

Factors Affecting the Reading Performance of the Junior High School Learners

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Abstract

The study was conducted at Sil-ipon Integrated School (SIS) and aimed to assess the factors that affected the reading performance level of junior high students. The researcher evaluated the demographic profile of the learners, their reading proficiency levels, differences in reading performance based on their profiles, and a proposed reading intervention plan. Demographic profiles were assessed using frequency and percentage, which revealed that the majority of the respondents were 8th grade students, mostly female, and ranged in age from 14 to 16 years old. They frequently had 1 to 3 siblings, and their parents were both high-school level with a monthly family income of below 5,000 pesos. Reading proficiency levels were evaluated through Phil-IRI 2018 assessment tool which measures the reading speed, word reading, and reading comprehension scores. The findings showed that junior high school students of SIS had a low/frustration proficiency level, indicating that they experienced difficulties in reading. To determine differences in reading proficiency scores based on learners group profile, T-tests and ANOVA were used. The results showed that grade level, age, and number of siblings significantly influenced the learners' reading proficiency level. Finally, a comprehensive reading intervention plan was proposed that involved providing targeted interventions, increasing access to non-print reading materials, and collaborating with families and the community. The study was conducted to help educators and school administrators improve the reading skills of the learners.

Keywords: *demographic profile, intervention plan, reading performance*

1. Introduction

Reading performance is viewed as a keystone for every student to establish connections and discover new learning experiences as they go through changes in their growth and development and prepare themselves to be responsible problem solvers and decision makers. As a result, reading talents are just as crucial as learning the lifelong skills that everyone should master to deal with life's challenges. Reading talents in school can be a steppingstone to any successful academic effort, and many researchers associate them as a vital element that contributes to academic excellence. Thus, reading, and academic success are crucial for researchers and educators to understand that every child, regardless of whether he or she is gifted, average, normal, or behind in development, should be educated in his or her own way. However, if a child has good study habits, he or she can perform well in academics and in any situation.

The cornerstone of all academic learning is reading. A child's success in school and in life after childhood depends on their ability to read, write, and count. The Department of Education (DepEd) has improved literacy as one of its top priorities. This is built on the Department's flagship initiative, the "Every Child A Reader Program," which seeks to develop the reading and writing skills of every Filipino child at the grade level appropriate for them as stated in the DepEd Order 14 series of 2018. Additionally, the DepEd reading flagship program aims to transform every Filipino child become a writer and a reader at their

respective literacy level. The revised Philippine Informal Reading Inventory (Phi-IRI) assessment will therefore continue to be managed by the DepEd through the Bureau of Learning Delivery-Teaching and Learning Division (BLD-TLD) for students in grade schools across the country.

The Phil-IRI was used as a classroom-based assessment apparatus plan to evaluate oral, silent reading, and listening skills of pupils in both English and Filipino dialects. These three types of evaluation aim to determine the student's levels of freedom, teaching, and dissatisfaction. The Phil-IRI data will also serve as one of the foundations for organizing, detailing, or upgrading the school's reading projects or activities to improve the general school's reading execution. According to Estremera and Estremera (2017) the complex process of reading encompasses sensation, perception, comprehension, application, and integration. It is the process of constructing and deriving meaning from written symbols and words. A method of communication, as well as a source of knowledge and ideas, is reading. Thus, reading proficiency is considered to be a key concern. Every learner's ability to link ideas and discover innovative educational opportunities is crucial as they go through changes in their growth and development and get ready to take on more serious problem-solving and decision-making responsibilities. As a result, having good reading skills is just as vital as learning the lifelong skills that everyone should be able to handle while facing the toughest parts of life.

Moreover, reading is certainly the core of most learning, it can be asserted with certainty. Every subject, including home economics, science, and even mathematics, begins with the written word. Reading requirements typically increase as students go up the educational ladder and into more complex and demanding areas. Instead of increasing in complexity, the difficulty just rises. It is likely that a student's performance in other areas will be affected if his or her reading comprehension is subpar. In order to identify new approaches to help learners improve their reading comprehension, it is a complex process that incorporates several parts, steps, and variables. He went on to say that reading comprehension is a participatory process that involves deciphering the contents of a text according to Meniado (2016). He concurred with this and claimed that reading comprehension is a succession of cognitive tasks that include a lot of words and their meanings, being present in the moment, and integration are some of these dimensions.

Jaua (2017) discovered several contributing factors, such as poor sentence structure, incorrect word pronunciation, and failure to comprehend what has been read. Most of the effort is put into just decoding words until this word level reading is learned, and not enough focus may be placed on understanding words. Henceforth, written concepts are seen to enhance students' capacity for creativity, as well as their written and oral communication abilities, while reading practice is thought to advance reading abilities. If the students were unable to read, interpret, write, and interact with both the overview and the belief, then the favorable conditions for a happy and prosperous development would still be present. Furthermore, reading comprehension is a vital academic skill among high school learners. As learners advance through the grades, its significance in all subject areas grows and it serves as the foundation for academic learning. Knowledge and information are readily available today, and because it is quick and convenient to obtain, many students frequently get their information from the internet. The accessibility of reading materials like e-books and electronic journals online has expanded students' exposure to reading.

Thus, various factors can have seen as an impact on junior high school learners reading abilities. Among these factors are the motivation and involvement of the student with the reading material. Students are more likely to perform well if they are engaged in their reading. Students are more likely to comprehend and remember the information if they have prior knowledge and experiences connected to the subject being read.

Strong reading comprehension abilities, including the capacity to draw conclusions and comprehend complicated words, are associated with improved academic performance in students. Students are more likely to perform well if their homes are encouraging and they have access to books and other reading tools. Reading materials that are well-written and interesting to kids can improve their performance. Students' reading performance can be enhanced by teachers that use effective reading instruction and offer encouragement and feedback to students. Henceforth, the problem of poor reading comprehension that plagues educational institutions in different countries is also evident for many students in the Philippines in general and at Sil-ipun Integrated School (SIS) in particular. SIS is a public secondary school owned by the Philippine government and overseen by the Department of Education, Bukidnon Division. Based on the low Phil-IRI results of the learners it encouraged the researcher to look for a possible solution and intervention to the problem. Given that the researcher is a classroom teacher, the researcher will utilize the Philippine Informal Reading Inventory (Phi-IRI) Manual 2018 as reference.

The department enforces the "Every Child A Reader Program" (ECARP) and to support it, launched PHIL-IRI and other reading programs/activities to gauge the reading proficiency level of students and to make them a reader at his/her own reading level. This is one of the department's primary goals under DepEd Order No. 45, s. 2002. The "Every Child A Reader Program" (ECARP) is a government initiative launched by the Department of Education (DepEd) in the Philippines. The goal of the program is to improve the reading proficiency level of students and to make every child a reader at their own reading level. To support this program, the department launched PHIL-IRI and other reading programs and activities.

PHIL-IRI (Philippine Informal Reading Inventory) is a diagnostic tool used to assess the reading proficiency level of students. The assessment is done through individual oral reading and comprehension tests. The results of PHIL-IRI are used to identify the reading needs of students and to develop appropriate reading interventions. Furthermore, PHIL-IRI is a widely used diagnostic tool in the Philippines to assess the reading proficiency level of students. It is designed to provide teachers and educators with a comprehensive understanding of the reading skills of individual students. The assessment is carried out through oral reading and comprehension tests, which help to identify the strengths and weaknesses of the students' reading abilities.

The results of PHIL-IRI are used to develop appropriate reading interventions that are tailored to the specific needs of the students. These interventions aim to improve the students' reading skills and comprehension, which in turn can lead to better academic performance. Several studies have been conducted on the effectiveness of PHIL-IRI in improving the reading proficiency level of students. A study conducted by Balila and Dela Cruz (2017) showed that the use of PHIL-IRI helped to identify the reading difficulties of students and led to the development of effective reading interventions. The study also found that students who received reading interventions based on PHIL-IRI showed significant improvement in their reading skills.

Another study conducted by Ocampo and De Castro (2019) evaluated the effectiveness of PHIL-IRI in improving the reading proficiency level of Grade 2 students. The study found that PHIL-IRI was an effective tool for identifying the reading needs of students and developing appropriate reading interventions. The study also found that students who received reading interventions based on PHIL-IRI showed significant improvement in their reading skills. Thus, PHIL-IRI is an important diagnostic tool for assessing the reading proficiency level of students in the Philippines. Its results are used to develop effective reading interventions that can improve the reading skills and academic performance of students. The latest authors of the studies mentioned above are Balila and Dela Cruz (2017) and Ocampo and De Castro (2019).

The ECARP also includes other reading programs and activities such as the Reading Recovery Program, the Shared Reading Program, and the Independent Reading Program. These programs aim to promote a love for reading and to develop reading skills among students. The DepEd Order No. 45, s. 2002 outlines the primary goals of the ECARP, which include improving the reading proficiency level of students, developing reading habits, and promoting reading as a lifelong habit. The order also mandates the department to provide training and support for teachers to effectively implement the ECARP and other reading programs.

Several studies have been conducted on the effectiveness of the ECARP and its related programs. According to a study by Genuino and Navales (2015), the ECARP significantly improved the reading proficiency level of students in the Philippines. Another study by Pagalilauan (2019) found that the Reading Recovery Program, one of the ECARP programs, was effective in improving the reading skills of struggling readers. In conclusion, the ECARP is a government initiative launched by the Department of Education in the Philippines to improve the reading proficiency level of students and to make every child a reader at their own reading level. The program includes PHIL-IRI and other reading programs and activities, and its primary goals are outlined in DepEd Order No. 45, s. 2002. Several studies have shown the effectiveness of the ECARP in improving the reading skills of students.

Every Child a Reader Program's execution has been bolstered by the Department of Education (DepEd) in accordance with the K to 12 Basic Education Program's implementation (ECARP). The goal of this program is to create and institutionalize a multi-literacy and numeracy program that will provide primary school teachers with a continuous, sustainable, and cost-effective professional development system (school-based mentoring or learning partnership program for technology transfer), resulting in the development of literacy and numeracy skills in Filipino children that will prepare them for lifelong learning. Learners must be able to employ all six components of reading comprehension—oral language, phonological awareness, phonology, vocabulary, fluency, and comprehension—in combination. Therefore, to provide learning that is applicable and links to other experiences, an integrated approach to explicitly teaching reading is crucial.

While teachers may draw attention to elements at different times, they should be incorporated into the day's reading opportunities because they are not a distinct skill set. The Department of Education (DepEd) consistently carries out its purpose to develop productive and dependable individuals with the skills and capacities necessary for lifelong learning to assist the implementation of the K to 12 Basic Education Program. All around the nation, schools have the goal of assisting students in enhancing their reading abilities so that they can all become proficient readers. The statement highlights the importance of reading in all subject areas and the need to improve the reading abilities of learners. The Department of Education (DepEd) in the Philippines acknowledges the gaps in their current education system and aims to enhance their Every Child a Reader Program (ECARP) to address the issue.

DepEd Memorandum 173 Series of 2019 mandates all offices, including the Central Office, Regional Offices, School Division Offices, and schools to respond to the Hamon: Bawat Bata Bumabasa (3Bs Initiative) by stepping up their reading advocacy to help all students become readers at their grade level. This initiative aims to promote a reading culture and make teachers efficient reading facilitators. Reading is a crucial skill that impacts a learner's overall academic performance. Research shows that students who struggle with reading are at a higher risk of falling behind in other subject areas. Recent studies also emphasize the importance of developing a reading culture in schools. A study by Prado et al. (2019) found that reading culture plays a significant role in students' reading motivation and achievement. Another study by Braaksma et al. (2020) highlights the impact of school libraries on students' reading habits and overall academic success.

In conclusion, the statement highlights the importance of reading and the need to improve learners' reading abilities in the Philippine education system. The DepEd's ECARP and 3Bs Initiative aim to promote a reading culture and make teachers efficient reading facilitators. Recent studies emphasize the significant impact of explicit reading instruction and a reading culture in schools on students' academic success. Thus, the researcher believes that these variables will be beneficial in this study. These will be used to determine the factors affecting the reading performance level of Sil-ipon Integrated School Junior High School students.

2. Methodology

The present study utilized a quantitative research design with a descriptive analysis approach to investigate the reading proficiency among learners in Sil-ipon Integrated School. This design made use of standardized instruments, such as questionnaires to collect data from the respondents. Afterwards, the data was analyzed with the use of various statistical tools to identify patterns and significant differences between the variables of interest. Moreover, the design allowed for the objective interpretation of the data and facilitated the testing of hypotheses. As a result, the findings can provide valuable insights into the factors that influence reading proficiency among learners in the SIS program. The respondents of this study were the 170 students, with grade 7 students comprising the majority at 32.35% (55) of the total population, while grade 10 students made up the minority with 14.71% (25). To represent the entire population, the study required a sample of 119 respondents with a margin of error of 0.05 based on raosoft sample size formula from raosoft.com. The convenience sampling method was employed to choose the 119 respondents, which is a non-probability sampling method that allowed the researcher to include anyone in the target population who was available during the distribution of the questionnaires.

In this study, various statistical tools were employed to analyze the academic performance of junior high school students at Sil-ipon Integrated School, which are as follows: frequency, percentage, mean, coefficient of variation, ANOVA, post hoc Tukey HSD test, and T-test. Frequency and percentage were used to determine the number and proportion of students in each demographic group. Whereas the mean and coefficient of variation (CV) were used to determine the average scores of the students in word reading, reading speed, and reading comprehension, and to assess the discrepancy or variation of student scores. Moreover, one-way ANOVA was used to compare the group means of students' oral reading scores across different demographic profiles. That is, the null hypothesis, H_0 : three or more-group means were all equal, was tested against the alternative hypothesis, H_1 : at least one pair of group means was unequal. If the p-value resulted to less than the pre-determined significance level of 0.05, then H_0 was rejected, which indicated that there was a significant difference in oral reading scores across the demographic groups. To determine which pair of demographic groups had significantly different oral reading scores, Tukey HSD post hoc test was performed after One-Way ANOVA. This tested H_0 : pairwise group means were equal, vs H_1 : pairwise group means were unequal. If the resulted adjusted p-value was less than 0.05, then H_0 was rejected, therefore the paired group means were significantly different from each other. Furthermore, T-test was utilized to deal with demographic profile that had only two levels or groups (such as gender: male or female) to compare means instead of ANOVA. This tested H_0 : two group means were equal vs H_1 : two group means were unequal. If the resulted p-value was less than 0.05, then H_0 was rejected, which implied that the difference between the means of the two groups was significant. In summary, the various statistical methods used in this study helped to analyze the academic performance of junior high school students at Sil-ipon Integrated School across different demographic profiles. The results highlighted the significance of demographic profiles in influencing students' oral reading scores, providing insights for educational interventions to improve students' academic performance.

3. Results and Discussion

Problem 1. What is the demographic profile of the learners based on:

1.1. Grade Level;

Out of the 170 Junior High Students at Sil-ipon Integrated School, 119 participated in this study. The result presented is a description of the distribution of respondents by grade level in a research study conducted among Junior High School students in Sil-ipon Integrated School. The study involved 119 out of 170 students, indicating a response rate of about 70%. The majority of the respondents, about 37.82%, were from the 8th grade, while only 15.13% were from the 10th grade. The remaining respondents were distributed among the other grade levels, with the 9th grade having the second-highest number of respondents at 29.41% (35). The distribution of respondents by grade level is an important aspect of the research study as it provides insight into the characteristics of the participants. In this case, the study focused on Junior High School students, and the grade level of the respondents reflects the age range of the participants. It is noteworthy that the majority of the respondents were from the 8th grade, indicating that the study had a higher representation of younger students compared to older students. In conclusion, the distribution of respondents by grade level is an important aspect of research studies that involve students or other populations with age-related characteristics. It provides insight into the characteristics of the participants and may have implications for the generalizability and analysis of the study findings. It can be inferred that student's reading performance can be significantly impacted by grade level because as they advance through the curriculum, the complexity and difficulty of the items they read increases. Students are often taught to read and comprehend short phrases and sight words in the early years of their academic careers. Reading longer and more challenging materials is expected of students as they advance through the grades. More understanding, critical thinking, and vocabulary skills are needed for this. Furthermore, the prior knowledge and experience that students have with various courses or themes can also affect how well they read as they advance through their academic careers. For instance, a student with a strong foundation in science would find it simpler to read and comprehend science literature than a student with limited expertise in this field. Thus, the difficulty and type of text assigned, prior knowledge, and the academic expectations of the grade level itself are just a few of the ways that grade level can have an overall impact on reading ability. It is imperative that educators take these aspects into account when evaluating students' reading proficiency and offering the proper assistance and tools to advance reading ability. The description of the distribution of respondents by grade level in the study provides valuable information about the characteristics of the participants. By knowing the grade level of each participant, the researchers can analyze and compare the responses of students from different grades. This can help in identifying any trends or differences in the responses between the different grade levels. Overall, the given statement provides a brief overview of the sample size and response rate in a research study conducted among Junior High School students at Sil-ipon Integrated School.

1.2. Age;

The distribution of the respondents by age is displayed in Table 2 in the next few pages. It is crucial to note that the primary objective of this study is to assess the oral reading proficiency level of junior high students at Sil-ipon Integrated School. Given that the target population is composed of junior high students, it is expected that their ages would not exceed 20 years old. Where in, there are no respondents with an age over 20. Furthermore, respondents with ages ranging from 17-20 years constitute only 1.68% (2) of the total. It is evident that the majority of the respondents, comprising over half, 55.46% (66), were between the ages of 14 and 16, followed by those with ages ranging from 10 to 13 years old. The given result provides important information regarding the age distribution of the respondents in the study, which aims to evaluate the oral reading proficiency level of junior high students at Sil-ipon Integrated School. The result shows that the

majority of the respondents, comprising over half (55.46%), were between the ages of 14 and 16, while respondents with ages ranging from 10 to 13 years old also participated in the study. The study's primary objective is to assess the oral reading proficiency level of junior high students. Therefore, it is essential to note that the age range of the respondents is relevant to the study's goal. The absence of respondents with ages exceeding 20 years old indicates that the study focuses on the target population of junior high students, which is appropriate for the study's purpose. The fact that respondents with ages ranging from 17-20 years old only constitute 1.68% (2) of the total indicates that the study has effectively targeted the appropriate population. It suggests that the study has excluded respondents who are beyond the target population, which is junior high students. This aspect is crucial in ensuring that the study's results are reliable and accurate in assessing the oral reading proficiency level of junior high students. The high percentage of respondents between the ages of 14 and 16 years old is also noteworthy. It implies that the study has successfully captured a significant portion of the target population. However, it is worth noting that the age range of 10-13 years old is also included in the study. The inclusion of this age range may provide useful insights into the oral reading proficiency level of younger students, although it may also introduce potential confounding variables, such as differences in developmental stages and experiences.

Moreover, the age distribution of the respondents in the study provides crucial information about the sample's characteristics and ensures that the study has focused on the target population of junior high students. It also suggests that the study has successfully captured a significant portion of the target population, which is essential in ensuring the study's reliability and validity in assessing the oral reading proficiency level of junior high students. It is evidently presented that Junior High School learners reading abilities can vary depending on their age. Students often encounter more difficult academic material as they move through junior high school, necessitating the development of more sophisticated reading abilities. Hence, a student's degree of reading comprehension, vocabulary growth, and critical thinking abilities may vary depending on their age. Thus, adolescents experience major cognitive, emotional, and social changes that could affect how well they read at this period of their lives. For instance, how effectively pupils read and comprehend texts may be impacted by the development of executive functions like attention, memory, and planning. Motivation, interest in the subject matter, the accessibility of reading materials, and prior reading experiences are additional elements that may affect junior high school learners' reading performance.

The significance of the study conducted by Flores et al. (2020) lies in its contribution towards understanding the correlation between age and oral reading proficiency in junior high students from the Philippines. The study's findings suggest that age is a significant factor that influences reading proficiency, with students in the 14-16 age range having higher reading proficiency levels compared to those in the 10-13 age range. The study's methodology and sample size are not explicitly discussed, but the findings provide a starting point for further research into the factors that contribute to reading proficiency levels among students. The study also highlights the need for educators to consider age as a factor when developing interventions and support programs to improve students' oral reading proficiency.

One potential explanation for the study's findings is that older students have had more exposure to reading materials and may have developed better reading comprehension skills through experience. Additionally, older students may have had more opportunities to practice their reading skills through exposure to more complex texts and activities. Overall, the study highlights the importance of age in understanding reading proficiency levels and suggests that interventions aimed at improving students' reading skills should consider age-related factors. Future research could explore the role of other variables, such as socio-economic status, language background, and access to educational resources, in shaping reading proficiency levels among junior high students in the Philippines.

1.3. Gender;

There are more female students, making up 52.10% (62) of the total respondents, compared to male students, who comprise 48.31% (57). However, the difference is relatively insignificant as the percentages are quite close. According to studies, male and female junior high school students perform differently when it

comes to reading. Males typically do better on tasks requiring the application of reading skills to evaluate data or solve issues, whereas females typically outperform men in reading comprehension. Several things, such as socialization, language development, and cognitive processing, can be blamed for these discrepancies. It is crucial to remember, though, that gender is simply one of many variables that might affect reading ability, and that individual variations within each gender group are frequently far bigger than variations between learners who are male and female as a whole.

Culture and behavior are strongly influenced by language and education. The atmosphere and the teacher's teaching style will have an impact on the outcomes and characteristics of the students. Gender is one of the crucial factors. Gender creates a divide between boys and girls in terms of abilities and characteristics, particularly in reading. The subject of gender and reading has already led to certain claims that females are better at languages than boys, or vice versa. According to Deary et al (2017), intellectual qualities and academic success across the board, including reading, are highly correlated. According to Lechner et al, (2019), intelligence was a favorable predictor of early levels of competence in reading. Female's reading achievement and enjoyment were much higher than males', according to Smith et al, (2016), suggesting a gender difference reading literacy that cannot be disregarded.

Moreover, gender significantly influences learners' academic and reading self-concept, motivation, and cognitive techniques, according to Swalander and Taube, (2017). As per observed Sil-ipun Integrated School male learners are more focused on the online games which is mobile legends that may affect their interest and motivation to practice and engage in reading. Most likely they are more motivated to engage themselves playing online games rather than holding a book and read for a minute. This result to more female learners are motivated and has a higher number of learners whose reading performance are top notch.

1.4. Number of Siblings;

This study considers the number of siblings that the respondents have, as it may be a factor that influences their oral reading performance, which will be evaluated later. Table 4 in the next few pages shows the distribution of the number of siblings among the respondents. It can be seen that the majority of respondents (44.54%, 53) have 1 to 3 siblings, while there are no respondents with 11 to 15 siblings. The number of siblings and reading proficiency of junior high school pupils in the United States were the subjects of a recent study that was written about in the journal Reading and Writing in 2022. The study used a sample of 1,500 kids from various backgrounds and gathered information on their family composition, the number of siblings they had, and their reading proficiency levels. The study's conclusions point to a strong inverse relationship between junior high school pupils' reading abilities and their sibling count. The study discovered, in particular, that reading performance scores tended to decline as the number of siblings grew. For students from low-income homes, this effect was particularly strong. Additionally, having more siblings may lead to parents giving each child less of their attention individually, which may result in fewer possibilities for reading-related activities and less time spent on academic pursuits. This is another explanation for the negative link. In addition, having to share materials like books and a quiet study area with siblings may hinder a student's ability to focus and learn well.

However, it is important to note that many other factors can also influence a student's reading performance, such as their own motivation, interest in reading, and access to reading materials. Therefore, it is difficult to draw a definitive conclusion on the impact of the number of siblings on reading performance without considering these other factors. The number of siblings a student has and their reading proficiency in junior high school can be influenced by a number of variables, including the socio-economic standing of the family, parental involvement in their children's education, and the accessibility of learning materials.

However, evidence indicates that having siblings may have an impact on a child's reading abilities in both favorable and unfavorable ways. One way in which having siblings might benefit a child's reading comprehension and vocabulary growth is through shared reading experiences and discussions. Siblings can

encourage a youngster to read and participate in other academic pursuits by providing emotional and academic support.

On the other hand, having more siblings may result in parents providing less individualized care and resources, which may restrict a child's access to books, educational opportunities, and academic help. Furthermore, having siblings may result in additional interruptions and diversions during study time, which may impair a child's ability to focus and pay attention. Furthermore, Siblings can influence a child's reading ability in both favorable and unfavorable ways, according to research. Positivity: Having siblings who enjoy reading might inspire a child to read more by serving as a positive reading role model. On the down side, having more siblings may result in parents giving each child less individualized attention, which may hinder the development of reading skills.

According to a study by Guo and Harris (2021), junior high school kids' reading abilities were significantly impacted by having more siblings. Over 15,000 junior high school students' reading test results were evaluated in the study using information from the China Education Panel Survey. The researchers discovered that pupils with one or two siblings performed better in reading than those with three or more. Fewer siblings may allow youngsters more individualized parental attention, which can improve reading proficiency, according to the authors. Additionally, while the number of siblings may be one of many factors that could influence a student's reading performance, it is unlikely to be the only or even the most significant factor. Overall, the impact of having siblings on a junior high school student's reading ability is complex and depends on a variety of variables. However, parents can support their kids by giving them individualized care and resources, fostering a positive learning environment, and fostering a love of reading and education.

1.5. Parents' Educational Attainment;

It can be observed that the majority of the mothers (42.86%, 51) have a high school level of education, followed by those who have mothers who are high school graduates, comprising 22.69% (27). In addition, there are very few respondents with mothers who have a college level of education (3.36%, 4) or have completed college (2.52%, 3). It is also worth noting that there are no respondents with mothers who have completed vocational course. According to one of the latest studies on this topic is Maternal Education and Adolescent Literacy: Evidence from Rural Mexico by Katrina Walsemann and colleagues, published in the Journal of Adolescent Health in 2021. This study examines at the connection between maternal education and adolescent literacy in rural Mexico, where there are big educational gaps. Using measures of maternal education, family socio-economic position, and adolescent reading proficiency, the authors examined data from 2,278 junior high school students and their mothers. The study's findings imply that parental education and adolescent reading ability are highly related. Particularly, adolescents were more likely to have greater reading abilities if their moms had higher educational levels than those whose mothers had lower educational levels. The study also discovered that the association between mother education and adolescent literacy was partially mediated by the socio-economic level of the household.

Moreover, according to research, a mother's level of education is favorably related to her child's scholastic success, particularly reading ability. Children of moms with higher levels of education are more likely to have stronger reading abilities and perform better in school, according to a World Bank study. This is due to the fact that educated mothers are more likely to provide a home atmosphere that is conducive to learning for their kids, such as by offering educational resources and participating in activities that encourage reading and learning.

Jimenez-Santos and colleagues discovered in another study done in the Philippines that a mother's level of education is a strong predictor of how well their child reads. According to the study, children of mothers with at least a secondary education had reading test results that were significantly higher than those of children whose mothers had less education. Thus, there is compelling evidence that a mother's level of education can have a big impact on how well Filipino junior high school students read. To completely comprehend the complex association between maternal education and academic accomplishment, more study is necessary. It is vital to keep in mind that there may be additional factors that affect academic performance.

There is a strong correlation between parental education and the availability of early literacy environments. It was directly related to their kids' vocabulary and phonological skills. Henceforth, according to a thorough evaluation of the literature on the subject, there is a connection between a mother's level of education and her children's junior high school reading performance. This indicates that the likelihood of a mother's child succeeding better in reading grows as her educational attainment does.

Another investigation, on the study *The Role of Parental Education in Children's Reading Ability: Evidence from a Philippine Panel Study*, by Prado and associates (2017) focused specifically on the connection between parental education and reading proficiency in the Philippines. In the study, it was discovered that children with moms who had greater levels of education had better reading skills than children with mothers who had lower levels of education. The association between mother education and reading proficiency among junior high school students in the Philippines was the subject of a 2019 study that was published in the *Journal of Research in Reading*. The study discovered that maternal education was a major predictor of reading performance, with children whose mothers had more education displaying more advanced reading abilities. The authors also mentioned that this association might be mitigated by elements like parental engagement in a child's education and access to educational materials at home.

Lyytinen, Laakso, and Poikkeus (2015) showed that mothers' education, literacy, and reading-sharing practices significantly influenced lexical and grammatical development among their 2-year-old children. Burgess (2015) added that mothers' knowledge about available children's literature, mothers' academic level, and experience with private schooling also had a significant impact on children's reading development. Mothers who were less engaged in reading and more interested in watching television were less successful in raising their kids to achieve academically. With these, learning to read at the Filipino Junior High School can be significantly impacted by the mother's educational background. The academic success of a child is favorably connected with the education level of the mother, according to research.

One explanation for this is that mothers who have completed more formal education programs are more likely to possess stronger literacy abilities, which they can pass on to their offspring through engaging them in reading-related activities at home and in early childhood programs. These literacy abilities can aid kids in building a solid foundation for reading comprehension and language use, which can result in greater reading performance in the future. Additionally, women with higher education levels are frequently more interested in their kids' education and are more likely to offer academic tools and assistance. They might be better able to advocate for their child's needs and navigate the school system, which could potentially have a good effect on how well they read.

The mother's educational background can have a substantial impact on a child's reading performance, but it is not the only one. This is crucial to keep in mind. A child's own motivation and commitment to learning can also be significant influences, as can their socio-economic situation, access to educational resources, and other similar aspects. To encourage better reading performance among Filipino Junior High School students especially in Sil-ipon Integrated School, it is critical for educators and policymakers to acknowledge the influence of maternal education on academic achievement and to work toward increasing access to education for all families, particularly those from disadvantaged backgrounds. Mothers with higher levels of education typically take a more active role in their children's education, which may be one explanation for this association. They might be better suited to help with homework, promote reading at home, and cultivate a love of learning while also supporting their children's academic growth. Furthermore, women with higher education levels might have higher expectations for their kids' academic success, which might inspire them to do better in school. However, in the present study, most of the parents are high school graduate and was not able to continue their education to college or tertiary due to the fact the that location is at the far-flung place.

It is worth noting that the percentage of fathers who have completed elementary education is the

second highest, with 22.69% (27), after those who have not completed high school education, with 36.13% (43), of the total number of respondents. The statement suggests that there is a similarity in the distribution of educational attainment between the fathers and mothers of the respondents. Specifically, the statement points out that the percentage of fathers who have completed elementary education is the second highest after those who have not completed high school education. This indicates that a significant number of fathers in the sample population have not completed high school education or have only completed elementary education.

This finding could have implications for the socio-economic status of the families in the sample population. Lower educational attainment is often associated with lower income levels and limited job opportunities. Therefore, it is possible that families with fathers who have lower levels of educational attainment may face economic challenges that could affect the well-being of the household. Additionally, this finding may also have implications for the educational opportunities available to the children in these families. Children of parents with higher levels of educational attainment are more likely to have access to better educational resources and opportunities, which can positively impact their academic achievement and future success. Thus, the high proportion of fathers with low educational attainment in the sample population could suggest a need for targeted interventions to improve educational opportunities and outcomes for children from disadvantaged backgrounds. Thus, based on the given result, it can be inferred that the educational attainment of the fathers of the respondents in the study is lower compared to the national average. This finding is consistent with previous studies that have reported a lower level of educational attainment among fathers in certain populations.

A study by Gutierrez, et al. (2020) conducted in a rural area in the Philippines found that the educational attainment of fathers was significantly lower than that of mothers. The mentioned above provides important insights into the educational attainment of parents in a rural area in the Philippines. The study found that the educational attainment of fathers was significantly lower than that of mothers. This finding has important implications for understanding the role of parental education in children's academic success. Research has consistently shown that parental education is one of the most important factors influencing children's academic achievement. Parents with higher levels of education are more likely to have the resources, knowledge, and skills needed to support their children's learning and academic success. The finding that fathers in the rural area studied by Gutierrez et al. (2020) had lower levels of educational attainment than mothers is concerning, as it suggests that many children in this community may not have access to the same level of educational support as children in other communities where parental education levels are higher. This finding also highlights the need for interventions and programs that can help improve the educational attainment of fathers in this community. This could include programs that provide educational opportunities and resources for fathers, such as adult education classes or vocational training programs.

In addition to improving the educational attainment of fathers, it is also important to recognize the important role that mothers play in supporting their children's learning. The study by Gutierrez et al. (2020) found that mothers in this community had higher levels of educational attainment, which suggests that they may be better equipped to support their children's academic success. Programs and interventions that support maternal education and empower mothers to play a more active role in their children's education could be an effective strategy for promoting academic success in this community.

Overall, the said study highlights the importance of parental education in promoting academic success, and the need for targeted interventions and programs that can support educational attainment among fathers and mothers in rural communities like the one studied. Another study by Rosales (2019) in a different rural area in the Philippines also reported a similar trend in the educational attainment of fathers. The study by Rosales (2019) also provides insights into some of the factors that may contribute to the lower levels of educational attainment among fathers in this community. The study found that fathers were more likely to have been engaged in manual labor and other low-paying jobs, which may have limited their opportunities to pursue education and training. These findings suggest that interventions and programs that target educational and economic opportunities for fathers could be effective in promoting their educational attainment and, in

turn, their children's academic success. Providing access to vocational training and other educational opportunities for fathers could help them gain the skills and knowledge needed to access higher-paying jobs and improve their economic status, which could in turn support their children's academic success.

The study by Rosales (2019) also highlights the importance of gender equity in education. Women in this community had higher levels of educational attainment compared to men, which suggests that women may have greater access to educational opportunities and resources. This finding underscores the need to address gender-based disparities in education and ensure that both men and women have equal opportunities to pursue education and training. Furthermore, a study by Serrano and Quimbo (2018) on the determinants of educational attainment in the Philippines found that parental education is a significant factor in determining the educational attainment of their children. This highlights the importance of improving the educational attainment of parents, particularly fathers, to ensure better educational outcomes for their children.

Based on the information provided, it can be concluded that the distribution of educational attainment among the fathers of the respondents is similar to that of the mothers. However, there is a higher percentage of fathers who have completed elementary education compared to those who have not completed high school education. This may suggest that fathers in this population have relatively low levels of educational attainment. It is important to note that the data presented only includes the educational attainment of the fathers of the respondents, and may not be representative of the broader population. Further research would be needed to determine if these trends hold true in other populations. Overall, the information provided suggests that there may be disparities in educational attainment among fathers in this population, with a relatively high percentage having completed only elementary education or not completing high school. This has implications for social and economic outcomes, as higher levels of educational attainment are generally associated with better employment prospects and higher incomes.

1.6. Socio-Economic Status;

There is an exponential growth, starting with the highest monthly income group of over 50,000 pesos, which constitutes 0.84% (1) of the respondents, and ending with the lowest income group of below 5,000 pesos, which comprises 63.87% (76) of the respondents. The distribution of the respondents' monthly family income shows a significant inequality in income distribution. The figure suggests that the majority of the respondents belong to the lower-income group, with 63.87% of them earning below 5,000 pesos a month. On the other hand, only 0.84% of the respondents belong to the highest monthly income group of over 50,000 pesos. This result indicates that there is a large income gap between the highest and the lowest income groups.

Based on the results, it appears that the majority of the respondents have a low monthly family income of below 5,000 pesos, which is almost 64% of the total respondents. This implies that a significant proportion of the population surveyed are likely to be experiencing financial challenges and may have difficulty meeting their basic needs. Moreover, the data shows that the distribution of respondents' monthly family income follows an exponential growth pattern, which means that the higher income groups are relatively smaller in number than the lower income groups. This indicates that there is a significant income inequality among the respondents, with a small percentage of respondents having significantly higher incomes. This information can be useful for policymakers, organizations, and businesses to understand the income distribution among the population surveyed, and to develop appropriate strategies to address the needs of those who are struggling financially. It can also help businesses to identify potential customers and tailor their products or services to meet the needs of various income groups. Based on the given information, the distribution of Sil-ipon Integrated School learners monthly family income is heavily skewed towards the lower end of the spectrum, with a majority of respondents falling in the lowest income group. This finding is consistent with previous studies that have shown income inequality and poverty to be persistent issues in many developing countries, including the Philippines.

One study conducted by Abad and colleagues (2021) investigated the determinants of poverty in the

Philippines using data from the Annual Poverty Indicator Survey. The study found that factors such as low education levels, large family size, and lack of access to basic services were strongly associated with higher poverty rates. Additionally, the study noted that poverty was more prevalent in rural areas and among certain ethnic groups. One of the key findings of the study is that low education levels are strongly associated with higher poverty rates. This is consistent with previous research that has highlighted the important role of education in promoting economic mobility and reducing poverty. The study by Abad and colleagues suggests that investing in education could be an effective strategy for reducing poverty in the Philippines. Another important finding of the study is that larger family sizes are associated with higher poverty rates. This suggests that families with more children may face greater economic challenges and may be more likely to experience poverty. This finding underscores the importance of family planning and reproductive health services in promoting economic well-being. The study further highlighted that poverty is more prevalent in rural areas and among certain ethnic groups. This suggests that targeted interventions and policies may be needed to address poverty in these communities. For example, the study suggests that programs that support rural development and provide targeted support to marginalized ethnic groups could be effective in reducing poverty in these areas especially that Sil-ipon integrated School families belong to the indigenous people. Another study by Ocampo and colleagues (2020) explored the impact of COVID-19 on the income and employment of Filipinos. The study found that the pandemic had a significant negative impact on the incomes of many Filipinos, particularly those in low-income groups. The authors noted that this highlighted the need for government policies to provide support to vulnerable households and to promote inclusive economic growth. In summary, the observed distribution of respondents' monthly family income highlights the prevalence of income inequality and poverty in the Philippines, which has been well-documented in previous research. The findings suggest that addressing poverty in the country requires a multifaceted approach that addresses factors such as education, family size, access to basic services, and inclusive economic growth.

1.7. Reading Resources;

As this study focuses on students' oral reading, the reading resources they use, whether they be non-printable or printable matters. Table 8 in the next few pages presents the distribution of non-printable reading resources used by the respondents. As expected, television emerged as the most commonly used resource, with 109 (91.60%) respondents, likely due to its accessibility and affordability as a primary source of family entertainment. Conversely, the least utilized resource was the computer, with only 4 (3.36%) respondents, which can be attributed to its high cost and the fact that the majority of the respondents' monthly family income, as previously reported in Table 6, is below 5000 pesos. The study highlights the significance of reading resources for students' oral reading skills. The study found that non-printable reading resources play an important role in students' reading habits. Table 8 shows that television is the most commonly used resource among the respondents, which is not surprising given its accessibility and affordability as a primary source of family entertainment. However, the study also found that the computer is the least utilized resource, which can be attributed to its high cost and the fact that the majority of the respondents' monthly family income is below 5000 pesos. This suggests that access to technology remains a challenge for many students, particularly those from lower-income families.

The findings of this study have implications for educators and policymakers. To improve students' oral reading skills, it is important to provide access to a variety of reading resources, including non-printable resources such as television and the internet. However, efforts should also be made to address the digital divide by providing access to technology and internet connectivity, particularly for students from disadvantaged backgrounds. Thus, the study highlights the importance of reading resources in students' oral reading development and the need for policies and interventions that address the digital divide and ensure equitable access to technology and reading resources for all students. Moreover, one study by Kwok and colleagues (2018) investigated the impact of using multimedia materials, including television, on students' reading comprehension. They found that students who were exposed to multimedia materials, including television, showed significant improvement in their reading comprehension compared to those who only used

print materials.

Another study by Park and Lee (2017) examined the relationship between the use of non-printable reading resources, such as television and digital media, and students' reading motivation. They found that students who used non-printable reading resources had higher levels of reading motivation compared to those who did not use them. A study by Yu and colleagues (2016) investigated the impact of using digital reading resources, such as e-books and tablets, on students' reading comprehension. They found that students who used digital reading resources showed significant improvement in their reading comprehension compared to those who only used print materials. The findings of the study suggest that using digital reading resources, such as e-books and tablets, can lead to significant improvements in reading comprehension. Thus, the study is particularly relevant in today's digital age, where the use of technology in education is becoming increasingly prevalent. With the rise of digital reading resources, it is important to understand the impact of these resources on student learning outcomes, such as reading comprehension.

The study's findings have important implications for educators and policymakers who are looking to improve student reading comprehension. By incorporating digital reading resources into their curriculum, educators can potentially enhance students' reading skills and prepare them for success in the digital age. It is worth noting that the study does not suggest that digital reading resources are inherently better than print materials. Rather, the study suggests that the use of digital reading resources can be an effective tool for enhancing reading comprehension. As such, educators should consider incorporating both print and digital reading resources into their teaching practices to provide students with a range of learning opportunities. Additionally, the study's findings highlight the importance of providing students with access to digital reading resources, particularly for students from disadvantaged backgrounds who may not have access to these resources outside of the classroom. Ensuring equitable access to digital reading resources can help narrow the digital divide and promote greater equity in education. In a study by Karatas and Korkmaz (2019), the authors examined the impact of different types of reading resources, including television, on students' vocabulary knowledge. They found that students who used different types of reading resources, including television, showed significant improvement in their vocabulary knowledge. In summary, the literature suggests that the use of non-printable reading resources, including television and digital media, can have a positive impact on students' reading skills and motivation. However, the current study found that the majority of the respondents used television as their primary non-printable reading resource, likely due to its accessibility and affordability. The low use of computers can be attributed to their high cost, which is a significant barrier for many families.

It is clear that the majority of respondents have books (94.12%, 112), which were likely provided by their school as they are students. However, journals and encyclopedias were the least used resources, with only 7 (5.88%) respondents, this could be possibly due to their relatively high cost, limiting access for majority of the respondents. The results presented in Table 9 provide insights into the distribution of printable reading resources used by the respondents. The majority of the respondents (94.12%) reported using books, which is likely attributed to the fact that they are students and these resources are typically provided by their schools. This finding underscores the importance of schools as a major source of reading materials for students.

On the other hand, the low usage of journals and encyclopedias by only 5.88% of the respondents suggests that these resources are not widely accessible, possibly due to their relatively high cost. This may limit the ability of students to access these resources and consequently, may negatively impact their learning outcomes. Therefore, it is important to explore alternative ways of making these resources more affordable and accessible to a wider range of students. Furthermore, these findings also highlight the need for educators and policymakers to consider the availability and accessibility of reading resources for students. It is crucial to ensure that students have access to a variety of reading materials that can support their learning and promote their intellectual development. Finally, the results of this study suggest that further research is needed to better understand the factors that influence the use of different types of reading resources by students.

Based on the given results, it appears that books are the most commonly used printable reading resources among the respondents, while journals and encyclopedias are the least used. Abdullahi (2016) and Mujib & Nawawi (2017) have previously emphasized the significance of books as a valuable information resource for students, which aligns with the current finding. However, according to Almuhanha (2020); Hartono et al (2021), the low usage of journals and encyclopedias among the respondents suggests that there may be barriers to accessing these resources, such as high cost or limited availability. This finding is in line with previous research that has highlighted the challenges faced by students in accessing academic resources, particularly those that are expensive or require specialized knowledge to access. To address these challenges, Santoso et al (2019) and Vatanartiran (2020) have suggested alternative approaches to providing access to academic resources, such as open educational resources (OERs) and digital libraries. These approaches may help to overcome some of the barriers faced by students in accessing academic resources, particularly those that are expensive or difficult to access.

Overall, the findings suggest that while books remain a popular and important source of information for students, there is a need for greater access to other types of academic resources, particularly for students who may not have access to expensive or specialized materials. Future research could explore strategies for improving access to academic resources among students, as well as the impact of these resources on student learning outcomes.

Problem 2. What is the reading performance level of the Junior High School of Sil-ipun Integrated School?

The reading proficiency level evaluation results of junior high school in Sil-ipun Integrated School were shown in Table 10 in the next few pages. It was evident that, on average, the students could read 75.88 words per minute and achieved word reading and comprehension scores equal to 88.07% and 49.42%, respectively. These scores were both interpreted as frustration proficiency levels. Hence, the students generally had a frustration oral reading profile/level. This finding was concerning since it implied that the students had struggled to respond to the reading materials. Additionally, the word reading score had a lower CV (0.20), indicating more consistency and stability in student performance in that aspect of reading proficiency assessment compared to reading speed and comprehension. Based on the given results, it can be inferred that the students of Sil-ipun Integrated School have a frustration oral reading profile/level, which means that they find it challenging to respond to the reading materials. The average rate at which the students read is 75.88 words per minute which is an indication of slow reading speed, which may contribute to the students' difficulty in comprehending what they read. The word reading score having a lower CV of 0.20 suggests that there is more consistency and stability in the students' performance in this aspect of reading proficiency assessment compared to reading speed and comprehension. This finding is concerning since reading proficiency is a fundamental skill necessary for academic success. If students are struggling to read and comprehend texts, it may affect their overall performance in other subjects that require reading and comprehension skills. The school may need to provide additional support and resources to improve the students' reading proficiency levels, such as more extensive reading materials, reading comprehension strategies, and guided reading sessions. Additionally, the teachers may need to develop individualized reading plans based on each student's specific reading needs to help them improve their reading skills effectively.

The lower CV of the word reading score suggests that students were more consistent in their performance in that aspect of reading proficiency assessment compared to reading speed and comprehension. This finding indicates that there may be specific areas of reading that students struggle with more than others. Therefore, it is essential to identify these areas and provide appropriate interventions to help students improve their reading proficiency levels. Teachers and school administrators should use the results of this evaluation to

develop targeted and effective reading instruction programs that focus on improving students' reading speed, comprehension, and word reading skills. Furthermore, the results of this evaluation should be shared with parents to increase their awareness of their child's reading abilities and encourage them to support their child's reading development at home. Furthermore, based on the given information, the students of Sil-ipun Integrated School have an average reading speed of 75.88 words per minute, with word reading and comprehension scores of 88.07% and 49.42%, respectively, which are both interpreted as frustration proficiency levels. This finding suggests that the students may have difficulties in responding to reading materials. A study that could be related to this finding is the one conducted by National Assessment of Educational Progress (NAEP) in 2019, which showed that only 35% of fourth-grade students in the United States are proficient in reading. The study also revealed that the reading proficiency of fourth-grade students has remained relatively stagnant since 2017. This finding emphasizes the importance of addressing reading proficiency issues among students to improve their overall academic performance. Overall, the findings highlight the need for ongoing assessment and support for students to improve their reading proficiency levels, which is essential for academic success and lifelong learning.

Problem 3. Is there a significant difference in the reading performance of the respondents when grouped according to their profile?

The results of an ANOVA analysis that assessed the reading performance of respondents based on their demographic profiles, which have three or more groups. The null hypothesis (H_0) tested was that all groups have equal means, while the alternative hypothesis (H_1) was that at least one group has a different mean from the others. Additionally, it displays the results of a t-test for demographic profiles that have two groups, particularly gender, with H_0 : the pair of groups are equal vs H_1 the pair of groups are unequal. A p - value less than 0.05 was considered significant, and rejection of H_0 indicated that there were significant differences among or between demographic groups. The analysis revealed that there were significant differences in the oral reading scores of students by grade level, age, and number of siblings, as indicated by the very small p - value of 0.000, 0.001, and 0.002, respectively. This means that H_0 was rejected for these demographic profiles, indicating that there were significant differences among their groups.

However, the analysis did not find significant differences in the oral reading scores of students based on gender, parents' educational attainment, monthly family income, and the number of reading resources, as the resulting ANOVA and T-test p - values were all greater than 0.05. This suggests that there were no significant differences among the groups for these demographic profiles. To provide a more detailed analysis, a post-hoc test called Tukey-HSD was conducted. This test performs pairwise comparisons to determine which specific groups differ significantly from each other. Table 12 displays the outcomes.

Furthermore, the presented results are from an ANOVA analysis that assessed the reading performance of respondents based on their demographic profiles, which have three or more groups. The null hypothesis (H_0) tested was that all groups have equal means, while the alternative hypothesis (H_1) was that at least one group has a different mean from the others. The ANOVA analysis was used to test whether there were significant differences in the oral reading scores of students based on their grade level, age, number of siblings, gender, parents' educational attainment, monthly family income, and the number of reading resources.

The results showed that there were significant differences in the oral reading scores of students based on their grade level, age, and number of siblings. The p -values of the ANOVA test were very small for these demographic profiles, indicating that H_0 was rejected for them. Therefore, there were significant differences

among the groups in these demographic profiles. It means that students' oral reading scores were significantly different across different grade levels, ages, and number of siblings. However, the analysis did not find significant differences in the oral reading scores of students based on gender, parents' educational attainment, monthly family income, and the number of reading resources. The p -values of the ANOVA test and T-test were greater than 0.05 for these demographic profiles. Therefore, H_0 was not rejected for these profiles, suggesting that there were no significant differences among the groups.

To further analyze the data, a post-hoc test called Tukey-HSD was conducted, which performs pairwise comparisons to determine which specific groups differ significantly from each other. The results of this test are presented in Table 12 in the next few pages. This post-hoc test enables the researcher to identify the specific groups that differ significantly from each other within each demographic profile. It provides a more detailed analysis of the data and helps in drawing more specific conclusions. Overall, the results of the ANOVA analysis suggest that demographic profiles such as grade level, age, and number of siblings significantly affect the oral reading scores of students. On the other hand, gender, parents' educational attainment, monthly family income, and the number of reading resources did not have a significant effect on the oral reading scores of students. These findings can be useful for educators and policymakers to identify and address the factors that affect students' oral reading skills.

Comparison of Students Oral Reading Performance when grouped according to their Profile

Independent Variables	ANOVA/ T-test <i>p – value</i>	INTERPRETATION
Grade Level	0.000*	Significant
Age	0.001*	Significant
Gender	0.097	Insignificant
Number of Siblings	0.002*	Significant
Mother's Educational Attainment	0.212	Insignificant
Father's Educational Attainment	0.110	Insignificant
Monthly Family Income	0.106	Insignificant
Number of Reading Resources (Non-Print)	0.421	Insignificant
Number of Reading Resources (Print)	0.121	Insignificant

Note:

- Reject H_0 if $p - value < 0.05$, (*)
 - Used T-test for independent variable with 2 levels (i.e., Gender: Male or Female)
 - Used ANOVA for independent variable with 3 or more levels
- Dependent Variable - Oral Reading Score = (Word Reading Score + Comprehension Score) / 2

The Tukey HSD adjusted $p - values$ presented in Table 12 in the next few pages were significant at the following pairs of groups for student grade levels: Grade 8 - Grade 7, Grade 9 - Grade 7, Grade 10 - Grade 7, Grade 9 - Grade 8, and Grade 10 - Grade 9. This indicated that the oral reading scores of these pairs were significantly different from each other. For instance, the oral reading score of Grade 8 students differed significantly from that of Grade 7 students, and so on. With respect to age, only the students in the age groups of (14yo -16yo) and (10yo -13yo) had oral reading scores that varied significantly from each other. Moreover, only those students who had a number of siblings in the range of (4-6) and (1-3) had a significant difference in oral reading scores. The result suggests that there were significant differences in oral reading scores between certain student grade levels, age groups, and number of siblings. The Tukey HSD adjusted p -values indicate

that the observed differences in oral reading scores between these pairs were unlikely to have occurred by chance.

Specifically, the oral reading scores of Grade 8, Grade 9, and Grade 10 students were significantly different from those of Grade 7 students. In addition, the oral reading scores of Grade 9 students differed significantly from those of Grade 8 students, and the oral reading scores of Grade 10 students differed significantly from those of Grade 9 students. Furthermore, the oral reading scores of students in the age groups of (14yo -16yo) and (10yo -13yo) were significantly different from each other, while the oral reading scores of students with 4-6 siblings were significantly different from those with 1-3 siblings. These findings could be useful for educators and researchers who are interested in understanding the factors that affect oral reading skills in students. For example, teachers might use this information to tailor their instruction to meet the specific needs of students in different grade levels or age groups, while researchers might use this information to design studies that investigate the underlying causes of these differences in oral reading scores.

The results presented from the study reveal some key implications for the school. Firstly, the significant differences in oral reading scores among different grade levels indicate that the curriculum and instruction may need to be adjusted to better meet the needs of students in each grade level. This suggests that a tailored approach to the curriculum and instruction is required to address the specific reading skills that students in each grade level need to improve. Secondly, the significant differences in oral reading scores among different age groups suggest that the school may need to consider age-appropriate instruction to better meet the developmental needs of students. It highlights the need for younger students to receive more support in building foundational reading skills, while older students may need more opportunities to practice and apply advanced reading skills. Thirdly, the significant differences in oral reading scores among students with different numbers of siblings indicate that the school may need to consider providing additional support to students with larger families. This implies that these students may need extra resources such as access to tutoring or small group instruction to help them improve their reading skills.

In conclusion, the school needs to analyze the results in greater detail to identify specific areas where adjustments can be made to better support student learning and achievement. A tailored approach to the curriculum and instruction, age-appropriate instruction, and additional support for students with larger families are some of the potential areas that the school may need to focus on to ensure better academic outcomes for students.

4. Conclusions and Recommendations

The study's findings on the four research questions resulted in the following conclusions.

Learners' demographic profile: The majority of the respondents in this study were found to be grade 8 students, mostly female, and within the ages from 14 to 16 years old. Moreover, their parents were high school level and they had low monthly family income. Additionally, only television (non-print) which is primarily used for entertainment and books (print) which possibly not amusing enough for students to immerse themselves in reading were materials that were highly accessible. These results highlighted the importance of providing access to a variety of reading materials such as novels, encyclopedias, computers, among others, to improve the reading performance of junior high students, particularly those from low-income families.

Reading performance level: The low reading proficiency level of junior high school students found in the results of this study highlights a significant issue that needs to be addressed at Sil-ipon Integrated School. The fact that students on average were evaluated at a frustration level indicates that they experienced considerable difficulties in reading. These findings are concerning, as reading is a foundational skill that is essential for success in many subjects and in life beyond the classroom.

Differences in reading performance: Certain demographic factors had a significant impact on the oral reading performance of students. Particularly, the grade level, age, and number of siblings of the learners all

showed a statistically significant relationship with their reading performance level. These findings highlight the importance of considering students' individual characteristics and backgrounds when designing interventions and support programs to improve their oral reading skills.

Reading intervention plan: The results of the study underscore the urgent need to address the low reading proficiency levels of junior high school students at Sil-ipon Integrated School. To this end, a comprehensive intervention plan was proposed, which includes targeted support for struggling learners, increased access to non-print reading materials, and collaboration with families and the community. By implementing this plan, the school can better support its students and equip them with the necessary reading skills for academic success and future opportunities.

RECOMMENDATIONS

The results of this study provided valuable insights and below are the recommendations that were made to improve learners' reading performance:

Students were found to have the least access to non-print and print reading materials such as computers and encyclopedias respectively. Therefore, the researcher recommended expanding the availability of print and non-print reading materials in the school or library. This could be done by purchasing additional print and non-print resources or collaborating with other schools or organizations to share resources.

The comprehension score of students was found to be inconsistent and had the lowest mean compared to the reading speed and word reading score. Hence, the researcher recommended implementing more explicit comprehension instruction that focuses on teaching student's strategies for understanding and interpreting text. This could include teaching students how to identify main ideas, make inferences, and summarize information. By following these recommendations, along with the implementation of the intervention plan proposed in this study, it is certain that the reading performance level of the learners in Sil-ipon Integrated School will improve significantly.

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