teachers to facilitate image creation intervention method to children who prefer creating images while teachers can use another strategy such as videos and oral reading activities for other learners to consider their different learning styles. The familiarity of pupils in the image creation intervention method should also be

considered prior to engaging them in the intervention. The school administrators may implement programs for advance or higher-grade pupils by using image creation intervention for a longer period. Future research can also be done using strategies such as multimedia and graphic organizers.

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## Parents and Teachers' Collaboration on the Performance of Elementary Pupils in the Schools Division of Tarlac Province

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*Abstract - This study determined the frequency of the collaboration of teachers and parents in school-based activities and home-based activities and the performance of the elementary pupils in the Schools Division of Tarlac Province. It utilized a descriptive correlational design. In gathering the data, a researcher-made questionnaire was given to the respondents. Descriptive statistics and multivariate analysis of variance were used to treat the data gathered. The findings indicated that the parents are predominantly female, they are in the middle stage of adulthood, married, most of them are housewives, and they are secondary graduate. Moreover, the teachers are mostly female, they are middle aged, married, majority of them have master's unit, and they are in the teaching profession for about eleven to twenty years. Furthermore, results disclosed no significant difference in the frequency of Collaboration between Teachers and Parents. Seemingly, a highly significant relationship was distinguished between the frequency of collaboration of parents and teachers and the level of pupil's performance. Based on the results, the researcher recommends management of time in school for the teachers to produce more educational materials that can help the parents in remediating their children; meetings between parents and teachers for them to tackle the improvement of the pupils; inclusion of home visitation in classroom program; continuous engagement in prioritizing seminars that can improve pupil's behavior; strengthening of collaboration by ensuring the school as a welcoming place for the parents; and utilization of gadgets as a means of communication between parents and teachers so that the collaboration will be nourished.*

*Keywords - Collaboration, Parents, Performance, Teachers*

## INTRODUCTION

“Teachers and parents must be a teaching team with similar goals and purposes. With parents and teachers working together, pupils’ scholastic achievement is enhanced” [1]. Thus, home and school are two places where the child is able to acquire knowledge [2]. These places are very significant to the child’s life as they have a lot of contributions in the child’s future. Both of these two places have the abilities to protect, teach, support, and influence the child.

The school, specifically, the teacher is the one who makes strategies and objectives for the pupils to have significant knowledge that can be useful for them to be a globally competitive citizen and soon can make a better future for the country. Moreover, the teacher assesses the pupils’ development and needs [3]. These features and strengths of the school are very important in pupil’s academic performance however the school is not the only institution that can give all the needs of the pupils, according to Nord [4], children reap benefits when fathers as well as mothers are highly involved in their children’s school. School wants to build connection with the parents of the pupils because they perceive that their support and cooperation can be a big help for them to provide all the needs of the pupils. Research has found out that children are more likely to get as in school and are less likely to be suspended or expelled when their parents are highly involved with their teachers [4]. The school observes the significance of parents and teachers’ collaboration to help pupils perform very well in the classroom. It has become the solution of every school to make the pupils more excited, interested, confident, and active.

The PTA shall serve as support group and as a significant partner of the school whose relationship shall be defined by cooperative and open dialogue to promote the welfare of the students [5]. But along the way, there are parents especially in the urban area whose cooperation to teachers are only limited and their effort to know their children’s needs in learning is lacking because for them it is only a waste of time and their reason is that collaboration has no direct effect in their children’s academic performance. Furthermore, most of the Filipino parents have this kind of idea that if their children were supported financially, it is already a big help for their children to perform well inside the classroom [6]. Also, there are parents who think that the teacher is the only one who can make the pupils more competitive and they have this certain reason such as “the school makes a huge effort for the pupils to acquire essential knowledge so it doesn’t make sense for us to get involved in teaching learning process”. Parents seem to abandon their important responsibility to the schools [7].

On the other hand, there are teachers who set aside collaboration with the parents because they think that parents can be a problem in implementing rules inside the classroom and they are the ones who can distract their plans and objectives. Furthermore, organizing this kind of collaboration is very difficult since it can require reports and time management.

Parent involvement behaviors include volunteering at school, communicating with the teacher, attending school functions, and assisting with homework. Parent–teacher relationship quality refers to the affective quality of the home–school connection, as indexed by trust, mutuality, affiliation, support, shared values, and shared expectations and beliefs about each other and the child [8]. Many of the Supervisors of Department of Education are contemplating that a school should promote cooperation between parents and teachers. Since it has many advantages not only in supporting the physical projects of the school, it can be a big help for the pupils to excel because the pupils are not only staying inside the four corners of the classroom but they are also staying at their home and the one who can monitor and support them inside their home are their respective parents. Teachers and parents should be aware about the advantages of collaborating with each other and the effect of this method in the academic performance of the pupils. It is for the parents to know its role and obligation in imparting and inspiring the pupils at the same time for the teachers to identify the ways on how the parents be involved and informed about their children’s profile in the classroom.

According to UNESCO [9], there are many issues affecting the generation of today such as teenage pregnancy, increasing of illiterate children and non- numeracy, increasing of dropped out students and poor performance in the classroom. All of these are rooted from the parents who abandoned their children. Therefore, it is very important for teachers to identify the significant aspects of cooperation with parents to unleash the potential of the pupils, to give them the right education, to motivate the pupils to learn and to help the pupils identify their characters and abilities that can make them excel in their academic performance. In addition, most of the Filipino parents today have many issues facing on their own way in collaborating with teachers such as: they are controlled by their own career, both of mother and father are working, being a single parent, having a broken family and living in materialism [10]. All of these issues are very distracting towards collaboration between parents and teachers in any school activities as it makes the parents busier, more pressured, and more neglectful. In fact, the importance of making connection with the teacher is being set aside. With this, the Department of Education have been challenged throughout the years in striving support from the parents of the pupils; to manage the school properly, provide the needs of every classroom, and improve the teaching learning process.

The parent–teacher relationship is also implicated in children’s early school adjustment. Generally, when parents participate in their children’s education, both at home and at school, and experience relationships with teachers, characterized by mutuality, warmth, and respect, students achieve more, demonstrate increased achievement motivation, and exhibit higher levels of emotional, social, and behavioral adjustment [11]. The Division of Tarlac Province promotes collaboration between parents and teachers since it is mandated by the Department of Education. Dr. Estrelita Cunanan the Division Superintendent of Tarlac Province desires unity and teamwork between parents and

teachers as she addresses the Parents and Teachers in Tarlac National High School. She stated the powerful effect of this collaboration in molding the future citizens of our country and it is also perceptible that the Division of Tarlac Province is affected by the problems and issues about collaboration between parents and teachers. According to forums about Parent-Teacher Association conducted in Tarlac Province in 2016, many of the parents and teachers lacks information on the advantages of their collaboration which is probably the cause why there are pupils who are classified by the District Supervisors as non- readers and non- numerates which can affect the performance of the school. Hence, this study will provide essential information to school, administrators, and to the parents on the advantages of parents and teachers' collaboration in Tarlac Province.

### **OBJECTIVES OF THE STUDY**

This study determined the Parent-Teacher's Collaboration on the Performance of Elementary Pupils. Specifically, this study aimed to: (a) determine the profile of the respondents in terms of the following: age, sex, civil status, occupation, highest educational attainment, and length of service; (b) determine the frequency of collaboration in terms of school-based activities and home-based activities as perceived by the parents and teachers; (c) determine the level of pupils' performance; (d) determine the significant difference on the frequency of collaboration of teachers and parents; and (e) determine the significant relationship between the frequency of collaboration of parents and teachers and the level of pupils' performance.

### **MATERIALS AND METHODS**

#### *Research Design*

This study used descriptive correlational design using a survey method to describe the frequency of collaboration of teachers and parents in terms of school-based activities and home-based activities, significant difference with the frequency of collaboration of the respondents and significant relationship between the frequency of collaboration and pupils' performance. Descriptive research describes the phenomena being studied. It typically describes what appears to be happening and what the important variables seem to be [13].

Descriptive correlational design examines the variables and determines relationships between variables. It is descriptive because it describes the frequency of collaboration of teachers and parents. It is correlational because this study determined the significant relationship between the frequency of collaboration of parents and teachers and pupils' performance.

#### *Sample of the Study*

The study used probability sample specifically, stratified random sampling in order to systematically select respondents from a larger population which may assure that the findings are accurate. Although respondents in the study were chosen in a random

manner, probability sampling method is still very useful noting that the research method is descriptive. To ensure that there is proportion in selecting respondents from PTA members and teachers in four central schools the researcher first identified the population of PTA members and teachers in School A, B, C, D then the number of total selected respondents were dependent on how larger is the population thus, if there is a large population the smaller the percentage of selecting respondents but if there is a small population the larger the percentage of selecting respondents.

#### *Data Gathering and Procedures*

The researcher asked permission from the Superintendent in the Division of Tarlac Province to conduct the study. After obtaining the approval, the researcher got the consent of the District Supervisor followed by the Principal by presenting the letter of permission approved by the Division Superintendent to administer the questionnaire personally to the selected respondents and get the computed grade of the pupils from their respective adviser. The researcher employed the distribute-retrieval procedure of data gathering.

#### *Statistical Analysis of Data*

The following statistical treatments to analyze the data were the following: Problem number 1, the tool that was used is the frequency count and percentages, for problem number 2, it was Average Weighted Mean. For problem number 3 was the frequency descriptive statistics, for the problem 4 was the multivariate analysis of variance and lastly, for problem 5 was the correlation analysis.

## **RESULTS AND DISCUSSION PROFILE OF THE RESPONDENTS**

The Table 2 (found in the original article) presents the profile of the respondents in terms of sex, age, civil status, occupation, and highest educational attainment.

**On Sex.** As confirmed in Table 2, majority of the respondents are female with a frequency of 267 and a percentage of 79.7 while male respondents only allotted a frequency of 68 which is parallel to 20.3%. This signifies that female parents are very much present in the education of their children.

**On Age.** As displayed in Table 2, Parents whose age ranges from 36 – 45 were regarded as having the highest frequency which is equivalent to 154 or 46% followed by parents whose age ranges from 26 – 35 with a frequency of 111 which is equivalent to 33.1%. Parents who are in the age of 46 – 55 acquired a frequency of 44 which is equivalent to 13.1%. Parents who considered themselves as 56 years old and above obtained a frequency of 17 comparable to 5.1%. Parents who are in the age of 25 years and below have frequency of 9 with 2.7%. The results imply that majority of the respondents are middle aged.

**On Civil Status.** As shown in the Table 2, Married parents have impressively large frequency with 285 and converted as 85.5%. Single parents have frequency of 26



associated to 7.8%. Parents who were separated have frequency of 13 convertible to 3.9% and widowed parents have frequency of 11 which is equivalent to 3.3%. The outcome reveals that majority of the parent respondents were married.

**On Occupation.** As presented in the Table 2, it was found that majority of the parents considered themselves as Housewife with a frequency of 169 and a percentage of 50.4. Government workers acquired a frequency of 43 translatable to 12.8%. Parents who answered others have frequency of 30 which is equivalent to 9% some of them specified their occupation as tricycle driver, sales lady/sales clerk, call centre agent, personal assistant, and construction worker. Likewise, Industrial Worker have also frequency of 30 associated to 9% while Agricultural workers have a frequency of 29 or 8.7% followed by Overseas Filipino Workers with a frequency of 24 translated to 7.2%. Ten (10) or 3% of the parents considered themselves as Entrepreneur. Overall, this shows that majority of the parents were housewife.

**On Highest Educational Attainment.** It can be seen in the Table 2 that 163 or 48.7% of the parents are secondary graduate while 103 or 30.7% acquired bachelor's degree. Parents who were elementary graduate obtained a frequency of 27 or 8.1%. There are also parents who answered others and specified as college undergraduate and secondary undergraduate while parents who answered with master's unit acquired a frequency of ten (10) or 3%, seven (7 or 2.1%) have finished their master's degree, three (3 or 0.3%) have finished their Doctorate degree and only one (1 or 0.3%) has Doctorate units. As a whole, majority of the parent respondents were secondary graduate.

The Table 3 (found in the original article) presents the profile of the respondents in terms of sex, age, civil status, highest educational attainment, and length of service.

**On Sex.** It can be gleaned from the data that majority of the respondents are female with a frequency of 57 and a percentage of 85.1 while male respondents have frequency of 10 which is equivalent to 14.9%. This signifies that majority of the teachers are female.

**On Age.** As presented in Table 3, Teachers whose age ranges from 46 – 55 were regarded as having the highest frequency which is equivalent to 24 or 35.8% followed by teachers whose age ranges from 36 – 45 with a frequency of 20 and a percentage of 29.9. Teachers who are in the age of 26 – 35 acquired a frequency of 15 which is equivalent to 22.4%. Teachers who considered themselves as 56 years old and above obtained a frequency of 6 comparable to 9% while two (2) or 3% were 25 years old and below. The results denote that majority of the respondents are middle aged.

**On Civil Status.** As revealed in the Table 3, married teachers have frequency of 54 associated to 80.6% while single teachers posted a frequency of 11 which is equivalent to 16.4%. Separated and widowed teachers only declared a frequency of one (1) or 1.5%. The result indicates that majority of the teachers were married.

**On Highest Educational Attainment.** As seen in the Table 3 that 30 or 44.8% of the teachers have master's units while 23 or 34.3% acquired master's degree. Teachers who have bachelor's degree obtained a frequency of eight (8) or 11.9% while teachers who

answered with doctoral unit acquired a frequency of five (5) or 7.5% and there is only one (1 or 1.5%) who finished doctorate degree. Overall, the result denotes that majority of the teachers have already acquired master's unit.

**On Length of Service.** It can be gleaned from the data that most (17 or 25.4%) teachers have been teaching within the range of 11 to 20 years. Teachers who already acquired teaching experience within the range of 21 – 25 years and 26 years and above obtained a frequency of 14 convertible to 20.9% while teachers who gained a frequency of 12 with a percentage of 17.9% doing the job within the range of 6 – 10 years. The remaining ten 10 (14.9%) are assigned in the job for about 5 years and below. This shows that majority of the respondents have their teaching experience within the range of 11 – 20 years thus, it can be attributed that most of the respondents are nearly proficient teachers, they already applying competent strategies in teaching.

### **FREQUENCY OF COLLABORATION IN TERMS OF SCHOOL-BASED ACTIVITIES AND HOME-BASED ACTIVITIES AS PERCEIVED BY THE PARENTS**

Tables 4 and 5 (found in the original article) reveal the frequency of collaboration in terms of school-based activities and home-based activities as perceived by the parents.

From what is revealed in the Table 4, it was manifested that parent's monitoring the development of the child by observing his/her scores in quizzes and exercises along with parent's making an effort to encourage the child to have a perfect attendance have impressively high weighted mean of 4.41 thus, these are the two indicators where parents are always giving their attention pertaining to collaboration with teachers. It is noticeable that majority of the indicators that the parents are giving priority are the daily activities of the learners in the school namely the formative assessment and their attendance which are the very important factors for the children to have high grades and so that the children will not miss any given activity.

This is supported by Garcia [14] on her study entitled "Parents' involvement in the academic performance of grade six pupils" she stated that parents are highly motivated to get involved in their children's education as a result, majority of the parents had average involvement towards the academic achievement and performance of the children. She realized that most of the parents always supervise exercises/activities of their children, guide and develop their children. Parents are also active in giving feedbacks with their children and support their activities and identify their children's improvement in school by observing and prioritizing the summative and formative assessment of the school.

Another study that strengthened this result is the study of Azzam [15] about "Why Students Dropout". It was stated that parental involvement is very significant factor to children's attendance in the school since parents are the ones who support their children's needs thus it can contribute to the academic performance of the learners. They perceive

that if parents motivate their children, dropout rates will decrease therefore the learners will have high grades and big chances to get a better life in the future.

Meanwhile, the respondents get a weighted mean of 3.88 in attending seminars on drug addiction, health programs, guidance and counselling, values formation, and other programs that can improve the character of the child which is the lowest among the following indicators. This is because there are only few seminars offered to parents about program that can improve child's character in the whole school year. This was supported by the Department of Social Welfare and Development (DSWD) – Tarlac and the Department of Education – Division of Tarlac Province, according to them they only conduct seminars for the parents about child's care and development within a range of 5 – 7 times annually. The study of Onia [16] revealed the importance of attending seminars for the development of the pupils, as he recommended that school can likewise initiate seminars to parents for them to know their roles and obligation in imparting values for the pupils. Parent- teacher relationship should be strengthened to implement school programs and projects properly.

Overall, the frequency of collaboration in terms of school-based activities as perceived by the parents has a weighted mean of 4.19 which is equivalent to (often) and stills a high frequency. This means that the parents often collaborate with the teachers in terms of school based activities as perceived by themselves. This is probably because they think about their responsibility as a parent pertaining to the welfare of their children in the school. They want to support their children's education and believe that the method for them to manage it is to build partnership, connection, relationship, and cooperation along with the teachers of their children.

This is supported by the study of Hornby [17] that Partnership involves parents, families and practitioners working together to make children benefit from school as much as possible. "Partnership involves responsibility on both sides, teachers and parents if we want pupils to make the required progress". ("Building partnerships between parents and practitioners", n.d. p.7 ) Parental involvement includes communication between educators and parents, communication about children's homework and their difficulties, participation in school activities etc.

Rooting from the response of the parents in Table 5, the result unveils that parents give an impressively high weighted mean (4.55) to the indicator about ensuring child's enough sleep during school days. Likewise, the parents are always ensuring the protection of the child in his/her environment with a weighted mean of 4.45. It is consistent that in home-based activities the parents want to secure their children and they are prioritizing the presence of parenting. Undoubtedly, they believe that by securing them physically, psychologically, and emotionally children will have good performance in the school since it can make the children more motivated to learn, active participant in the school, and good influencer. In this part, parents are very particular to the sleeping routine of their child it is probably because they believe that if the child gains enough sleep the child will have an

active brain and body during teaching – learning process therefore, the child will become energetic and can easily grasp the lesson.

This is supported by Zapanta [18] who managed to study about the effect of absentee parenting affected the development of the pupils. Based on the conclusion of the study, the academic performance of the pupils are really affected when they are not supported and guided with their respected parents but it is obvious that they are able to develop and improve their academic performance if their parents' support and guidance are both present.

Furthermore, fulfilling the agreement made by the teacher and parents during home visitation has the lowest weighted mean of 3.86 which means that parents are not particular or familiar with home visitation. This is because teachers have extra work or huge tasks in the school such as paper works and accomplishment reports thus, their time in conducting home visitation are very limited. This is a statement of a teacher from an interview conducted by the researcher in Vargas Elementary School on March 28, 2019.

The result is supported by the study of Duran [19] about Parents and Teachers collaboration in the academic performance of the pupils as indicated that teachers have limited time in communicating with parents specifically, home visitation. The reason is that they have many paper works to accomplish but she stated the importance of home visitation in the achievement of the pupils because it can inform the parents on how to guide and nourish the child.

Generally, the frequency of collaboration in terms of home-based activities as perceived by the parents has a weighted mean of 4.25 which is equivalent to (always). This shows that the parents have high frequency in collaborating with the teachers in terms of home-based activities. This result was supported by Epstein and Sanders [20] as they stated that there are ways where the parents are able to extend their involvement to support their child's academic performance. These include home-based involvement techniques which include monitoring educational activities at home such as helping the child with his/her assignments and projects, conduct remediation, and school support for parenting.

The Table 6 indicates the frequency of collaboration in terms of School-based Activities as Perceived by the teachers. According to the rejoinder of respondents, they concurred that the indicator "encouraging the parents to support the pupils' participation to educational school programs such as Nutrition Month, Buwan ng Wika, MAPEH Culminating activity, Scouting, Science day and family day" as having the highest weighted mean of 4.72. This result indicates that the teachers are always collaborating with parents when it comes to asking parents' support for the improvement of school programs. This is an accurate report because according to the interview to teachers conducted by the researcher in Vargas Elementary School on March 28, 2019, the teachers stated that for you to have a successful and well – organized school program you need to produce fund, committee, and man power thus, the teacher concluded that all these kind of needs and

priorities can be achieved through the help of parents. The teachers also uttered that school program are very significant to the learners since it can develop the awareness and competence of the children not only in academic but these can promote the core values of Department of Education.

This result is supported by the study of the Research Center for Child and Adolescent Development and Education [21] stated that cooperation between parents and teachers is necessary for the development of the pupils because it is a method that can make teachers aware about the family background of the pupils this is very significant because through this, teachers can easily get a connection with the parents and that can lead them into a good and reliable relationship thus it can provide a quality education. This research provided seven cooperation with parents which are; Parents' Day, Participation in Education, Participation in Events, Picture book libraries, Method of Communication such as daily interaction and class report, Meetings with parents and Counseling for parents and by means of these, the teacher may offer advice with the parents about concerns and issues, develop mutual understanding, to share childcare role, to have assistant in preparing some activities in the school, to share experiences, to have a better information about the pupils and to exchange ideas all of these are good points for the school to achieve pupils' development.

Moreover, the teachers respond that producing a copy of intervention materials for the parents to use in helping their children recognize the lessons/topics which could be hardly understood has the lowest weighted mean of 3.93. In accordance with the answers of teachers in an interview conducted by the researcher in Vargas Elementary School on March 28, 2019 they mentioned that this is because the teachers also need time, school, and computer supplies for them to produce such intervention materials thus, this is very costly and unwieldy since they have many important paper works and reports to accomplish.

The result was strengthened by Cramer [22] as mentioned that teachers play a vital role by providing support to parents with the resources available inside and outside the classrooms to intervene the weaknesses of the learners.

Taken as a whole, the result shows that the teachers always collaborate with the parents in terms of school-based activities with a weighted mean of 4.38. This result was strengthened by the study of Abun, [23] he realized that the quality education is actually a collaborative effort between schools and parents. Teacher-Parent factors are very important for the children to achieve high academic performance. There must be team work between parents and teachers in school and community activities because these are the methods to make the children competent. Consequently, if parents or teachers displayed negligence in participating the teaching learning process of the children it can hinder the academic performance.

According to Table 7 (found in the original article), it indicates that majority of the teachers always collaborate with the parents by reminding them about the importance of

reviewing the children at home. This result is very true because according to the answer of senior teacher in an interview conducted by the researcher in Gerona North Central Elementary School on April 3, 2019 during their recognition day, she responded that reviewing the learner in the home is very essential since, it can help the learner to preserve the knowledge that he/she gained during teaching – learning process thus, the learner will have a prior knowledge that he/she can use in achieving higher intelligence. This result is supported by the study of Fan and Chen [11]; they strengthened the ideas of Epstein and Sanders about Parent Involvement. They concluded that home-based involvement is very significant since it can strengthen the knowledge and instruction received at school. To be specific, the essential way to strengthen and retain the knowledge that the pupils gained in the school is by reviewing and guiding them at home. In addition, the Table 7 shows that the indicator “conducting home visit to inform the parents about the concerns pertaining to their children” has the lowest weighted mean of 4.06 it is because teachers have extra work in the school and some of the teachers have leadership that they need to prioritize thus, they are lacking of time.

This was supported by the study of Duran [19] as she identified that most of the teachers in Victoria National High School have lack of time in communicating with the parents of their pupils it is because their attention were so much focused to lots of paper works and activities in the school.

Home Visitation was supported by Generao as he recommended that the teacher should have home visitation to parents in order to understand the problems/issues facing by the pupils and for them to create right objectives that can resolve the problem and concerns of the learners.

In general, the result shows that the teachers always collaborate with the parents in terms of home- based activities with a weighted mean of 4.37. This is probably because the teachers want the learners to retain their knowledge and competence even they are in the home through the help of their respective parents. This is supported by the study of Cramer [22] he mentioned that teachers play a vital role by providing support to parents with the resources available inside and outside the classrooms and as executors of the educational plans, while parents needs encouragement to carry out their roles effectively in their child’s development and academic performance. Successful student outcomes can be more easily achieved if both teachers know their roles in the collaboration process.

The result is also supported by Epstein and Sanders [20] they concluded that home-based involvement is very significant since it can strengthen the knowledge and instruction received at school. This kind of involvement provides assistance and clarification with homework.

### **ACADEMIC AND BEHAVIOR PERFORMANCE OF THE PUPILS**

It can be seen in the Table 8 that the minimum general weighted average of the pupils is 77.57 and the maximum is 96.00. The mean of the general weighted average of the pupils

is 87.09 with a standard deviation of 3.595 while the skewness is -.577 with a standard error of .133 which means that all of the distribution are concentrated on the right and the tail is pointing to the left or to the negative direction of the x axis which is negatively skewed this result shows that majority of the grades that the pupils acquired in first and second quarter of the school year were impressively high thus, it is significantly skewed. It can be gleaned in the table that the kurtosis is -.036 with a standard error of .266 thus, it is not significantly mesokurtic which means that the kurtosis is a standard normal distribution and the graph's tail are nearly normal this is because the values are not close to 3.

The Table 9 shows the descriptive equivalent of the pupil's grade. According to the Table, majority of the pupils acquired very satisfactory level of performance with a frequency of 171 convertible to 51.0% followed by the pupils who are outstanding with a frequency of 91 comparable to 27.2%. The pupils who acquired a satisfactory level of performance have a frequency of 58 with a percentage of 17.3. Next in the line are the pupils who attained fairly satisfactory with a frequency of 15 correlated with 4.5%. Finally, there are no pupils who obtain a poor level of performance. Overall, the pupils have impressively high level of performance since majority of them acquired very satisfactory and outstanding level of performance.

The academic performance of the pupils is high, probably because it is related to the frequency of collaboration of teachers and parents in terms of school – based activities and home – based activities since they also obtained high weighted mean. This is supported by the study of Lekli [25] as she concluded that Parent-teacher partnership is emphasized to be an effective means of fostering student's success in a well-managed classroom environment. Effective communication is crucial in establishing these strong useful knots between school and home, these two fundamental institutions, equally sharing the responsibility of contributing to the children's progress. Research has proved that when parents and teachers work together, everyone benefits: students tend to earn higher grades, perform better on tests, attend school more regularly, have better behavior, and show more positive attitudes toward themselves and toward school.

#### Expresses One's Spiritual Beliefs while Respecting the Spiritual Beliefs of Others

Table 10 (as found in the original article) shows the core values of the Department of Education which is the "Maka – Diyos" with a behavior statement "Expresses one's spiritual beliefs while respecting the spiritual beliefs of others". According to table 10, all of the indicators have high weighted mean and the computed average were 4.31 which means that the pupils were observed as "Maka – Diyos in accordance with the behavioral statement "Expresses one's spiritual beliefs while respecting the spiritual beliefs of others". This result is probably has a connection with the frequency of collaboration of teachers and parents pertaining to the indicator "inviting and attending seminars on programs that can improve the character of the pupils specifically, values formation" since this indicator has a high frequency. The result was supported by the teachers in Vargas Elementary School with the statement of the guidance counselor as she stated that "the parents and

teachers have big roles to perform pertaining to the education of the children specifically in Values Education. If the parents and teachers have knowledge about values formation this can affect the behavior of the learners especially their respect to the beliefs of others since values formation seminars tackled the importance of respecting one's opinion, thought, and belief".

The result was supported by the study of Gamit [26] as she recommended that the school should include in their program of activities the organizing of seminar or workshops in values education to strengthen the roles that they already implementing. They should inform the parents and teachers about importance of values education in gaining respect towards others. These roles are very essential in enhancing the formation of values among students both at home and in school.

#### *Shows Adherence to Ethical Principles by Upholding Truth*

As seen in the Table 10, the behavioral statement "shows adherence to ethical principles by upholding truth" which is aligned to core values "Maka – Diyos" has indicators with high weighted mean this signifies that the overall weighted mean is also high with a value of 4.29 which is convertible to "always observe". The result has connection with the frequency of collaboration of parents and teachers pertaining to seminars on programs about values formation in terms of school – based activities as seen in the Tables 4 and 6 since it also has high frequency of 4.13 as perceived by the teachers and 3.88 as perceived by the parents.

This analysis is supported by the answer of the school head in Vargas Elementary School in the interview conducted by the researcher on April 3, 2019. The school head is the implementer of Project SPG (Spirituality, Prayer and Guidance) with objectives of promoting relationship with God, teaching the pupils right conduct, and guiding the pupils in right direction by teaching them how to become responsible and disciplined with the involvement and help of the stakeholders especially the parents. The school head uttered that "seminars about values formation to parents and teachers are very essential to education because they are the great influencer especially to elementary pupils who are still role model pursuers. They can impart knowledge which improves the awareness of the pupils about teachings of God that can probably affect the behavior of the pupils especially by upholding the truth".

This is supported by Garma [27] as he said, "Teachers, community, and parents should instruct the children to have faith. Before we commence any important activity or anything that matters most in our life, we should always invoke the blessing of the Creator. And that is one way of giving our children the environment of spirituality."

#### *Is Sensitive to Individual, Social, and Cultural Differences*

As verified in the Table 11, the core value "Makatao" of the Department of Education with behavior statement "sensitive to individual, social, and cultural differences" has



indicators with a very high weighted mean which means that the general weighted mean is also very high with a value of 4.29 convertible to the descriptive equivalent of "always observe".

The result has very high weighted mean probably because it is affected by the frequency of collaboration of parents and teachers specifically, in the indicator "getting involve in child's experiences at home to answer his/her questions and to give advices that can help him/her in gaining experiences" as seen in Table 5 which the parents answered a high frequency of 4.24 which denotes that they always collaborate to teachers.

As the guidance counselor stated in the interview conducted by the researcher in Vargas Elementary School on March 28, 2019 that "the learner will have awareness to individual, social, and cultural differences if he/she already gained confidence and right experiences inside the home with the help of their parents and through acknowledging/reflecting the experiences acquired by the pupils in discussing different things and views".

The result was supported by Dela Cruz [28] as mentioned that parents should have time in sharing their thoughts by talking about school concerns and bringing them in educational places. Parents should prioritize one on one conversation to discuss the solutions on how to improve children's weaknesses. Parents who are related and participative in home-based activities especially to experiences gained have children with good personality/attitude and high emotional quotient.

#### *Demonstrates Contributions Toward Solidarity*

As seen in the Table 11, it is noticeable that the core value "Makatao" with a behavior statement "demonstrates contributions toward solidarity" has observable indicators with high weighted mean and an overall weighted mean of 4.26 which is equivalent to "always observe". The result has high weighted mean apparently because it is influenced by the frequency of the collaboration between parents and teachers particularly, by supporting the pupils in participating educational school programs since this indicator marked by the teachers and parents with high frequency as seen in the Tables 4 and 6. According to an interview to a grade three teacher in Santa Ignacia North Central Elementary School conducted by the researcher on April 1, 2019, she stated that "educational school program is very essential for the pupils to develop their personality especially by demonstrating contributions toward solidarity". She added that "by initiating the pupils with the support of their parents to participate in educational school program specifically, in scouting and family day the pupils will learn to practice how to cooperate, communicate, and build relationship to his/her neighbors that will contribute good things not only with themselves but to the whole community."

This is supported by the study of Ritchie [29] as she indicated the effect of collaboration of teachers and parents; she concluded that collaboration between teachers and parents in any educational programs are very important to student learning. It has an essential aspect that can make the pupils more competent and cooperative to school.

*Cares for the Environment and Utilizes Resources Wisely, Judiciously, and Economically*

As you observed in the Table 12 (as found in the original article), the core value “Makakalikasan” with a behavior statement “Caring for the environment and utilizing resources wisely, judiciously, and economically” has indicators with an impressively high overall weighted mean of 4.42.

It is perceptible that the result has connection with the frequency of collaboration of parents and teachers specifically, the indicator “giving the child household chores regularly for them to become responsible person” along with “participation of parents to Brigada Eskwela” since these indicators have high frequency as seen in the Table 5. These two indicators are very essential in developing pupil’s initiative and concern for the environment. Household chores are very important for the pupils to become responsible in their surroundings inside and outside the home. If the parents and teachers will collaborate in Brigada Eskwela this will probably influence the pupils on how to conserve, organize things, and it can uplift the awareness of pupils about caring the environment. This statement is from the SDRRM leader of Vargas Elementary School in an interview conducted by the researcher on March 28, 2019.

This was supported by Lorenzo [30] on her study about parental involvement in the selected elementary schools of the third district of Tarlac. She stated that as to parental involvement, Brigada Eskwela was the activity most participated in by the parents to make the school organize, ready for the calamities, conducive to learning, and to have a consensus in school materials, facilities, and equipment. This activity can teaches not only the community but the children to become more responsible with their surroundings.

It can be gleaned in Table 13 (as found in the original article) that the core value “Makabansa” in connection with the behavior statement “Demonstrates pride in being a Filipino; exercises the rights and responsibilities of a Filipino Citizen” has indicators with high weighted mean and an overall weighted mean of 4.36 where it has descriptive equivalent of “always observe”.

According to an interview to the Araling Panlipunan leader of Vargas Elementary School conducted by the researcher. She stated that by “the collaboration made by the teacher and parent during flag ceremony, commemorating day of independence, scouting, Buwan ng Wika, and Elementary day the pupils will have awareness about Philippine culture, practices, and traditions. This program can also give knowledge or educates the pupils about Philippine heritage, languages, and history. The support of the parents and guidance of the teachers during scouting are very essential since it gives the pupils platform to exercise their rights and responsibilities of a Filipino Citizen”.

The statement fortifies the result since the parents and teachers give a high frequency to the indicator “supporting the child in participating educational school programs such as Nutrition Month, Buwan ng Wika, MAPEH Culminating activity, Scouting, Science day and family day” as seen in the Table 4.

This is supported by the Boy Scout of the Philippines as they released a National Office Memorandum no. 19 s. 2016 [31] containing an introduction that stated, "At the turn of the 21st Century, Scouting remains to be of vital role in nation- building, citizenship training, character development and skills for self-reliance. The core business of scouting movement is to provide non-formal education to children and young people in the society.

*Demonstrates Appropriate Behavior in Carrying Out Activities in the School, Community, and Country*

As perceived in the Table 13, the core value "Makabansa" with the behavior statement "Demonstrates appropriate behavior in carrying out activities in the school, community, and country" has indicators with high weighted mean and an overall weighted mean of 4.29 where it has descriptive equivalent of "always observe".

The result was probably affected by the frequency of collaboration of parents and teachers in terms of home – based activities with the indicator "helping my child in making assignments and projects" with high frequency of 4.23 as seen in Table 5.

This is supported by the study of Henderson and Mapp [32] entitled "A New Wave of Evidence, Children's Support", they concluded that the more the families are in school, has collaboration towards school activities, and support their children's learning and educational progress, the more their children tend to do well in school and continue their education. They will develop a proper behavior in accomplishing different tasks whether it is easy or difficult.

According to an interview conducted by the researcher, if the pupils are guided and supported by their teachers and parents referring to their tasks such as making assignments and projects they will develop behaviour such as being courageous, independent, and persistent that can help them successfully accomplish their goals and objectives. This behaviour is very important as they can apply this on their works or occupation in the coming future thus, it can directly help not only the community but the whole country.

The Table 14 (as found in the original article) shows the difference with the frequency of collaboration of teachers and parents in terms of school – based activities and home – based activities. Teachers and Parents are the ones who communicate and cooperate with each other for the development of the learners therefore; they should perform their shared responsibilities equally.

There is no significant difference in the frequency of Collaboration between Teachers and Parents based on Wilks' Lambda= .987 with an associated significant value higher than .05 level.

The result shows no significant difference in the frequency of collaboration of teachers and parents it is because their answers give high weighted mean in terms of school – based activities and home – based activities. Pertaining to the perception of parents with the frequency of collaboration in terms of school – based activities they give a weighted mean

of 4.19 with an associated descriptive equivalent "often" and in terms of home – based activities they give a weighted mean of 4.25 translatable to descriptive equivalent "always". Referring to the perception of teachers with the frequency of collaboration in terms of school – based activities they give a weighted mean of 4.38 having a descriptive equivalent "always" and in terms of home – based activities they put down a weighted mean of 4.37 similarly to descriptive equivalent "always". Thus, teachers and parents are collaborating with each other since their weighted mean are almost the same with impressively high frequency.

Teachers should be the one who will establish collaboration with the parents. Once the teacher encourages, invites, and supports the parents in producing, conducting, and organizing activities everything will follow. Based on the result teachers have high frequency in collaborating with the parents thus, the parents also gained high frequency in collaborating with the teachers. This is supported by the study of Abulon [33] as she stated that "Educators should provide a parent- friendly environment, where parents should feel free in airing their concerns in relation to their child's education, making them well- informed both on the school and classroom rules and regulations and establishing and maintain a constructive and trusting partnership to ensure parental involvement or participation in all school activities. Teachers should be the effective agents of change in improving parental involvement through building productive partnership with the parents. Everything follows when this is already established."

As perceived in the Table 15, the relationship between the frequency of collaboration of parents and teachers and the level of pupils' performance is significant, thus; if the teachers and parents will acquire high frequency of collaboration the pupils will have a high performance both in academic and behavior.

This is factual because if you can see in the Tables 4 and 5 parents' perception on the frequency of collaboration to teachers in terms of school – based activities have high weighted mean of 4.19 which is associated to descriptive equivalent "often observe" and in terms of home – based activities they put down a weighted mean of 4.25 with an associated descriptive equivalent "always observe" same as with the teacher as seen in tables 6 and 7 their perception towards frequency of collaboration to parents in terms of school – based activities are also high with a weighted mean of 4.38 which is equivalent to "always observe" and in terms of home – based activities they give a weighted mean of 4.37 having a translatable descriptive equivalent "always observe".

Probably the result of the collaboration of teachers and parents affected the performance of the pupils since they acquired high weighted mean pertaining to their academic and behavior performance as seen in Tables 8 – 13.

Collaboration of parents and teachers in school – based activities and home – based activities are very important in teaching – learning process because these can unleash the potentials of the pupils and improve their weaknesses. In collaboration with the parents, teachers should know how to encourage, invite, and instruct the parents likewise, the parents should know how to cooperate, support, and help the teachers. This kind of

collaboration can help the pupils elevate their performance, become competent, responsible, and skillful. This result is supported by Cramer [22] who mentioned that teachers play a vital role by providing support to parents with the resources available inside and outside the classrooms and as executors of the educational plans, while parents need encouragement to carry out their roles effectively in their child's development and academic performance. Successful student outcomes can be more easily achieved if both teachers and parents know each other's roles in the collaboration process.

Furthermore, the analysis is strengthened with the study of Onia [16] recommended that parents and teachers should have collaboration in home and school. They are the most important factor to improve student's character traits and that can lead them in developing their performance in school. In addition, the Department of Education also supports the result as they formulated Republic Act No. 9155 [34] which emphasizes the need for school heads in the public schools to "establish school and community networks and encourage the active participation of teacher organizations, non-academic personnel of public schools and parents-teachers-community associations". This is a manifestation that the government is seeking ways on how the school and the community can have collaboration. Collaboration has been characterized as "any relationship established between and among educators, students, families and the community at large to work together in bringing about better and improved performance."

The school should promote quality education and the proper way to achieve this is through the collaborative efforts of parents and teachers. This is supported by the study of Melegrito [1] as she stated that "teachers and parents must be a teaching team with similar goals and purposes. With parents and teachers working together, pupils' scholastic achievement is enhanced"

Moreover, Abun [23] supported this result as he concluded that the quality education is actually a collaborative effort between school and parents. Teacher-Parent factors are very important for the children to achieve high academic performance. There must be team work between parents and teachers in school and community activities because these are the methods to make the children competent.

## CONCLUSIONS

Based on the findings stated, the researcher concludes that:

1. Majority of the parent respondents who collaborate with the teachers in the Schools Division of Tarlac Province were female, aged 36 – 45 years old, married, they were predominantly houseparent and they were mostly secondary graduate. Pertaining to the profile of teachers, majority of them are female, aged 36 – 45 years old, married, with master's unit, and with 11 – 20 years of experience in teaching;
2. The frequency of collaboration of teachers and parents in terms of school – based activities and home – based activities rated as "always";
3. Majority of the pupils got a grade of very satisfactory thus, their level of

- academic performance are high. In terms of their behavior performance they also got high weighted mean which signifies that they are performing very well;
4. There was no significant difference in the frequency of collaboration between teachers and parents. This was very consistent since the frequency of collaboration of teachers and parents in terms of school – based activities and home –based activities were both high with almost similar weighted mean;
  5. There was a significant relationship between the frequency of collaboration of teachers and parents and the level of pupils' performance.

## **RECOMMENDATIONS**

Based on the conclusions generated, the researcher recommends the following:

1. The teachers should finish their Master's degree and manage their time in carrying out their tasks in the school such as paper works and reports so that they can have their own research and produce more educational materials such as intervention material which can be useful for the parents in teaching/remediating their children at home.
2. The school should continue in prioritizing meetings with the parents for them to tackle the challenges that the pupils are facing, update the performance of the pupils, solve the problems and concerns of each other, and determine the ways on how to support and provide the needs of the classroom. Furthermore, teachers should give the parents a role or duty in conducting feeding program, "Brigada Eskwela", and home visitation for them to maintain more the collaboration in school-based and home-based activities.
3. The school should include in the classroom program of the teachers activities that can make the parents, teachers, and pupils closer with each other such as home visitation at least once a month. This is very important to teachers and parents for them to know and solve the problem and weaknesses of the pupils and at the same time, they can strengthen their high academic performance.
4. Teachers and parents should continue working together for the continuous improvement of pupil's behavior. They should prioritize seminars on drug addiction, health programs, guidance and counseling, values formation and other programs that can improve the character of the pupils.
5. Teachers should ensure that the school is a welcoming place for the parents so that the collaboration between them will be strengthened and sustained.
6. Teachers and parents should utilize/integrate gadgets such as cellphones and computers in making the collaboration more intensified since we are now living in a modern generation where gadgets are available everywhere. Aside to the cellphone numbers of parents included in the form 1 of the pupils, teachers should get the facebook account of the parents and from there, they can create a group chat or a facebook page for the classroom once the school starts its first day of classes for them to easily inform the parents about the concerns, needs, and improvements of the learners.

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# Reading Performance of Grade 1 Learners using Marungko Approach

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## *Abstract*

*This study determined the level of reading performance of forty-one (41) Grade 1 Learners using the Marungko Approach in Parsolingan Elementary School for the school year 2019-2020. It employed a descriptive-correlation design. In gathering the data, a researcher-made questionnaire and reading performance evaluation were given to the respondents. Descriptive Statistics and Spearman, Point-Biserial Correlation were used to treat the data gathered. Results showed that the level of reading performance of Grade 1 learners using the Marungko Approach was very satisfactory with an overall weighted mean of 16.629 along phonemic awareness, reading in isolation, reading in context and reading comprehension. A slightly strong relationship existed between the reading performance of the Grade 1 learners and the profile variable on mother schedule in teaching reading. The researcher recommends that teachers provide a list of reading- related Youtube links to the parents of Grade 1 learners; plan and schedule a day to visit municipal or barangay library as part of an off-campus activity; consider seeking support from stakeholders for the provision of reading materials appropriate to the level of Grade 1 learners; develop reading program and activities responsive to the Grade 1 learners facing difficulty in reading and use Marungko Approach as an early reading instruction and intervention to Grade 1 learners.*

*Keywords –Grade 1 Learners, Marungko Approach, reading performance*

## INTRODUCTION

Reading is a distinct, cognitive human skill that is crucial to life in present societies, but, for about 250 million primary school-aged children in developing countries, learning to read was extremely difficult. Over half of all pupils in second grade cannot read a single word and almost 30 percent of all third-grade learners were zero-word readers [1].

The shortcomings in basic reading abilities are known to have constrained millions of children from taking advantage of the extensive benefits of education. These include achieving high levels of fluency, learning more advanced skills, and progressing to higher levels of education [2].

Findings from neuroscience research indicated that childhood is the ideal time to develop basic reading skills that lead to reading fluency [3]. Thus, it is imperative that a child begins learning to read around first grade. In the Philippines, the Department of Education (DepEd) aspires to transform pupils into skillful independent readers. This noble aim rationalizes the country's implementation of Kindergarten Education Act or the compulsory kindergarten for Filipino learners as they are expected to be readers by grade 1 [4].

Numerous DepEd initiatives purposed to develop and strengthen Filipino children's capacity to read in the early grades. These include "Every Child A Reader Program (ECARP)," "project D.E.A.R (Drop Everything and Read)," "Reading Assistance Program," "Summer Reading Camp," the observance of "National Reading Month" every November and other school-based reading activities [5].

However, report on the country's 2014 Early Grade Reading Assessment (EGRA) revealed alarming results. In letter-sound identification, 10- 25 percent of the pupils tested could not identify a single letter-sound correctly. Whereas, in reading fluency, while the average scores were increasing from Grade 1 to Grade 2, many still cannot read a single one-or-two-syllable word correctly. Comprehension scores, on the other hand, were weak and depending on the language, between 8 percent and 38 percent of the students cannot read a single word of a short story [6].

Nava et al., [7] observed in the 2016 Philippine- Informal Reading Inventory (Phil-IRI) the lower performance in silent and oral reading of the pupils in the regions and provinces farther south of the National Capital Region (NCR). Furthermore, reading inventory conducted in the Division of Tanauan City, Batangas pointed out a number of non-reader grade two pupils during the fourth quarter of School Year 2017-2018 are promoted in grade three the following school year.

Relative to this, the DepEd Region X Division of Misamis Oriental Cagayan De Oro City issued a memorandum launching the Arrest the Frustration Reading Program in Grades 1, 2, and 3. The memo indicates that one of the teaching methods to be used in the program is Marungko Approach [8].

Marungko Approach is a reading instruction that is developed to help beginning readers attain reading fluency. This approach suits the early reading needs of the pupils by leading them to understand letter-sound correspondence in order to recognize words instantly. However, instead of the conventional arrangement of letters in the alphabet, there is a proper sequencing of letter and letter sounds to be taught to children capitalizing on the most frequent to the least occurring sounds in the Filipino language [9].

Enclosure 2 of the Division Memo No.93, s. 2013 presents the strategy in teaching reading using the Marungko Approach. According to the enclosure, the sequence of the letter-sounds to be taught, the recommended phonemes in each grading period and the four levels/steps in reading using Marungko are all essential in order to achieve mastery of all the sounds. In fact, Bañez and Urayan acknowledged Marungko approach as an effective tool in honing the pre-requisite reading skills among pupils that can empower them to equally participate in the learning tasks provided by teachers across the K-12 curriculum.

In Parsolingan Elementary School, the first graders of various backgrounds are facing difficulties in reading. Most of them are unfamiliar with the perception between letters and their sounds. Some of them have no confidence and feel that reading is too hard for them. They show a very strong hesitation and confusion in naming and sounding out the letters to recognize the words. They also have difficulties blending and seem to rely on memorization of the given words when reading. For these reasons, the need for Marungko Approach to improve the level of reading performance of the Grade 1 Learners motivated the researcher to conduct this study.

## **OBJECTIVES OF THE STUDY**

This study determined the level of reading performance of Grade 1 Learners using the Marungko Approach in Parsolingan Elementary School. Specifically, it aimed to answer the following questions: (a) what is the profile of the Grade 1 Learners in terms of sex, ECCD checklist scaled score on Expressive Language, parents' highest educational attainment, parents' average monthly income, parents' time and schedule spent in teaching reading, and printed and technology- based reading materials at home?; (b) what is the level of reading performance of the Grade 1 Learners exposed to Marungko Approach in terms of phonemic awareness, reading in isolation, vocabulary, reading in context, and reading comprehension?; (c) is there a significant relationship between the reading performance of the Grade 1 Learners and the selected profile variables?

## **MATERIALS AND METHODS**

### **Research Design**

The descriptive- correlation methods of research was used in the study. It is descriptive because it aimed to describe the profile variables and the level of reading performance of the Grade 1 Learners in Parsolingan Elementary School. It is correlational because it determined the relationship between the level of reading performance of Grade 1 Learners exposed to Marungko Approach and their selected profile variables.

### **Samples of the Study**

The population of the study involved the 41 Grade 1 Learners from section Magalang, Parsolingan Elementary School, Gerona South District, Parsolingan Gerona, Tarlac under the K-12 Curriculum for the school year 2019-2020 and the 82 parents of the Grade 1 Learners in Parsolingan Gerona Tarlac.

### **Data Gathering Instrument and Procedures**

In this study, a five – point Likert – type researcher - made questionnaire and reading performance evaluation served as research instruments. The questionnaire is about the profile of the respondents and the reading performance evaluation includes phonemic awareness, reading in isolation, vocabulary, reading in context and reading comprehension. In gathering the data needed for the study, the researcher asked permission from the schools division superintendent and school heads to conduct the study. Next, she got the consent of the parents where the questionnaires were floated. After which, the researcher distributed the questionnaire to the parents and were also retrieved the same day. While the reading performance evaluation last for 30 minutes a day for 4 weeks every Friday. The data gathered were given to the statistician for thorough tabulation and analysis.

### **Statistical Analysis of Data**

To analyzed the data gathered, descriptive statistics and Spearman, point-biserial correlation were used. Descriptive statistics such as frequency, percentage, mean, standard deviation, kurtosis, skewness, and histogram were employed to present and analyze the data gathered for the first and second problems. Further, for the third problem, Spearman point-biserial correlation was used to identify the relationship between the level of reading performance of Grade 1 Learners and their selected profile variables.

## RESULTS AND DISCUSSION

### Profile of the Grade 1 Learners

Table 1 (found in the original article) presents the Grade 1 Learners' profile on sex, ECD checklist scaled score on Expressive Language, parents' highest educational attainment, parents' average monthly income, parents' time and schedule in teaching reading, and printed and technology-based reading materials at home.

**On Sex.** The table shows that 54.7 percent of the Grade 1 Learners in Parsolingan Elementary School are female while 46.3 percent are male. This implies that there is sex parity among Grade 1 learners who participated in the study.

**On ECD Checklist Scaled Score on Expressive Language.** The table also reveals that 92.7 percent of the Grade 1 learners get within 7-13 correct points in the Expressive Language domain while 7.3 percent get within 4-6. This implies that their ECD scaled score on Expressive Language was appropriate to their level of developing basic language skill as this is a prerequisite to the development of self-confidence, good interpersonal relations and active participation in class activities in Grade 1.

**On Parents Highest Educational Attainment.** It also reflects in Table 1 that 23 of the mother complete their high school education while 7 of them attain only elementary level. For the father, the corresponding numbers are 21 and 14, respectively. This shows that the parents who participated in the study have seemingly lacking adequate educational background which is critical in the learning to read phase of their children.

**On Parents Average Monthly Income.** It can also be gleaned from Table 1 that 28 of the parents earn an average monthly income within Php 0- 9, 520 while only one has a take home monthly gross within Php 19, 041- 38, 080. This reveals that most of the Grade 1 families have low income which implies that their financial resources are limited to only meeting the basic needs of the family and that the provision of reading materials at home is seemingly not afforded which put them vulnerable for language impediment.

**On Parents Schedule and Time Spent in Teaching Reading.** Table 1 also presents that 34 of the mothers teach their children to read in the afternoon while only 3 of them teach their children to read in the morning. For the father, the corresponding numbers are 26 and 7 respectively. This denotes that more mothers have a schedule in the afternoon dedicated for teaching reading than the fathers. Interview with both the mother and the father show that the preference to teach reading in the afternoon lie on early class dismissal in the afternoon.

## Level of Reading Performance of Grade 1 Learners

Table 2 (found in the original article) reveals the Grade 1 Learners' level of reading performance along phonemic awareness, reading in isolation, vocabulary, reading in context, and reading comprehension.

Data show that the level of reading performance of the Grade 1 Learners is very satisfactory as indicated by the overall weighted mean of 16.629. This implies that the Grade 1 Learners are learning to read as evaluated in all the specified reading skills.

It could be deduced from the data that the Grade

Learners have excellent level of reading performance in terms of phonemic awareness (18.024), reading isolation (18.390), and reading in context (17.000). As Sheridan in Psycholinguistic Theory posited, the learner's success in reading depends on her knowledge of oral processes, including word order and the use of words in context.

**On Phonemic Awareness.** The table shows that 33 of the Grade 1 Learners achieved a score within 17-20 which means excellent while one of them got a score ranging within 5-8 which mean fair. The average mean is 18.024 which suggest that the level of reading performance is excellent. This reveals that 39 of the Grade 1 Learners showed mastery in hearing, identifying, and manipulating individual sounds which was very crucial as it lays the basic foundation for reading words.

This finding is in line with Gray & McCutchen

[10] views that the contribution of phonemic awareness, to children's reading abilities has mostly focused on word recognition. Using their understanding of the grapheme-phoneme relationship is one of the strategies/skills children use to decode words in printed form. Ehri et al., [12] agreed on this as they concluded that phonemic awareness is the best predictor to the beginning reading proficiency of children.

The finding is supported by the observations and interviews conducted by the researcher. When observed, the 33 Grade 1 learners posed minimal difficulty in responding to the phonemes and made consistent progress throughout the four-week Marungko teaching sessions. The parents of these Grade 1 learners when interviewed confirmed the result as they never fail to follow up their children at home. While the two Grade 1 learners were observed to add short sound /a/when blending the is, im, os, om, and ob. These Grade 1 learners were asked to stay after class to correct the error they were committing.

**On Reading in Isolation.** Table 2 also shows that 34 of the Grade 1 Learners achieve excellent mark after they gain a score within 17-20 while three learners strike a satisfactory descriptive rating after totaling a score within 9-12. The average mean is 18.390 which is

equivalent to excellent reading performance. This reveals that 38 of the Grade 1 Learners are able to recognize the sounds the letters make and blend the phonemes together to read the given words with ease and automaticity.

The finding supports the study of Bejjiga [14] that revealed that at the end of September, there are about 131 kindergarten learners who can already read simple words out from the syllabicated letters. Though not all of them are fast readers and recognizant of the words presented, Bejjiga [13] confirmed that the kindergarten participants in her research can read words.

During class observations, the 34 Grade 1 Learners were showing no sign of experiencing difficulty reading. Throughout the four-week Marungko teaching sessions, they were able to read the given words although not fast and were constantly improving. While, the three Grade 1 Learners who achieved a satisfactory descriptive exhibited rote recall ma me mi mo mu, sa se si so su, and ba be bi bo bu relying on the conventional counting of fingers to identify the letter sounds in the given word. The parents when asked during interviews acknowledged that they were teaching their children the traditional approach at home and even instructed them to use their fingers when reading so they would not make an error.

**On Vocabulary.** As shown in Table 2, results on the level of reading performance of the Grade 1 Learners in terms of vocabulary fall the most on excellent with 22 learners getting a score within 17- 20 while four students attain fair for managing to arrive at the score of 5-8. The average mean is 15.878 which indicate that the Grade 1 Learners perform a very satisfactory level of reading performance. This reveals that 34 of the Grade 1 Learners know and remember the meaning of the words presented to them during the four-week Marungko teaching sessions. In the study of Echaure & Torno [14], results revealed that for vocabulary study, pre-test performance of pupils was rated fair with weighted mean of 25.10 while post-test was rated very good with weighted mean of 45.11. Thus, the pupils exhibited greater improvement in terms of their performance after the intervention which supported the findings of this study.

During vocabulary teaching time, the Grade 1 learners were observed to be having a hard time describing and remembering the meaning of some of the words inspite of the supported images that come along with them. The words that posed difficulty on them were aasa, maamo, amo, oso, and bibo. Part of the perceived reason for the trouble in Vocabulary was the Grade 1 learners' first time hearing and seeing these words. They did not encounter these words before and when asked what these words meant based on what the pictures showed, some were hesitant and shy to speak up.



**On Reading in Context.** Table 2 also shows that 29 of the Grade 1 Learners attained excellent with 17-20 markings while six of them struggled on fair with a total sum within 5-8. The average mean is 17.000 which correspond to performing on the excellent level in terms of reading in context. This reveals that 35 of the Grade 1 Learners could read aloud with confidence the sentences presented to them. Though, there were six Grade 1 Learners who found it difficult to successfully respond to printed text, still the overall statistic claim that most were readers.

Correspondingly, Buendicho [15] in her research revealed that Tysel's book help children be readers within five months. Results reveal that all 27 Grade 1- Ilang-ilang learners who could not read in the pre-test successfully become readers in the post-test. Further findings indicate that these learners in the study are on Level C and Level D in reading skills, consisting of 10 and 17 learners respectively.

During Marungko teaching sessions and individual practice reading time, no Grade 1 learners was observed to be refusing to read when called. Only six were reading using a voice that was hardly audible. Six were pointing to each word with their finger and did word by word reading. And the remaining was reading with ease.

**On Reading Comprehension.** Table 2 also shows that 17 of the Grade 1 Learners reach the excellent level as their scores fall within the score 17-20 while five of them perform poor for slipping within 0-4 score. The average mean is 13.854 which is equivalent to very satisfactory level of reading performance. This reveals that 31 of Grade 1 Learners could comprehend what they read while others did not. The results suggest the need to develop further this skill because this is the most significant predictor to learning.

In the 2014 Philippine Early Grade Reading Assessment (EGRA), report on reading comprehension scores reveal that a weak performance is manifested among students in Grade 1 with the average percentage of questions answered correctly close or below 50 percent in all languages [16]. Considering this worrying result, according to Davis et al. [17], the use of teachers' adjustments, strategies, scaffolds and the follow-up WH questions could help improve the reading comprehension performance of every learner.

During individual practice reading comprehension, it was observed that the Grade 1 Learners could already read but when asked questions related to the short story paragraph they finished reading, many could not give the correct response. Few kept quiet while others admitted that they did not know the answer. Only 17 among the entire Grade 1 Learners were found to have understood the text and were able to answer the questions correctly. Throughout the four weeks teaching and practice time, considerable improvement in reading comprehension of the Grade 1 Learners were seen however there were still those who were left behind particularly those 5 Grade

1 Learners who scored poorly that's why the researcher opted that these learners undergo reading remediation on comprehension every afternoon after class for 30 minutes.

### **Relationship between the Reading Performance of Grade 1 Learners and the Selected Profile Variables**

Table 3 shows the significant correlation between the level of reading performance of the Grade 1 learners along phonemic awareness, reading in isolation, vocabulary, reading in context, and reading comprehension and the selected profile variables on sex, ECD checklist scaled score Expressive Language, parents' highest educational attainment, parents' average monthly income, and parents' time and schedule in teaching reading.

**On Reading Performance and Sex.** As shown in Table 3, reading performance along all areas and sex variable has very weak relationship as indicated by the significance values that are all greater than 0.05 and eta values that fall within 0-0.166. This implies that the null hypothesis stated as there is significant relationship between the level of reading performance and variable sex are not significantly related with each other. Thus, this means that the sex of the learners does not influence their reading performance.

The finding is consistent with existing studies of Vlachos and Papadimitriou [18] which state that sex did not play an important role in reading performance and Buendicho [19] which reveal that sex had no significant relationship on children's capacity to learn to read. Likewise, Wheldall and Limbrick [20] suggested boys and girls were more alike than different on most psychological variables including reading.

**On Reading Performance and ECD Scaled Score on Expressive Language.** The Spearman's rho column in Table 3 reveal that almost all the computed values fall within 0.167-0.332 which describe that the link between reading performance and ECD variable is weak. The significant column also indicates that all the computed values are greater than 0.05 thereby rejecting the null hypothesis there is significant relationship between the level of reading performance and ECD. This implies that ECD does not affect the reading performance of the Grade 1 Learners along all areas. The result conforms to that of Buendicho [21] study which found out that ECD background had no significant relationship on children's capacity to learn to read. Moreover, ECD checklist results, as cited in Philippine Education For All 2015: Implementation and Challenges, is used for determining the readiness of Grade 1 entrants to face the rigors of formal schooling.

### **On Reading Performance and Parents Highest Educational Attainment.**

As can be gleaned from Table 3, both the mother and father highest educational attainment as indicated by the computed significant values ( $>0.05$ ) and Spearman's rho values (0-0.166.) show very weak relationship with reading performance. This implies that the null hypothesis there is significant relationship between the level of reading performance and parents' highest educational attainment must be rejected. Hence, this means that the parents' highest educational attainment does not influence the reading performance of the learners.

This finding does not support the research done by Westerlund and Lagerberg [22] which stated that the level of parental education is a determining factor in children's reading abilities and achievement. Likewise, Egalite [23] in his research-based article found that highly educated parents were more likely to read to their children than their less-educated counterparts. As an end result, these children were capable of more complex speech and have more extensive vocabularies before they even start school. Conforming to this position, Benner et.al, [24] in their journal asserted that parents' attitudes and support for their children's learning influence performance on literacy tests irrespective of the level of parental education.

### **On Reading Performance and Average Monthly Income.**

Table 3 also reveals that there is no significant relationship between the level of reading performance and average monthly income since the computed significance values are all greater than 0.05 and the Spearman's rho values fall within 0.167-0.332 implying a very weak relationship between the two variables. This means that the average monthly income does not influence the reading performance of the learners in all the specified areas.

On the contrary, according to Duncan et al., children from low-income families were less frequently to hear language and of lower quality than their middle- and high-income counterparts, which placed them at risk for language delays that may persist upon kindergarten entry and throughout formal schooling.

### **On Reading Performance and Parents Schedule in Teaching Reading.**

The results on Table 3 reveal that all the computed significant values on mother schedule in teaching reading are all less than the alpha value 0.05. This implies that the null hypothesis there is significant relationship between reading performance and mother schedule in teaching reading must be accepted. This means that the mother schedule influences reading performance of the learners along phonemic awareness, reading in isolation, vocabulary, reading in context and reading comprehension. Furthermore, the computed eta value 0.605 along phonemic awareness fall within 0.500-0.666. This implies that the phonemic awareness and mother schedule strength of correlation is moderately strong. Moreover, the computed eta values along reading in isolation,

vocabulary, reading in context, and reading comprehension are 0.471, 0.443, 0.483, and 0.492, respectively, fall within the interval 0.333-0.499. This implies that the strength of correlation between those variables and mother schedule is slightly strong.

Table 3 elicits also that the father schedule influences the learners' vocabulary and reading comprehension as evident by the computed significant values of 0.043 and 0.030, respectively, which are less than the alpha value 0.05. This indicates that the null hypothesis stated that there is significant relationship between reading performance along vocabulary and reading comprehension and father schedule must be rejected. Furthermore, the computed eta values along vocabulary and reading comprehension are 0.341 and 0.280 respectively. This means that the strength of correlation between reading performance along vocabulary and reading comprehension is slightly strong and weak respectively. However, the computed significant values along phonemic awareness, reading in isolation, and reading in context are 0.199, 0.539, and 0.136 respectively which are obviously greater than 0.05. This implies that the null hypothesis must be rejected. Therefore, we cannot determine a general pattern regarding the correlations between the variables.

The findings do not correspond with Mwangi [25] study which found a strong relationship between both parents' involvements in children's reading at home and their performance in Kiswahili reading comprehension. Likewise, Lumapenet & Andoy [26] study revealed that parents' assistance in reading significantly influence the oral and silent reading abilities of the children and that their parental self – motivation and empathy were found to be the best predictors of pupils' reading abilities. Thus, the parents should enhance and strengthen their role to the education of their children. On the other hand, Caroll [27] study found that both parents' teachings during shared book reading predict alphabet knowledge and print awareness but not oral language abilities.

**On Reading Performance and Parents Time Spent in Teaching Reading.** Looking at the significant column, all the computed values are greater than the alpha value 0.05. This implies that the null hypothesis there is significant relationship between the level of reading performance and parents time spent in teaching reading must be rejected. This means that the parents time spent in teaching reading does not influence the reading performance of the learners in all the specified areas.

The result does not support the report of 2006 Progress in International Reading Literacy Study (PIRLS) that the more time parents spend on reading at home, the better is the reading performance of their children and the more books children had at home, the better were their reading abilities. Children are more prone to developing a reading interest and good reading habits

if there is a rich collection of books at home and they constantly have access to a variety of books. Moreover, the views of Boonk *et.al* [28] suggest that it is the quality of shared reading experience that determines the effectiveness in nurturing literacy skills. More crucial than whether the parents read to the child every day or less often, is the extent of the child's active participation in shared reading activities.

## **CONCLUSION AND RECOMMENDATION**

It was found out that most of the Grade 1 Learners are female. Majority of them score seven to thirteen in the Expressive Language domain using the ECCD checklist. More than half of the number of parents is high school graduates. Nearly every one of them belong to low income families and more than half of the parents spend roughly 30 minutes teaching their children to read storybooks and Youtube video lessons and songs as printed and technology-based reading materials. Majority of the Grade 1 learners perform on excellent level in reading performance in terms of phonemic awareness, reading in isolation, and reading in context while quite a number of them attain a very satisfactory level of reading performance in terms of vocabulary and reading comprehension. There is no significant relationship between the level of reading performance of the Grade 1 learners exposed to Marungko Approach in teaching reading and their selected profile variables.

Therefore, it is recommended that the teachers provide a list of reading-related Youtube links to the parents of Grade 1 learners; plan and schedule a day to visit municipal or barangay library as part of an off-campus activity; consider seeking support from stakeholders for the provision of reading materials appropriate to the level of Grade 1 learners; develop reading program and activities responsive to the Grade 1 learners facing difficulty in reading; and use Marungko Approach as an early reading instruction and intervention to Grade 1 learners.

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# Professional Language Skills of Purposive Communications Students in Pangasinan State University

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## *Abstract*

*Professional language plays a vital role in purposive communication especially in the field of technical writing. This descriptive study determined the professional language skills of purposive communication students of Pangasinan State University- San Carlos City Campus as influenced by their technical writing outputs particularly in politeness of expressions and accurate use of mechanics. The respondents in the study were 100 freshmen students who were selected using probability sampling design, specifically, simple random sampling. Survey questionnaire was utilized as the main instruments to support and further verify the information gathered. Frequency and percentage counts were utilized as statistical tools. Results revealed that majority of the respondents are female adolescent and are enrolled as Bachelor of Science in Office Administration. Further, the respondents are good with regards to their professional language skills in technical writing along politeness of expressions. Moreover, along accurate use of mechanics the respondents notched fair level of technical writing performance. Hence, the profile variable specifically on the sex of the respondents has a significant relation to the accurate use of mechanics in technical writing. It is humbly recommended that the Pangasinan State University – San Carlos Campus should include additional enhancement writing activities on the usage of politeness of expressions and accurate use of mechanics in writing of its Purposive Communication students in every program course. Further, providing support to strengthen the utilization of basic writing technique to help improve the knowledge and business communication writing skills of the students.*

**Keywords** – *Professional Language Skills, Purposive Communication, Politeness of Expressions, Grammar and Mechanics in Writing, Technical Writing*

## INTRODUCTION

As universally known, the world regards that linguistic and social picture of the world reflect professional thinking, which forms professional community's self-awareness and creates professional vision of the world which means that professional linguistic culture is the basis for developing professional culture [1].

English professional linguistic culture, as a rule, is not seen as a separate type. Scholars consider professional linguistic culture as a branch of general culture or as a subculture. Professional culture comprises such components as speech etiquette, traditions, customs etc. The above-mentioned components are a part of social norms of behavior.

Professional self-awareness recognizes the community of interests, forms the processes of social merging of groups and sustaining their stability. Professional self-awareness is linked with professional world-view and acts as an indicator for general ideology and a component of professional linguistic culture.

It is important to sustain professional linguistic culture most especially in colleges and universities because they have often had issues regarding the communication drawbacks of their students. The lack of materials and literatures regarding effective ways to guide their English students about this communication problem comes next as the issue. However, communication instructors and professors are critical to the trajectory of this stumbling block especially when students are underperforming.

Expectedly, instructors/professors have to think of ways for the holistic development of their college learners geared towards one of the 21st century curriculum exit standards: communication skills.

In the Philippines, the Commission on Higher Education (CHED) Technical Panel on General Education has set the college standards for General Education subjects.

And one of those is focusing on producing clear and concise career-oriented/technical writings such as memos, business letters, résumés, technical reports, and information analyses under the Purposive Communication subject.

Technical writing is one of the most challenging standards that college instructors/professors face because of the unsatisfactory outputs of most students. This challenge has to be addressed because poor writing might affect the probable employability of their students most especially the ones who perform communication in office management or administration [2].

The gravity of the difficulty in the communication strengths of students is so immense that most often than not their write-ups or essays are really entirely rehashed. This is so when learners' experiences are blocked.

When students' thoughts are blocked and they are not encouraged to go through their experiences, problems may occur [3].

Blocking experiences can be the crux of the matter as students are already in the level of

preparing for the course of life. They do tasks in classrooms that will orient them for their future careers.

As learners write their experiences and use their language, they already start to realize the importance of making use of proper lexical source of ideas and accurate grounding of their thoughts which can be in the form of the appropriateness of language.

From the lens of the functional and pragmatic points of view communicants' language behavior is an unconscious choice of lexical, syntactical, stylistic and prosodic means to verbalize business partners' ideas, intentions and expresses their national and cultural stereotypes of thinking. Thinking in writing are inseparable that it is necessary to always think about the appropriateness of one language when s/he writes [4].

A study explains by Lewis [5] entitled "Communication for Society" that the importance of the appropriateness words in the future workplace of students is about professional language that is manifested in the documents required for their future career tasks. This professional language is essential in a context wherein there are power asymmetries like the ranks and hierarchies in any workplace setting and workers.

The problem now emanates from the outputs exhibiting the professional language of students as language has a system of rules. There are requirements for identifying a means of communication as a language [5].

Having this in mind, the researcher will highly consider analyzing the professional language skills of the first year Office Administration students of Pangasinan State University-San Carlos City campus after their writing experiences as indicated in their course competencies.

The researcher has had the predicament of checking the quality of written outputs of his students who are expected to be adept in the use of professional language hence this desire to investigate on the skills of students after finishing their series of topics in professional language.

### **OBJECTIVES OF THE STUDY**

This study sought to analyze the Professional Language Skills of Purposive Communication students of Pangasinan State University-San Carlos City Campus, as manifested in their technical writing outputs for the S.Y. 2019-2020.

Specifically, it purported to answer (1) What is the profile of the students in terms of sex, GPA in English subject, awards in English activities competition in school, exposure to professional writing in their English subjects, monthly family income, academic scholarship.

(2) What is the performance of the students in their Purposive Communication subject particularly in their technical writing outputs in terms of politeness of expression and accurate use of mechanics. And number

(3) Is there a significant relationship between the performance of the students in their technical writing outputs and their profile variable?

## Research Hypothesis

The study presupposed this research hypothesis, tested at 0.05 level of significance.

There is a significant relationship between the performance of the students in their technical writing outputs and their profile variables. The degree of accuracy of the written outputs of students in business communication.

## MATERIALS AND METHODS

This academic pursuit is classified as a descriptive and correlational method of research on the basis of content analysis as it involves description, analysis of the written outputs of students.

Specifically, the research is a combination of descriptive-correlational design to characterize the profile the students and their performance in Purposive Communication subject particularly in technical writing outputs in terms of politeness of expressions and accurate use of mechanics. In addition to description, some evaluative judgments or analysis will be made.

Descriptive survey looks with intense accuracy at the phenomena of the moment and describes precisely what is being seen, observed, or perceived.

The common instrument used in recording data from observations or perceptions is the questionnaire, although this study employed a specialized content-validated analysis in order to gauge students' level of performance in professional language skills in Purposive Communication course subject particularly in their technical writing outputs in terms of politeness of expressions and accurate use of mechanics.

Correlational statistics is used to understand what kind of relationships naturally occurring variables have with one another. In simple terms, correlational research seeks to figure out if two or more variables are related and, if so, in what way [6].

Wherefore, content analysis is also used to identify patterns in recorded communication. Researchers use content analysis to find out about the purposes, messages, and effects of communication content.

They can also make inferences about the producers and audience of the texts they analyze. Thus, it can be used to quantify the occurrence of certain words, phrases, subjects or concepts in a set of historical or contemporary texts, as well as to make qualitative inferences by analyzing the meaning and semantic relationship of words and concepts. [6].

The data sets in this study are sourced from the self-reports of and the ratings obtained by a total of 100 student respondents. All respondents are enrolled as first year college under Bachelor of Science major in Office Administration in the School Year 2019-2020 the time the study was conducted.

The research population draws from the combined number freshmen students from two sections of Bachelor of Science major in Office Administration in Pangasinan State

University-San Carlos Campus.

The instrument used is rubric of analysis in determining the performance of students in Purposive Communication subjects specifically in their technical writing outputs in terms of politeness of expressions and accurate use of mechanics.

The rubric of analysis underwent validation that served as the basis in analyzing the written outputs of the students which are categorized as politeness of expressions and accurate use of mechanics.

Various modes of data treatment were used to analyze the different data sets corresponding to the requirements for each of the research questions. Descriptive-correlational statistics such as frequency, percentage and ranking were used.

Moreover, to derive valid and reliable results and interpretation of the data, the following statistical tools and method were employed.

Data set for research for question no. 1 concerning the profile of the Purposive Communication student along sex, GPA in English subject, awards in English activities and competition in school, exposure to professional writing in their English subjects, monthly family income, and academic scholarship were described using frequency counts percentages and ranks.

Data set for research question no.2 on the students' performance of in their Purposive Communication subject particularly in their technical writing outputs along professional language skills in English presupposed a dual data report on the politeness of expression and accurate use of mechanics in business writing.

The results in the politeness of expressions and accurate use of mechanics were described using frequency and percentage counts.

Data set for research question no.3 on the significant relationship between the performance of the students in their technical writing outputs and their profile variable was statistically processed and analyzed using SPSS software and the procedures were supervised by a professional statistician in Statistical Center of Pangasinan State University.

## **RESULTS AND DISCUSSION**

This section presents the analyses and interpretation of the data relative to the first research question. To facilitate presentation, the sets of data were tabulated for easy reference in their discussion.

Table 1, 2, 3, 4, 5 and 6 contain the variables pertaining to the students' socio-demographic profile, while Tables 7 and 8 present the students' performance in their technical writing in terms of politeness of expression and accurate use of mechanics and Table 9 presents the relationship between the performance of the students in their technical writing outputs and their profile variables.

Sex. There is slight imbalance in the distribution of the students in terms of sex, with a slight advantage in the number of female students (75 Or 75%) over the male (25 or 25%). If this finding is signified to the specific program course, i.e Bachelor of Science in Office Administration to which the students are enrolled, the data seem to point out a slightly greater interest among female than male students to pursue further education and careers parallel to the disciplines that relate to Office Administration. Such disciplines include "Vocational and Technical Fields, Office Technology and Secretarial Science (Chronicle of Higher Education. PH). The sex- aggregation reflected in the aforementioned findings concurs with the statistics examining gender enrolment [7] which reveals that: "[...] National and international studies indicate that the enrollment rate of women in administration and communication programs is much higher than that of men. Women constituted two-thirds of the students enrolled in bachelor's degree and master's degree secretarial science, administration and communications programs" [7].

Supplemental to the above, Muhammad's [8] survey on the gender ratio of teachers also reveal that that the rate of female over male teachers has significantly increased to 68% in 2014, with the population of female teachers in secondary schools (63%) and tertiary schools (82%) dominating the faculty roster. On the contrary, the study of Penrose [13] on "Women and the Choice to Study Vocational Fields" proved that there are lesser records of women who finish their vocational degree. These findings from the other studies show that Office Administration related Academic studies and career paths may not altogether be dominantly attractive to women, as some of them are also male dominated but the findings of this study may reinforce the association of the Office Administration programs to female enrolment.

The findings have shown that most of the students' enrolled in Bachelor of Science in Office Administration notched a grade point average (GPA) ranging from 86-90 that is 40% equivalent to an "excellently passed" grade point- descriptive average, followed by a thirty seven percentage (37%) ranging from 91 to 95 equivalent also to an "excellently passed" grade point- descriptive average, while there is a thirteen percent (13%) scoping from 81 to 85 equivalent to an "averagely passed" grade point- descriptive average, thus, an outstandingly passed grade point -descriptive average of 96 and above scored a six percent (6%) and lastly four percent (4%) niched the 80 and below grade point average equivalent to fairly passed.

The findings may also incur that the students were knowledgeable and performed eminently in their English subjects during their senior high school days considering that English is one of the most difficult subjects in school evidently published in a study entitled "Top Ten List of Difficult School Subjects in Education" (Top Tens.Com "averagely passed" grade point- descriptive average, thus, an outstandingly passed grade point -descriptive average of 96 and above scored a six percent (6%) and lastly four percent (4%) niched the 80 and below grade point average equivalent to fairly passed.

The findings may also incur that the students were knowledgeable and performed eminently in their English subjects during their senior high school days considering that English is one of the most difficult subjects in school evidently published in a study entitled "Top Ten List of Difficult School Subjects in Education" (Top Tens.Com wherein English subject notched the sixth spot as one of the most challenging subjects in schools [9], as cogitated on this documented finding: "[...] In ELA, you can be good at remembering concepts to use in your writing, like what is needed on a given test or paper, but you have to actually think about it yourself; there is no set principle in what you actually are writing, meaning you can be clueless as to what you actually are writing about." [9]

In spite of this goal, the overall expectations of learning and teaching English are not encouraging. Some students often answer questions by "yes" or "no" without understanding what is really said. And others admit they understand teacher's questions but they are not able to answer in English. Most fresh students are from different High Schools and with low backgrounds of English register for the first undergraduate training programme which is overcrowded

In addition, Faigley's [10] study on "Writing English: Composition and Cohesion" reveals that the overall expectations of learning and teaching English are not encouraging. Some students often answer questions by "yes" or "no" without understanding what is really said. And others surveyed that they understand teacher's questions but they are not able to answer in English. Most fresh students are from different High Schools and with low-backgrounds of English register for the first undergraduate training programs.

These findings from the other studies show that Office Administration related Academic studies and career paths in the different countries may vary from the quality of EEL (English Educational Literacy) in terms of the grade point average of the students but the findings of this study may reinforce that the Office Administration program in Pangasinan State University.

#### *Awards in English Activities or Competition in School*

Majority of the Purposive Communication students in this study registered a ninety four percent (94%) non-awardees with six percent (6%) awardees in English activities or competition in school. It is notable that most of the students don't have awards in English activities and competitions in school. This may imply that students lacks of confidence pervade them to notch awards. The findings may also incur that awards in English competitions specifically in students' senior high school years may or may not possibly determined that a student would excel or performed good in his/her professional language skills specifically in technical writing since the aforementioned skills are to be guided and pounded when students start in higher education [10].

"[...] Professional language skills encourage students to become more efficient learners. They give students the confidence to participate fully in English program courses and are invaluable outside of the classroom and after they graduate. These skills, which include critical thinking and business letter-writing, are also highly transferable, and therefore vital for success in any career. Students are expected to have a number of these skills when they start in higher education namely: professional discourse, professional text strategies, composition and comprehension skills." [10]. Thus, the study may only possibly account for characterizing the number of students accorded with awards in school relevant to English activities.

#### *Exposure to Professional Writing in their English Subject (Purposive Communication)*

In terms of the exposure or learning to professional writing in English subject, i.e., Purposive Communication, majority of the students responded that they are highly exposed to professional writing in their subject registering a ninety four percent (94%) with six percent (6%) no exposure. It is notable that most of the students were exposed or inclined in professional writing, i.e., business letter- writing in their subject. This may imply that students were active learners with the subject and few may not be active due to some personal- educational factors. The findings may also incur that the exposure to professional writing in their English subject (Purposive Communication) plays an important role in the professional learning development of students in producing fair output in technical writing as a significant part of professional language skills,[11].

"[...] The ability to write technical and academic outputs is a requirement that is frequently required within classrooms particularly in higher education and deficits in professional writing can cause students to struggle in school [11]. However, difficulties with professional writing do not end when students exit school. Specifically, poor professional writing skills may decrease the likelihood of college admittance [11] and subsequently decrease the chance of being hired, retained, and/or promoted when entering the workforce [11]. Thus, the success of any program to produce competent individuals like in higher education may always depends on the course subjects being offered especially in communications as a complex subject where professional language skills are being developed." [11]

Thus, the findings in this study revealed that professional writing process required the students to be able to identify content knowledge and organize their thoughts in a logical manner so as to meet the goals of the composition in business letter writing that scored ninety four percent.

#### *Monthly Family Income*

The students were profiled in terms of the status of their respective family



incomes, on a monthly income basis. The latter were further formulated based on frequency and percentage counts and based on the 2015 Philippine Economic Survey (Philippine Statistics Authority).

The findings in this study revealed that most of the respondents belong to families with monthly family income range of less than "P10,000.00 and below" registered sixty percent (60%) under "Very Low Income" followed by "P10,000.00 to less than P20,000.00 with twenty six percent (26%) under "Low Income" range, while there is nine percent (9%) registered students' family monthly income under "Average Income" range and five percent (5%) registered students' family monthly income under "Above Average".

The clearly higher incidence of poverty associated with the majority of the respondents may imply the respondents belonging to these families may not have optimal and maximum access to all educational amenities and professional language-learning resources, as these may be prohibitive of their living conditions. This phenomenon is also confirmed in an article "Why aren't Low Income Students Succeeding in School?"

In relation to the above findings, the 2016 Report of National Economic and Development Authority in the Philippine Daily Inquirer indicated a positive progress in the economic standing of Filipinos families at the outset of the current Government Administration, compared to the statistics in 2009, 2006, and 2012. However, the report still shows an alarming number of 26 million Filipinos who remain to be consigned to the poverty line, and where 12 million Filipinos live in extreme poverty. Thus, the above findings in this study partake in the nationwide statistics. Likewise, in this study's locale (i.e Pangasinan State University-San Carlos Campus) is set in Pangasinan that accounts for a large magnitude of poor population (more than half a million) compared to its neighboring provinces, La Union, Ilocos Norte, and Ilocos Sur.

### *Academic Scholarship*

The respondents were profiled with their academic scholarship educational reference. The latter were analyzed and formulated using frequency and percentage counts guided by the Pangasinan State University, Statistic Center.

The findings revealed that most of the respondents were not part of any academic scholarship grants or programs with eighty four percent (84%) registered as "No Scholarship". Meanwhile, there are respondents who answered that they are beneficiaries of Commission on Higher Education (CHED) scholarship program with registered seven percent (7%), while some are beneficiaries of Tertiary Education Subsidy

scholarship program (TES), four percent (4%) and San Carlenians of Pangasinan, USA Inc. scholarship program, four percent (4%) and lastly one percent (1%) registered as part of National Grid Corporation of the Philippines scholarship program implies that parents were not knowledgeable about scholarship grants for them to support the educational needs of their children.

Supplemental to the above findings, the 2018 Report of National Economic and Development Authority in the Philippine Daily Inquirer indicated a positive progress in the educational standing of Filipinos students at current government administration, compared to the statistics in 2008, 2010, and 2012. Furthermore, the clearly higher incidence of students who are not part or beneficiaries of any scholarship grants only showed that their families are capable of providing their needs in education especially in college.

The table shows that almost half of the research population register under "Fair level of performance along accurate use of mechanics" with thirty three percent (33%) followed by twenty three percent (23%) of an "Excellent level performance along accurate use of mechanics", meanwhile, seventeen percent (17%) for "Poor level of performance along accurate use of mechanics, fifteen percent (15%) "Very good level of performance along politeness of expressions and twelve percent (12%) "Good level of performance along accurate use of mechanics".

The above discussed findings unveiled that majority of the respondents registered "Fair level of performance along accurate use of mechanics in their technical writing outputs in terms of the margins, indentions, spellings capitalizations and punctuations. Withal, the clearly "fair performance level of students along use of mechanics" manifested that the students could always improve their writing outputs especially in business correspondence through mastery and familiarity. Supplemental to the to the presented findings

concur with study of Penrose [13]. The latter research attempted to identify factors that affect the learners' performance in technical writing by employing the mechanics in writing. The research induced data from a selected pool of respondents who are experiencing challenges with their writing performance. The researchers concluded that "unfamiliarity of mechanics in writing" ranks second among the factors that affect learners' performance in the use of proper punctuations, spellings, capitalizations, margins in writing business correspondence and indentions, the other of which include reading enrichment activities, motivation to speak, teacher's feedback during writing activities, confidence to write, pressure to perform well, vocabulary enrichment and time for preparation. Penrose [13] confirmed in their study that fair level of performance in technical writing with the use of mechanics particularly in spellings and punctuations is the second dominant factor observed in the foundation of good written outputs next to enhanced-based (professional) mastery of mechanics in writing in higher education.

## **RELATIONSHIP BETWEEN THE PERFORMANCE OF THE STUDENTS IN THEIR TECHNICAL WRITING OUTPUTS AND THEIR PROFILE VARIABLE**

Spearman's Rho Correlation was used to statistically determine the degree of relationship between the performance of the students in their technical writing outputs and their profile variable as the major indicators of their professional language skills in Purposive Communication. Level of significance is tested at 0.05. Findings show that there is only one among the variables found to be significantly related to each other particularly in the profile variable, i.e., sex of the respondents and accurate use of mechanics are significantly related with .004 value of probability. This means that either male or female respondents are highly motivated to write business letters along accurate use of mechanics namely the use of punctuations, spellings, capitalizations, margins and indentions.

The above stated findings can be signified to the findings of Penrose [13], investigation on "Influence of Gender on Writing Development." He stated that studies of the influence of gender on student writing have been motivated by competing concerns. Some researchers have highlighted the silencing of female voices and the privileging of masculine writing styles in peer audience and teacher feedback on students' classroom writing. In contrast, other researchers, concerned about gender disparities privileging girls in the scores of large-scale writing tests, have highlighted the ways in which students and teachers constructed masculine identities of resistance to authority and lack of writing competence. In all cases, researchers have perceived writing as one of the ways in which children learn the meanings of their culture, exploring and constructing their respective gender roles through and in their writing. As such, these researchers have viewed writing as a social practice that shapes and is shaped by gender. To study the influence of gender on writing development, many researchers have considered the local and the wider social and political contexts within which students were writing. They have examined the social meanings taken up by girls and boys in their construction of gender in their classroom writing, and have attempted to understand the ways in which classroom writing contributed to and challenged stereotypical gender dualities.

Research in the field of gender and writing development has clustered around several themes, which are used to organize this review: Much of the research has highlighted developmental gender patterns in characterization and in the themes and linguistic features of students' writing. Other studies have examined students' self-perceptions and teachers' views of girls' and boys' relative writing competencies. Research also examined the ideologies that shape girls' and boys' writing and writing behavior in terms of their use of writing for social purposes, and the dominance of singular gender models in classrooms.

Moreover, in terms of the politeness of expressions and the profile variables

namely: "sex, GPA in English subject, monthly family income, awards in English activities and competitions, exposure to professional writing and academic scholarship did not pass the threshold of the established level of significance at 0.05. It means that, in the case of these other variables, they do not significantly coincide with the students' level of performance along politeness of expressions. A study [14] believes that politeness, in Socio-demographic and Pragmatics, is a term that signifies linguistic features associated with norms of social behavior, in relation to notions like courtesy, rapport, deference and distance. Such features involve the usage of specific discourse markers (please), suitable tones of voice, and tolerable forms of address (e.g. The choice of intimate v. distant pronouns, or of first v. last names) [14]. clarifies that politeness, according to the Anglo-Saxon scientific tradition, is investigated from the pragmatic and socio- demographic perspective. It is agreed that theories of politeness are involved in what belongs to either of these linguistic subfields for politeness is specifically concerned with language use that is connected with pragmatics-and it is a phenomenon that represents a link between language and the social world [15] manifests that pragmatics represents the study of what people mean when they use language in normal social interaction; while socio-demographic refers to the study of why we say, what to whom, when, and where and how we behave.

This means that regardless of the socio- demographic profile of the students, politeness of expressions really varies from the professional language skills of the students and that politeness seems to be a phenomenon that is associated with the relationship between language and social reality [15].

## **CONCLUSION AND RECOMMENDATION**

This study analyzed the Professional Language Skills of Purposive Communication Students particularly in their technical writing outputs along politeness of expressions and accurate use of expressions. The students were also profiled along a set of socio-demographic learners' variables and professional language skills' variables, which eventually correlated to their level of performance in both politeness of expressions and accurate use of mechanics. The latter procedure was an attempt to determine whether or not certain variables innate to students are significantly associated with their professional language skills particularly in technical writing outputs.

The research population involved a total of one hundred (100) Office Administration students from Pangasinan State University, San Carlos Campus, San Carlos City, Pangasinan, and enrolled during the School Year 2019-2020. Data analyses employed descriptive correlational statistical tools. The research instruments are researcher-developed, although they are theory- informed and subjected to content validation by field experts.

The following provides a summary of the salient points in the research findings.

### *Profile of the Purposive Communication Students*

As with the research population, there is a slight advantage in the number of female students (75%) over the male (25%). In terms of students' GPA in English subject majority of them notched a grade point average (GPA) ranging from 86-90 that is 40% equivalent to an "excellently passed" grade point- descriptive average. Meanwhile, most of the Purposive Communication students in this study registered a ninety four percent (94%) non-awardees along English activities or competition in school. In terms of the exposure to professional writing in English subject, i.e., Purposive Communication, majority of the students responded that they are highly exposed to professional writing in their subject registering a ninety four percent (94%). Moreover, most of the respondents belong to families with monthly family income range of less than "P10,000.00 and below" registered sixty percent (60%) under "Very Low Income". In terms of academic scholarship, the findings revealed that most of the respondents were not part of any academic scholarship grants or programs with eighty four percent (84%).

### *Performance of Purposive Communication Students along Politeness of Expressions*

Almost half of the research population register under "Good level of performance along politeness of expressions" with thirty six percent (36%) followed by twenty four percent (24%) of "Fair level performance along politeness of expressions", fifteen percent (15%) for "Very good level of performance along politeness of expressions, fourteen percent (14%) "Poor level of performance along politeness of expressions and eleven percent (11%) "Excellent level of performance along politeness of expressions".

### *Performance of Purposive Communication Students in terms Accurate Use of Mechanics*

Almost half of the research population register under "Fair level of performance along accurate use of mechanics" with thirty three percent (33%) followed by twenty three percent (23%) of an "Excellent level performance along accurate use of mechanics", meanwhile, seventeen percent (17%) for "Poor level of performance along accurate use of mechanics, fifteen percent (15%) "Very good level of performance along politeness of expressions and twelve percent (12%) "Good level of performance along accurate use of mechanics".

### *Relationship between the Performance of the Students' Technical Writing Outputs and their Profile Variable*

There is only one among the variables found to be significantly related to each other particularly in the profile variable, i.e., sex of the respondents and accurate use of mechanics are significantly related with .004 value of probability. Results revealed the relationship between the performance of students' technical writing outputs is significantly related to their profile variable.

Moreover, in terms of the politeness of expressions and the profile variables namely: "sex, GPA in English subject, monthly family income, awards in English activities and competitions, exposure to professional writing and academic scholarship did not pass the threshold of the established level of significance at 0.05.

## **CONCLUSIONS**

Based on the merits of the findings, the following conclusions are drawn, firstly, the profile variables of students do not define their professional language skills particularly in their technical writing outputs along politeness of expressions and accurate use of mechanics. Secondly, the use of politeness of expressions and accurate use of mechanics are already inherent in writing business letters. Thus, students are well-equipped and well-versed on to use of basic writing in business communication.

## **RECOMMENDATIONS**

In the light of the conclusions the following recommendations are hereby advanced, firstly, the English Language teachers may utilize and disseminate the use of politeness of expressions and accurate use of mechanics in writing business communication to their students. Secondly, the administrators may provide support to strengthen the utilization of basic writing technique to help improve the knowledge and business communication writing skills and further research be undertaken in the areas of technical writing and professional writing skills

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# Motivation and Comprehension in Reading of Senior High School Students

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## Abstract

*This study determined the profile, levels of motivation and comprehension in reading of Senior High School students in Paniqui, Tarlac for the School Year 2019 - 2020. It established the significant relationship between the respondents' levels of motivation and reading comprehension skills and the significant difference between the levels of motivation across the profile of the respondents. Employing the descriptive cross-sectional correlational method of research, the study involved fifty nine (59) Grade 11 Senior High Schools in Balaoang National High School, Paniqui, Tarlac. Data gathered were analyzed using frequency counts and the corresponding percentages, weighted mean, mean, standard deviation, skewness and kurtosis, Spearman's rank correlation coefficient, and Multivariate Analysis of Variance (MANOVA). Findings indicate that the respondents are broadly 16 to 17 years old, female, performed fairly or very satisfactorily in reading, speak Filipino or Tagalog, had a wide variety of reading materials used by the students but prefer reading through online sources, and did not have knowledge on the monthly income of their families or belonged to averagely earning families. While they were highly motivated intrinsically, they are moderately motivated extrinsically in reading. The Grade 11 students demonstrated above average reading comprehension skills. Intrinsic motivation in all of its facets had moderate relationship to the students' reading comprehension skills. Extrinsic motivation, on the other hand, is weakly linked to the students' level of reading comprehension skills. The students' perceptions in reading efficacy and topics aesthetically enjoyed significantly differ as mediated by GPA in reading. Their perceptions also significantly differ in competition in reading when their sex and GPA in reading are considered. Among others, it was recommended that English teachers may consider extrinsic motivation as a starting point in encouraging the students to read. Merits such as Best in Reading and Little Teacher Awards may be given to students periodically after evaluating their performance in the activities during their reading-related tasks.*

**Key Words** - motivation, intrinsic and extrinsic motivation, reading comprehension, senior high school students



## INTRODUCTION

The ability to read and make meaning of what is read is perhaps one of the greatest accomplishment students can achieve from any educational activity. Learning to read, albeit the challenges or difficulties it may entail, is not a stand-alone miracle that is built in a day. Authentically engaged, students have to have for themselves a feeling of liking, fondness, or desire every teacher calls motivation. As a student, hooked by interest, may finish a season of his favorite television series in one sitting, a driven learner may equally have the desire to read an entire essay of a subject that sparkles his curiosity and inquisitiveness.

Generally regarded as playing a critical role in learning, motivation frequently severalizes learning that is superficial and shallow from learning that is deep and internalized. Knowledgeable of the significance and potent influence that motivation plays in literacy learning, teachers are more interested than ever before in understanding the relationships that exist between motivation and achievement and in learning how to help all students achieve the goal of becoming effective, lifelong readers.

For many people, the pleasure gained from reading is its own reward. For children and young adults, the rewards of reading widely move far beyond pleasure. Being an active, engaged reader is a powerful support to other learning and to the development of students' literacy skills. Literacy and numeracy skills provide the foundation for lifelong learning, rewarding and satisfying work, and a fulfilling personal life. Being literate and numerate are critical factors in improving students' ability to learn at all stages of schooling and are essential skills for accessing opportunities beyond school.

Research shows that to improve student reading literacy, schools need to increase student engagement with reading as well as develop their cognitive skills. Developing student engagement with reading is an important aspect of curriculum planning and provision for literacy. Strategies, events and activities that increase student interest in and engagement with reading are appropriate across all areas of the curriculum.

Reading is an important skill for English language learners in today's world. It supports the development of overall proficiency and provides access to crucial information at work and in school. With English being the dominant language of the internet, international business, and academia (including science), beginning and advanced students alike face pressures to develop their second language (L2) reading abilities. The acquisition of reading skills, however, is never easy, and students need consistent practice to become

fluent readers. Successful readers have to solve many puzzles, such as learning to recognize unfamiliar letters, words, syntax, and discourse patterns. Morrow and Weinstein [1] carried out a study on primary-grade children and found out that very few of the children choose to look at books during their free time. They believe that children do not spend enough time reading and that they rather do other activities in their spare time. Thus, it is important for educators to motivate their students to read because many students are at risk of reading failure due to their lack of motivation. In addition, reading is closely related to writing competence, students who do not read in their free time often face problems during their writing assignments and thus many perform poorly in writing test.

Teaching children to read for the sake of literacy learning is not an adequate goal. The goal should be for teachers to teach their children to value reading so that they will read for various purposes such as for information as well as for pleasure.

The experiences of the researcher, being an English teacher, saw students who have different reading problems - from oral to silent. As a matter of fact, there are still senior high school students who have hard time mastering oral reading fluency. Reading comprehension is also a perennial problem of students that generally affect their reading habits and academic performance.

## **OBJECTIVES OF THE STUDY**

This study attempted to determine the profile, levels of motivation and comprehension in reading of Senior High School students in Paniqui, Tarlac for the School Year 2019 - 2020. Specifically, this research sought answers the following questions. The profile of the respondents in terms of age, sex, Grade Point Average (GPA) in Reading, mother tongue, reading materials read, and monthly family income. The levels of the respondents' reading motivation in terms of Intrinsic and Extrinsic. The level of reading comprehension of the Senior High School students. Is there a significant relationship between the respondents' levels of motivation and reading comprehension. And if there's any significant difference between the levels of motivation across the profile of the respondents.

## **MATERIALS AND METHODS**

A descriptive cross-sectional correlational method of research was utilized in this study. The descriptive method was used in describing the levels of the Senior High School

students' reading comprehension and level of motivation. A descriptive research describes the characteristics of the population or phenomenon that is being studied. This methodology focuses more on the "what" of the research subject rather than the "why" of the research subject (Bhat, 2019). The study involved a total of fifty nine (59) Grade 11 Senior High Schools, enrolled in two (2) sections in Balaoang National High School, Paniqui, Tarlac, during the school year 2019-2020.

Questionnaire served as the main data gathering tool to be used in this study designed and adapted by the researcher and checked by experts in research, education and language education or curriculum. The researcher adopted the 50-item reading comprehension skill test developed by Capinpin [2]. Said was objective in type and each item has four (4) choices. Passages and excerpts from texts were taken followed by a group of questions which aim to measure specific reading skills. The tool was piloted by Capinpin[2] prior to use with Grade 10 students in Cluster II, Schools Division of Tarlac Province.

Total enumeration of all the 59 Grade 11 Senior High Schools, enrolled in two (2) sections in Balaoang National High School was employed in the present study. With the signed letter of request, the researcher personally administered the reading test and questionnaire to the target respondents. The directions in accomplishing the questionnaires were amply explained to the students, and that classes were not disturbed was ensured. The researcher also personally administered the 50-item reading test to the target respondents.

## **RESULTS AND DISCUSSION**

The data which were gathered, analyzed and interpreted. The presentation, analysis, and interpretation followed the sequential order of the problems stated. Moreover, the data were presented in tables and graphs showing the profile of the Grade 11 students, namely: academic performance in English and available reading materials at home. It also includes the performance of Grade 11 students in identifying morphological and syntactical errors and the relationship between the students' profile variables and performance of the students in identifying morphological and syntactical errors.

### **PROFILE OF THE RESPONDENTS**

The profile of the Grade 11 students was described in terms of their age sex, GPA in reading, mother tongue, reading materials, and monthly income of their parents or families. It

could surmised from the data on table 2 that majority of the students clustered within ages 16 to 17 years old (45 or 76.27%). Meanwhile, 9 (nine) or 15.25% are aged 18 to 19 years old while only 1 (one) of them is 20 years old or above. The prevalence of students aged from 16 to 17 years old is supported by the findings of Sioco [3] who found out that students vary in terms of age ranging from 12 to 19 years old. This age range is corroborated by the fact that these are the usual ages of students in Grade 11 in Balaoang National High School.

The dispersion of the students in terms of sex points out that more than half of them (33 or 55.93%) are female and the remaining (26 or 44.07%) are male. The data shows a close balance of male and female in the research population. In contrast, Sioco [3] documented a slight leverage in number of male students over the female ones.

To describe the Grade Point Average of the students in reading, their final grades in the subject Reading and Writing was considered. Their GPAs were interpreted using Baguia and Moneva's[4] scale on students' academic performance. Majority of the students earned "fair" and "very satisfactory" performances. As to the students' mother tongue, majority of them used "Filipino/Tagalog" (35 or 59.32%) and the rest spoke in Ilokano (24 or 40.68%). These show that given that the students rather speak Ilokano because barangay Balaoang, Paniqui broadly speaks said dialect, majority of them prefer speaking in Tagalog.

There were a wide variety of reading materials used by the students. Notably, more than half of them declared that they read through online sources (36 or 61.02%). In support of this, Sioco [3] reported 51.4% of her respondents as having access to online reading materials although majority resorted to textbooks, newspapers, and magazines. It could be gleaned from the data that most of the Grade 11 students did not respond to the item on their family's monthly income (36 or 61.02%). This indicates that majority of the Grade 11 students did not have definite knowledge of the financial status of their families as maybe indicated by the occupations of their parents or employments of their working siblings. To validate this information, the researcher conducted short interviews with the concerned students and found out that majority belong to the family which are into farming or part-time jobs, thus no definite amount of income per month.

## **LEVELS OF THE RESPONDENTS' READING MOTIVATION**

Intrinsic motivation is tantamount to inherent satisfaction. In the context of reading, this may include efficacy, challenge, curiosity, and topics aesthetically enjoyed. The level of reading efficacy of the Grade 11 students, as per their self-report, was generally "moderate"

(3.35). Asriati et al [5] had similar discernment, concluding that majority of the students' self-efficacy on reading were in good level thereafter stating that the students' self-efficacy on reading motivation was good.

In all of the remaining indicators, majority of them were moderately motivated by their knowledge that they will do well in reading in the following year (22 or 37.29%). Summing up, the students believed that they had moderate motivation as to reading efficacy. This might generally suggest that given having assessed themselves in an average level, students understood that they still can make the transition from their current level to being excellent readers.

A broadly "moderate" level of intrinsic motivation as to reading challenge was self-reported by the Grade 11 students (3.39). This might mean that the students are moderately motivated by the challenges they experience while reading. This might mean that the students are moderately motivated by the challenges they experience while reading. Dakhi and Damanik [6] acceded, revealing from their findings that averagely, 83.00% of the respondents are in line with the concept that challenge, though lower than curiosity, functions as an additional factor of reading. Reading Curiosity. Data suggest that the students have largely "high" self-reported level in reading curiosity (3.65).

It might therefore be surmised that the Grade 11 students are highly curious, leading them to read. This finding are supported Dakhi and Damanik's [6] in their study on the reasons for the student's motivation in reading English text. They revealed that reading curiosity is the highest domain of the students' motivation.

Extrinsic motivation is a type of motivation is usually driven by external rewards which could be money, fame, grades, and praise. The level of the Grade 11 students' reading motivation as to extrinsic factors was described along recognition, social reasons, and competition.

Competition in reading, as shown on the table, was "moderately" motivating the students (2.93). In a considerable extent, the findings of Dakhi and Damanik [6] support present data. According to the authors, 60.56% of the students positively that competition is a causal extrinsic factor in reading motivation.

To further underscore the relevance of competition as a facet of extrinsic motivation for reading, it is noteworthy that Turner (2017) cited Wigfield & Guthrie and Wigfield [7] who contested that performance goals are often reflected in the form of recognition, grades, or competition and may significantly influence a pupil's motivation for reading.

In addition, Collins & Matthey [8] earlier reckoned the hope that they will lead to intrinsic motivation is a fundamental foundation of extrinsic motivators. In the parlance of Balaoang High School, in an attempt to motivate students to become good readers, teachers and heads have introduced extrinsic incentive programs in the different extra-curricular activities with the hope of self-motivation in mind.

### **LEVEL OF READING COMPREHENSION OF THE SENIOR HIGH SCHOOL STUDENTS**

The level of the students' reading comprehension was described in the context of a 50-item reading comprehension test administered by the researcher to the Grade 11 learners. Processed reading comprehension test scores as presented in Table 5 indicate that the Grade 11 students averaged 32.458 which when expressed in percentage results to 64.916%. Adhering to Salingay and Tan's [9] scale, this suggests that the students had "above average" reading comprehension. However, the table further reveals that 3 or 5.08% of the students had actually scored "above average" scores with 61%-80% of correct answers.

Findings presented above are corroborated by Lingan and Malana's [10] current report on the reading comprehension of senior students in Cagayan. The senior students displayed very satisfactory performance in the literal dimension skills across all types of schools. However, the part of their report which claimed that the students scored poorly in the inferential, critical, creative and valuing-application dimension skills cannot support the entirety of the present study's findings on reading comprehension such that the latter did not look into the levels of reading skills.

### **SIGNIFICANT RELATIONSHIP BETWEEN THE RESPONDENTS' LEVELS OF MOTIVATION AND READING COMPREHENSION**

To establish the relationship between the Grade 11 students' levels of reading motivation and reading comprehension. Results of the computation of the Spearman's rank correlation coefficient signal that "moderate" or "substantial" relationships exist between the levels of intrinsic motivation and reading comprehension of the students (reading efficacy,  $r=.479^{**}$ ;  $p=.000$ ; reading challenge,  $r=.479^{**}$ ;  $p=.000$ ; reading curiosity,  $r=.516^{**}$ ;  $p=.000$ ; and reading topics aesthetically enjoyed,  $r=.401^{**}$ ;  $p=.002$ ). In synthesis of the above findings, the while the Grade 11 students see themselves as being motivated by being moderately efficacious and challenged, and exceedingly curious and get to read topics they aesthetically enjoy, they also register above average reading comprehension.

In addition, findings might be reinforced by Ahmadi [11] who regarded intrinsic

motivation as the abilities that stem from within the students which cause them to act or learn, say self-concept, self-respect, self-confidence, and emotional needs.

Due to their self-motivation, they moderately went beyond the requirements of the academic texts assigned to them because they are looking for learning about the subject not just performing a restricted number of reading tasks. They likely studied more, possessing high curiosity and aesthetic enjoyment of what they read, albeit being moderately efficacious and challenged because they were given individual attention in what they are learning about and are allowed to select their own activities.

### **SIGNIFICANT DIFFERENCE BETWEEN THE LEVELS OF MOTIVATION ACROSS THE PROFILE OF THE RESPONDENTS**

Computed data in the table below show that there is a significant difference between the level of intrinsic motivation in terms of reading efficacy (Wilks'  $\Lambda = 0.076$ ,  $p < 0.05$ ;  $F_c = 2.040$ ,  $p < 0.05$ ) and reading topics aesthetically enjoyed (Wilks'  $\Lambda = 0.076$ ,  $p < 0.05$ ;  $F_c = 3.135$ ,  $p < 0.05$ ) of the students and their GPA in reading. Accordingly, the hypothesis which asserts that there is a significant difference between the levels of motivation across the profile of the respondents is accepted. This holds true in the case between reading efficacy and reading topics aesthetically enjoyed and GPA in reading.

The findings might, at any extent, by Whitten et al.'s [12] conclusion that students who read for pleasure averaged higher scores and Cullinan's [13] contention that pleasure readers at all grade levels whom scored higher on standardized tests in all subject areas, developed greater reading comprehension, had increased fluency, and displayed higher levels of general knowledge.

Furthermore, the revelation of Oriogu *et al.* [14] that reading habits which might constitute reading performance has significance effect on academic performance of student could also explain the findings, at any rate. However, none of these studies had specifically delved into significant differences between the students' levels of motivation across the profile of the respondents particularly in academic performance or GPA in reading.

Above findings evidently show that the students have significantly different level of perceptions on their reading efficacy and the topics they aesthetically enjoy, depending upon the level of academic performance in reading they perform. This might mean that the students performed very satisfactorily or in the advanced level have higher self-reported reading efficacy than those who had fair to satisfactory GPAs in reading.

The result on the significant difference in competition in reading and sex reverberates the findings of Jetter and Walker [13] in their study about gender differences in competitiveness. They revealed that male teenagers and college students wager substantially less when competing against females, whereas the gender of opponents does not influence females' behavior. Even Nonte et al. [16] asseverated that gender differences are apparent in reading achievement and choices, which, in this study might constitute reading challenge and GPA in reading as forms of extrinsic motivation. The researchers, henceforward, concluded that results also support previous findings on gender differences in reading attitudes, as girls show more positive attitudes toward reading than boys.

Above findings provide evidence that the students displayed significantly different extents of extrinsic motivation as to competition in reading on the basis of their sex and GPA in reading. Then, the students who may have perceived themselves to "low" in competition in reading also had fair to satisfactory GPAs while the ones who reported "moderate" level in competition also registered "very satisfactory" to "moderate" levels of GPAs. Significant difference was also noted in reading competition and sex. This may show that since the respondents are predominantly female, their self- assessments might be significantly higher than that of their male counterparts.

Moreover, data show that there exists no significant difference in the level of extrinsic motivation of the students in terms of recognition and social reasons for and competition in reading and their profile as to age and mother tongue as indicated by the Wilks'  $\Lambda$  and significant values. Thus, irrespective of the age of the students and their mother tongue they speak, they have nearly or the same moderate levels of recognition and social reasons for and competition in reading.

Lastly, computed data prove that no significant difference in the level of extrinsic motivation of the students in terms of recognition and social reasons for reading and their profile as to sex and GPA in reading. This could mean that moderate levels of recognition and social reasons for reading are being shared by the students, regardless if they are male or female, or if they possess fair to satisfactory or very satisfactory to advanced grades in reading.

## **CONCLUSION AND RECOMMENDATION**

Based on the findings, the following conclusions were derived:

1. The respondents are generally in their late teenage years, female, performed satisfactory



in reading, speak Filipino, with wide variety of reading materials but prefer reading online sources, and belong to families with average monthly income.

2. Students are motivated to read more even with limited rewards.
3. The Grade 11 students demonstrated above average reading comprehension.
4. Intrinsic motivation in all of its facets had moderate relationship to the students' reading comprehension. Extrinsic motivation, on the other hand, is weakly linked to the students' level of reading comprehension.
5. The students' perceptions in reading efficacy and topics aesthetically enjoyed significantly differ as mediated by GPA in reading. Their perceptions also significantly differ in competition in reading when their sex and GPA in reading are considered.

On the basis of the prominent findings of the present research and the conclusions derived, the following are recommended and suggested:

1. English teachers may consider extrinsic motivation as a starting point in encouraging the students to read. Merits such as Best in Reading and Little Teacher Awards may be given to students periodically after evaluating their performance in the activities during their reading-related tasks. Aside from frequently assigning students as Story Teller of the Day or Week, they may further be encouraged to attend book launching of their favorite local author. Their excitement in competing in reading contests may be bolstered by means of providing extra points or marks. Lastly, tasks which could strengthen their love of books may be regularized such as Text/Book Reading Report, evaluative papers, short journalistic editorials or features, and many other approaches.
2. Frequent short reading comprehension tasks, quizzes, and other related activities may be given by the English teacher. This is to access complete information of the reading abilities of the students as the areas they will register the weakest may be remedied with teacher-initiated reading innovations and action researches.
3. Reading activities in the classroom during English classes may be diverse and contextualized or localized. The same may ingrain multiliteracies, 21st century skills-aligned, and be differentiated, irrespective of gender and academic performance.
4. Further related studies may be conducted and making use of other variables.

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