

# IP Pupils' Reading Performance in Filipino: Basis for Reading Intervention Plan

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## Abstract

This study sought to determine the pupils' demographic profile as to their tribal group, parent's highest educational attainment, and family's average monthly income; identify the pupils' reading comprehension performance in Filipino categorized as Independent, Instructional, and Frustration; find the relationship between the demographic profile of IP pupils and their reading performance in Filipino; and craft a reading intervention plan based on the result of the study. The study made use of the descriptive correlational research design which included quantitative method in the analysis of data gathered. In organizing the data, this study also used frequency and percentage distribution and Pearson Product-Moment Correlation Coefficient to determine the relationships between the demographic profile of IP pupils and the extent of reading performance in Filipino. Results revealed that there are more Higaonon than Manobo among the respondents. More of them are in Instructional level in their reading performance and second which ought to be given attention are in the Frustration level. Pupils' demographic profile and reading performance were found to be significant and correlated. With this result, an Intervention Program is introduced in this study to improve the reading comprehension of the IP pupils and the teaching-learning process of teachers. Demographic profile of the IP should not be the hindrance for pupils reading performance. May it Higaonon or other tribal group, it is helpful to implement Reading Intervention Plan in their respective schools.

Keywords: *IP, demographic profile, Reading performance, Intervention Program*

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## 1. Introduction

Reading Intervention is a program, supplementary to an existing curriculum, is given to pupils with the basic goal of raising their reading proficiency. The main goal of reading intervention is to help learners build their self-esteem by teaching them effective reading and writing techniques. Meanwhile, in assessing reading skills and challenges, *the implementation of the Philippine Informal Reading Inventory (Phil-IRI) program is mandated by the Department of Education (DepEd) for implementation in schools as an assessment tool in determining the performance of pupils in reading proficiency (Abril et al., 2022). This program was first implemented in school year 2011-2012 by then Bureau of Elementary Education, now Bureau of Learning Delivery.*

Subsequently, many elementary pupils in the Philippines struggle with reading and comprehension in other disciplines as well as in Filipino. The Department of Education takes its move in the terrible dilemma in reading through the reading program like Parents Assistance in Reading (PAIR). This program attempts to improve students' reading abilities; encourage pupils' interest in reading in order to increase their reading proficiency and broaden their horizons; and provide willing and cooperative parents with the necessary trainings and seminars (Lumapenet & Andoy 2018).

This study is bounded on the concept of legal groundwork of D.O. 14. 2018 which mandates the guidelines on the Revised Philippine Informal Reading Inventory (PHIL-IRI) used as a classroom-based assessment tool aims to measure and describe the pupils' reading performance. Information obtained from the assessment can help teachers create and deliver effective reading teaching instruction for their pupils.

Indigenous Filipinos are one of the numerous indigenous peoples (IP) who have experienced the terrible devastation of their residences, the intrusion of settlers into their ancestral lands, and retreats to areas far from basic social services. Approximately 110 ethnic tribes live in the Philippines. With regard to education, the IP are among those with the lowest literacy rates. Serving their needs in remote places is challenging, because standard educational programs fail to take into account their cultures, languages, and current situations.

In an effort to address these difficulties, the Department of Education in the Philippines has recently adopted the Indigenous Peoples Curriculum Education Framework (DepEd Order No. 32, s. 2015) as a guide for IP educators in developing “culturally appropriate and responsive” curricula, lesson plans, instructional materials, and teaching methods. There are tribal groups in Mindanao that are mostly dominant specifically in the mountains of Gingoog, Agusan, and Bukidnon. Tribal groups like Higaonon and Manobo are the two common tribes present in the hinterlands of North III, Gingoog City.

This study attempted to determine the impact of demographic characteristics of IP pupils on the reading performance in Filipino in the schools of North III District of Gingoog City Division and their reading performance based on the PHIL-IRI assessment tool in Filipino and will serve as a basis in crafting a reading intervention program based on the results gathered to the extent on the benefit to improve and develop the reading skills of the Indigenous People (IPs). It is in the light of the considerations above-mentioned; the researcher is driven to conduct the study on the benefits on the use of the IP pupils’ reading comprehension performance in Filipino in North III, Division of Gingoog City to determine the basis in crafting a reading intervention program.

This study was bounded on the concept of Theory of Student Involvement of Alexander Astin as cited by Boscarino-Green (2019), which described how desired institutional outcomes were perceived in relation to how students adapt and grow as a result of involvement in co-curricular activities.

Bronfenbrenner’s Ecological Systems was the paradigm of this study. The ecological theory of human development emphasizes the contextual interrelationships that exist between individuals, families, the physical environment, the community, and the cultural norms and values of a society. Each of these relationships exerts contextual influence on the individual and is depicted by concentric circles embedded within one another.

PHIL-IRI or known as Philippine Informal Reading Inventory is a program that was first implemented in 2011. It aims to evaluate the reading abilities and challenges of Filipino students. It is a classroom-based assessment tool to measure and describe the reading and listening comprehension of pupils.

This research was also buttressed by the RA 10533 on the contextualization of schools and with accordance also with the D.O.62, s. 2011 on the framework on adopting the National Indigenous People Education Policy which caters the need of IP pupils as to the delivery of instruction of lessons. This DepEd Order also aligns with the concept of the national program, “Every Child A Reader Program”, that addresses the thrust of Department of Education to make the child a reader at his own grade level. It aims to give elementary pupils the reading and writing strategies they need to become competent early readers and writers.

## **2. Methodology**

The study used the descriptive correlational research design. According to Rillo (2018) it is a purposive process of gathering, analyzing, classifying, and tabulating data about prevailing conditions, practices, processes, trends, and cause-effect relationships and then making adequate and accurate interpretation about such data with or without or sometimes minimal aid of statistical methods. Further, an in-depth study of the problem was conducted using the descriptive design as an investigation, and a variety of data gathering techniques were used. Descriptive research can be used to study the history of a research problem and gather the necessary data for further investigation. Likewise, the study employed a quantitative method in the analysis of data gathered. This was deemed suitable for the study at consideration because this intends to

investigate the pupil's demographic profile with the extent of reading comprehension performance as basis for reading 260 intervention program.

The quantitative data collected were analyzed, interpreted, and computed with the use of statistical procedures. Inferential and simple descriptive statistics such as frequency, percentage, Pearson Product Moment Correlation. Pearson-Product Moment Correlation were utilized to ascertain significant relationship between the pupil's demographic profile and the level of reading comprehension performance.

### 3. Results and Discussion

**Problem 1.** What is the IP pupils' demographic profile as to;

- 1.1 Tribal Group
- 1.2 Parents' Highest Educational Attainment
- 1.3 Family's Average Monthly Income

**Table 1**

*Demographic Profile of IP Pupils*

| Ips Demographic Profile         | Categorization       | f          | %          |
|---------------------------------|----------------------|------------|------------|
| Tribal Group                    | Higaonon             | 165        | 77.46      |
|                                 | Manobo               | 26         | 12.21      |
|                                 | None of the above    | 22         | 10.33      |
|                                 | <b>TOTAL</b>         | <b>213</b> | <b>100</b> |
| Parents' Educational Attainment | College Graduate     | 2          | 0.94       |
|                                 | College Level        | 0          | 0          |
|                                 | Vocational           | 4          | 1.878      |
|                                 | High School Graduate | 43         | 20.19      |
|                                 | High School Level    | 54         | 25.35      |
|                                 | Elementary Graduate  | 49         | 23         |
|                                 | Elementary Level     | 29         | 13.62      |
|                                 | Not Attended School  | 32         | 15.02      |
|                                 | <b>TOTAL</b>         | <b>213</b> | <b>100</b> |
| Family's Average Income         | 9,001.00 and above   | 3          | 1.408      |
|                                 | 7,001.00-9,000.00    | 21         | 9.859      |
|                                 | 5,001.00-7,000.00    | 70         | 32.86      |
|                                 | 3,001.00-5,000.00    | 63         | 29.58      |
|                                 | 1,001.00-3,000.00    | 54         | 25.35      |
|                                 | 1,000.00 and below   | 2          | 0.939      |
|                                 | <b>TOTAL</b>         | <b>213</b> | <b>100</b> |

Table 1 in the previous page, presents the demographic profile of the IP pupils in North III District. Result shows that on Tribal Group profile, out of 213 IP pupils, 165 or 77.46% of them were Higaonon, followed by Manobo which consisted of 26 or 12.21% as the second highest and lastly the IP pupils with no particular tribal group were 22 at 10.33%.

This means that most of the IPs in the North III District, Division of Gingoog City are Higaonon. Additionally, 70 or 42.42% of Higaonon pupils are in Dukdokaan Integrated School which is considered as the school with the highest number of Higaonon pupils, 63 or 38.18% Higaonon pupils are in Balay Ha Tagnauwan Ta Bayungon Elementary School, and 32 or 19.39% Higaonon pupils in Impaluhod Elementary School.

*Gingoog is inhabited by people of different racial aggrupations.* However, the original inhabitants, called Higaonons are spread throughout Misamis Oriental, Agusan del Norte and Sur, Bukidnon, and some parts of Iligan. Moreover, Manobo belong to the original stock of people who came from south China thousand years ago, earlier than Ifugao and other people of northern Luzon. The first Manobo settlers lived in Mindanao– in Camiguin, Cagayan de Oro and some areas of Bukidnon and Misamis Oriental, where Gingoog City belong (Burton 2018).

This implies that the Higaonons have fewer numbers than the Dumagats or lowlanders. But Higaonon is the most common tribe among other tribes in Gingoog. Most of them were now concentrated in the areas of Barangay Kalipay, Eureka, Sio-an, Sitios like Dukdokaan, Minkitamba, Baliguihan, and Impaluhod, and in the neighboring municipalities of Nasipit, Esperanza and Carmen in the Agusan provinces.

On the Parents' Highest Educational Attainment, it can be observed that 54 at 25.35% are parents on high school level which indicates the highest percentage and only 2 at 0.94% are college graduate. This means that most of the parents of the IP pupils have not stepped on to college. Though many have finished high school but it can also be observed that many have not attended school.

This implies that the *Higaonon culture and belief do not specifically advocate for the formal education in schools* as they prefer to gain the basics of Reading, Writing, and Arithmetic because they give higher preference to food sufficiency rather than education (Cuizon 2018), as can be observed in the data presented.

As argued by Davis-Kean (2019) that parent educational attainment contributes a foundation that supports children's academic achievement. Thus, it implies that educational attainment nurtures individuals' social outcomes, promoting active participation in society and stability.

As cited by the Philippine Statistics Authority (PSA), the minimum wage per day in Region X is Php 390.00, or 7,800 monthly as mandated by the new minimum wages rates in Region X Northern Mindanao.

Thus, the third variable denotes that the highest percentage of 32.86% categorized as 5,001-7,000 is the average monthly income of the majority of the families of the IP pupils which indicates lower than the average wage. On the other hand, it can be observed that there are only 2 at lowest percentage of 0.939% falls under 1,000 and below income which means that very few families of IP pupils fall under less than official poverty threshold as defined by the Philippine Institute for Development Studies. As what Crampton and Hall (2018) discussed that social disadvantage and inadequate learning environments might have a negative impact from lower socioeconomic backgrounds.

**Problem 2.** What is the pupil's level of reading comprehension performance in Filipino based on PHIL-IRI Assessment Tool when categorized as to;

- 2.1. Independent
- 2.2. Instructional
- 2.3 Frustration

The reading performance of the pupil is referred to their ability to read and comprehend passages based on the PHIL-IRI Assessment tool. Table 2 shows the frequency and percentage distribution of the pupil's reading performance categorized as Independent, Instructional, and Frustration.

**Table 2***Pupils' Level of Reading Comprehension Performance*

|                                      | <b>Categorization</b> | <b>f</b>   | <b>%</b>   |
|--------------------------------------|-----------------------|------------|------------|
| Reading Comprehension<br>Performance | Independent           | 26         | 12.21      |
|                                      | Instructional         | 113        | 53.05      |
|                                      | Frustration           | 74         | 34.74      |
|                                      | <b>TOTAL</b>          | <b>213</b> | <b>100</b> |

Table 2 displays the frequency and percentage distribution of the reading performance in Filipino of IP pupils. Result shows that 113 at 53.05% of the pupils were rated as Instructional in their reading performance in Filipino. This means that there are many pupils in IP schools that needs assistance and more intervention in reading comprehension. This implies that most number of the pupils in North III District are considered high level in reading at which is not independent but has adequate background for a topic and read text quickly with no or few errors in reading. Thus, guidance by the teacher is required, since the student can only read with support (Araim, 2018). A pupil's instructional reading level is the level at which a pupil needs support from a teacher through interventions and or programs to suffice the necessity of the pupils. These group of pupils under instructional level are well suited for the reading intervention program, especially that they require help in their reading process.

On top of that, it can be observed that 26 or 12.21% were Independent readers which implies that's only few of the pupils of North III district of Gingoog City are able to read independently. Thus, pupils with independent reading level can read alone with ease without having assistance from the teacher (Araim, 2018). On the other hand, 74 fell under Frustration level which can be gleaned that 34.74% of the population have difficulty in reading. This means that IP pupils tend to refuse it and withdrawing himself to read as argued by (Araim, 2018). It can be observed that not majority of the pupils, but several of them were Frustration level readers. This implies that there are also number of pupils in the IP areas that needs extra effort in providing adequate reading interventions. However, it can be difficult to some lower grade level IP pupils to read and comprehend since they have difficulty in grasping words that are not common to their dialect. These pupils require extensive assistance from their teacher and reading coordinators in schools so that they may improve their reading skills.

**Problem 3.** Is there a significant relationship between the IP Pupil's demographic profile and the level of reading comprehension performance in Filipino based on Phil-IRI Assessment Tool?

Demographic profile involves tribal group, parents' highest educational attainment, and family's average monthly income. In contrast, the reading performance can be categorized as Independent, Instructional and Frustration. Table 3 on the next page, displays the test of relationship between the demographic profile and reading performance in Filipino of the IP pupils in North III District.

Table 3 on the next page, shows the Pearson's Correlation Test between the tribal group and their Independent variables such as parents' highest educational attainment and family's average monthly income, and their Dependent Variable which is the Reading Comprehension of the pupils. The test revealed a moderate positive correlation between the tribal group with parents' highest educational attainment and family's average monthly income with 0.52 or 52% and 0.36 or 36% respectively and reading comprehension.

While it shows a strong positive correlation between the Higaonon tribe with their parents' highest educational attainment and family's average monthly income of 0.62 or 62% and 0.66 or 66% respectively, with reading comprehension. Moreover, when one variable changes, the other variable changes in a same direction. Table 3 presents the analysis at the independent variable level by looking at the correlation test holding Dependent variable constant at a time. As can be gleaned from the same table, Independent Variables are significant at 0.05. IPs demographic profile has a significant effect on reading comprehension performance of the pupils.

**Table 3**

*Pearson Correlation Test of Relationship Between the Demographic Profile and*

*Reading Performance in Filipino*

| <b>Tribal Group</b> | <b>Dependent Variable</b>               |                |                |                               |                       |
|---------------------|-----------------------------------------|----------------|----------------|-------------------------------|-----------------------|
|                     | <b>Reading Performance in Filipino</b>  |                |                |                               |                       |
|                     | <b>Independent Variables</b>            | <b>r-value</b> | <b>p-value</b> | <b>Description</b>            | <b>Interpretation</b> |
| <b>Higaonon</b>     | Parent's Highest Educational Attainment | 0.62           | 0.00           | Strong positive Correlation   | Significant           |
|                     | Family Average Monthly Income           | 0.66           | 0.00           | Strong positive Correlation   | Significant           |
|                     | Parent's Highest Educational Attainment | 0.51           | 0.00           | Moderate Positive Correlation | Significant           |
| <b>Manobo</b>       | Family Average Monthly Income           | 0.52           | 0.00           | Moderate Positive Correlation | Significant           |
|                     | Parent's Highest Educational Attainment | 0.52           | 0.00           | Moderate Positive Correlation | Significant           |
|                     | Family Average Monthly Income           | 0.52           | 0.00           | Moderate Positive Correlation | Significant           |
| <b>Others</b>       | Parent's Highest Educational Attainment | 0.36           | 0.00           | Moderate Positive Correlation | Significant           |
|                     | Family Average Monthly Income           |                |                |                               |                       |
|                     |                                         |                |                |                               |                       |

With this, taking it in the coefficient level, IPs demographic profile is a good predictor of the reading comprehension performance of the respondents with a *p* value less than 0.05. Thus, the regression analysis yielded that the null hypothesis test is rejected. With the following findings, a positive linear relationship exists between the variables.

It implies that among the three tribal group, Higaonon tribe has the strongest positive correlation with the reading performance of the pupils. Additionally, the Independent variables such as parents' highest educational attainment and average monthly income under the tribal group Higaonon showed a strong positive correlation with reading comprehension of the pupils. This means that the higher the educational attainment and average monthly income of the parents, the higher reading performance of the pupils. This is also evident as what is cited by Murat (2018) in a parallel study that as the educational status of the parents increased, students' scores of the Program for International Student Assessment (PISA) Reading Skills Test also increased.

Further, factors like demographic characteristics could have an effect on academic productivity (Amparo et al., 2018) and parents' education level could be as predictive as other factors for children's academic achievement (Chen et al., 2018). It has also been discovered that social disadvantage and inadequate learning environments might have a negative impact on pupils from lower socioeconomic backgrounds (Crampton & Hall 2018).

#### 4. Conclusions and Recommendations

This study came up with following conclusions based on the findings of the study:

1. The IP pupils of North III District are mostly Higaonon, and majority of the parents and families of IP pupils are not able to finish a degree and therefore a low earner.
2. Most of the IP learners are Instructional readers and therefore considered an average reader which needs an assistance of the teacher. In addition, several IP pupils also had frustration ratings on their reading comprehension, indicating that they have struggled to read and comprehend context.
3. Pupils' demographic profile and reading performance were found to be significant and correlated. The reading performance in Filipino of the pupils were influenced by their demographic profile. Therefore, their family background and economic status affect their reading performance.
4. A reading intervention plan will be helpful in administering a reading technical assistance to the IP pupils.

On the basis of the findings, the study presented the following recommendations to likely contribute to improving the reading performance of the pupils:

1. May it Higaonon or other tribal group, it is helpful to implement Reading Intervention Plan in their respective schools to improve the reading performance of the IP pupils in this district.
2. The Department of Education, particularly the Filipino Department may continue to implement reading remediations for struggling readers. They are going implement reading intervention plan to cater the needs of pupils in the area of reading and to provide additional contextualized learning and reading materials for IP pupils. The school principal and school administrators are encouraged to support the reading intervention for IP pupils. They are also encouraged to enhance facilities in reading to provide quality and better reading experience for the benefit of the IP pupils.
3. Teachers may continue to enhance their pedagogical skills and integrate reading in all subjects to enhance and improve the reading capabilities of the IP Pupils. Moreover, enhancing professional skills through webinars, seminars, workshops and trainings are best to organize also. Implement the Dear IP, an Intervention Plan in each school is encouraged.
4. Demographic profile of the IP should not be the hindrance for pupils reading performance. The IP parents are advised to participate and engaged in various school activities that seek their support for the benefit of the pupils. They may cooperate in the implementation of the Reading Intervention plan introduced in this study.

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