

Factors Affecting The Reading Skills of Grade 4 Learners: A Basis For A Reading Intervention Plan

Cathline Joy D. Cariazo
University of Cagayan Valley
cathlinejoy.cariazo@ucv.edu.ph

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Abstract

This study assessed the factors affecting the reading skills of Grade 4 learners at Casambalangan Elementary School, Sta. Ana, Cagayan, for the School Year 2024-2025, as a basis for a reading intervention plan. Utilizing a descriptive-correlational design, data were gathered from 119 pupils through a survey questionnaire and their Phil-IRI pre-test results. Findings revealed that the majority of learners, predominantly 10-year-old females from homes where parents are high school graduates with low income and Ilocano is the primary language, are at the Frustration Level in reading. The learners identified the home environment, school/instructional environment, and cognitive factors as significant influences on their reading

skills. Statistical analysis using Pearson Product-Moment Correlation showed a significant relationship between the learners' reading skills and their parents' educational attainment, as well as the school/instructional environment. However, no significant relationships were found with other profile variables or the home and cognitive factors. The study concludes that a multi-faceted approach targeting both the school environment and empowering parents is crucial. Consequently, a comprehensive reading intervention plan is proposed, focusing on structured classroom instruction, teacher training, parental literacy workshops, and targeted support for struggling readers to holistically address the reading challenges.

Keywords: *reading skills, reading intervention, frustration level, home environment, school environment, cognitive factors, Phil-IRI, elementary education*

INTRODUCTION

Reading proficiency by the end of the primary grades is a critical milestone, marking the transition from "learning to read" to "reading to learn." This skill becomes the foundational tool for acquiring knowledge across all subsequent academic disciplines. However, many learners, both in the Philippines and globally, struggle to achieve this crucial competency, leading to long-term academic disadvantages. The 2018 PISA results highlighted this challenge, revealing that many Filipino students perform below the

minimum proficiency level in reading (OECD, 2019). This underscores the urgent need to identify and address the multifaceted factors that impede reading development, particularly at the elementary level.

A child's journey to literacy is influenced by a complex interplay of factors extending beyond the classroom walls. Research consistently points to the significant role of the home environment, including parental educational attainment and the availability of reading materials, in shaping early literacy skills (Boonen et al., 2020; Areepattamannil et al., 2020). Concurrently, the school and instructional environment—encompassing teaching methodologies, classroom management, and the physical learning space—plays a direct role in either facilitating or hindering reading comprehension (Zhang, 2020; Connolly et al., 2019). Furthermore, intrinsic cognitive factors such as vocabulary knowledge, working memory, and metacognitive strategies are well-established components of skilled reading (Cain, 2020; Garcia & Cain, 2021). Understanding how these domains converge is essential for diagnosing reading difficulties.

In the specific context of Casambalangan Elementary School, a preliminary assessment using the Philippine Informal Reading Inventory (Phil-IRI) indicates that a considerable number of Grade 4 learners remain at the Frustration Level. This persistent challenge suggests that existing interventions may not be fully addressing the root causes of the problem. While the importance of reading is universally acknowledged, a precise, localized investigation into the specific factors affecting these learners is necessary to move from generalized support to targeted, effective action.

This study therefore aims to conduct a comprehensive assessment of the factors affecting the reading skills of Grade 4 learners at Casambalangan Elementary School. It will examine the learners' profiles, determine their reading proficiency level, and evaluate the influence of home, school, and cognitive factors. By establishing the relationships between these variables and reading skills, this research seeks to generate evidence-based insights that will serve as a solid foundation for developing a tailored, context-specific, and impactful reading intervention plan. The ultimate goal is to provide a strategic roadmap for educators and administrators to elevate reading proficiency and empower learners for future academic success.

Statement of the Problem

This study aimed to assess the factors affecting the reading skills of Grade 4 learners of Casambalangan Elementary School, Sta. Ana, Cagayan for the School Year 2024-2025, as a basis for a reading intervention plan.

Specifically, it sought to answer the following questions:

1. What is the profile of the respondents in terms of:
 - 1.1. Age
 - 1.2. Sex
 - 1.3. Parents' Highest Educational Attainment
 - 1.4. Parents' Gross Monthly Income

- 1.5. Reading Materials Used at Home
- 1.6. Language Spoken at Home
2. What is the level of reading skills of the learners?
3. What are the factors affecting the reading skills of the respondents relative to:
 - 3.1 Home Environment
 - 3.2 School/Instructional Environment
 - 3.3 Cognitive Factor
4. Is there a significant relationship between the level of reading skills of the respondents and their profile variables?
5. Is there a significant relationship between the respondents' level of reading skills and the factors affecting their reading skills?
6. What reading intervention plan can be proposed to address the factors affecting the reading skills of the respondents?

Hypotheses

This study was guided by the following hypotheses that:

1. There is no significant relationship between the level of reading skills of the respondents and their profile variables; and
2. There is no significant relationship between the level of reading skills of the respondents and the factors affecting their reading skills.

Scope and Delimitation of the Study

This study assessed the factors affecting the reading skills of Grade 4 learners at Casambalangan Elementary School, Sta. Ana, Cagayan, for the School Year 2024-2025, to serve as a basis for a reading intervention plan.

The respondents consisted of thirty-nine (39) pupils from Section 1, forty (40) pupils from Section 2, and forty (40) pupils from Section 3, totaling one hundred nineteen (119) pupils. Total enumeration sampling was used to select the respondents, meaning that all pupils in the three sections were included in the study to ensure comprehensive data collection.

METHODS

Research Design

This study utilized a quantitative research approach employing a Descriptive Correlational Design to examine the significant relationships between the respondents' reading skill levels, their profile variables, and the factors influencing their reading skills. The chosen method was appropriate because data were primarily collected through a questionnaire, and the measurement procedures and data analysis adhered strictly to the standards of survey and descriptive research.

Respondents of the Study

The respondents of this study were the 119 Grade 4 pupils of Casambalangan Elementary School, located in Sta. Ana, Cagayan. They were composed of thirty-nine (39) pupils from Section 1, forty (40) pupils from Section 2, and forty (40) pupils from Section 3. Total enumeration sampling was used to select the respondents, meaning that all pupils in the three sections were included in the study. Below is a table showing the distribution of the respondents.

Table 1. Distribution of the Respondents of the Study

Respondents	Population (N)
Section 1	39
Section 2	40
Section 3	40
Total	119

Data Gathering Tool

The researcher utilized a survey questionnaire to collect data for this study. The questionnaire was adopted from the study by Rambuyon and Susada (2022) titled, "Factors Affecting Reading Comprehension in English of Grade 4 Pupils in Owabangon Elementary School."

The questionnaire consisted of three parts. Part 1 gathered information on the respondents' profile variables, including their demographic details. Part 2 assessed the level of reading skills of the Grade 4 pupils using a checklist based on the pre-test results of the Phil-IRI. Part 3 examined the factors affecting the respondents' reading skills, focusing on the home environment, school/instructional environment, and cognitive factors.

Data Gathering Procedure

In conducting the study, the following procedures were done:

Before the conduct of the study, a letter requesting approval was addressed to the University President through the Chairman of the Institutional Review Board (IRB), noted by the Research Adviser, and concurred by the Dean of the Graduate School. An Ethics Clearance, which is used to assess the

ethical compliance of the study, was obtained through the IRB office. This clearance, approved by the Ethics Committee, certifies the integrity, honesty, and fairness of the study prior to its implementation.

Next, a letter addressed to the Principal of Casambalangan Elementary School and to the appropriate respondents were secured to obtain approval for the conduct of the study.

Finally, the researcher administered the survey questionnaire to the respondents at a scheduled time and collected the Phil-IRI data from the Grade 4 teachers. The collected data and information were then analyzed statistically.

Statistical Tools

Frequency and Percentage Counts were used to analyze the profile variables of the respondents. The level of reading skills of the Grade 4 pupils was determined using a checklist based on the pre-test results of the Phil-IRI. Weighted mean was utilized to analyze the factors affecting the reading skills of the respondents in relation to the home environment, school/instructional environment, and cognitive factors. The data were further analyzed using the 4-point Likert scale on the next page.

Numerical scale	Numerical Value	Descriptive Interpretation
4	3.25-4.00	Strongly Agree
3	2.50-3.24	Agree
2	1.75-2.49	Disagree
1	1.00-1.74	Strongly Disagree

Moreover, Pearson Product-Moment Correlation was used to analyze the significant relationships among the respondents' level of reading skills, their profile variables, and the factors affecting their reading skills.

RESULTS AND DISCUSSION

In the light of the results and discussions, the following are the key findings of the study:

1. Profile of the Learners
 - Most of the Grade 4 learners are 10 years old and predominantly female, with most of their parents are high school graduates and low-income earners. Moreover, they usually read through various media, and the majority speak Ilocano at home.
2. Level of Reading Skills
 - Majority of the learners are at the frustration level.
3. Factors Affecting the Learners' Reading Skills
 - Home Environment. The learners agree that their home environment affects their reading skills.
 - School/Instructional Environment
 - The learners agree that their school/instructional environment affects their reading skills.

Cognitive Factor

- The learners agree that their cognitive factor affects their reading skills.
- 4. Correlation between the reading skills and the profile variables of the learners
 - Among the respondents' profile variables, only the parents' educational attainment showed a significant relationship with their reading skills.
- 5. Correlation between the reading skills and the factors affecting their reading skills
 - Among the factors affecting the learners' reading skills, only the school or instructional environment showed a significant relationship with reading skills.

Conclusions

Based on the findings of the study, the researcher concludes that factors such as the home environment, school or instructional environment, and cognitive abilities affect the reading skills of Grade 4 learners at Casambalangan Elementary School, as revealed by the learners' perceptions. Therefore, reading development among Grade 4 learners should be approached holistically, both at home and at school. Teaching learners effective reading strategies that promote independent reading will also increase their chances of improving their reading skills.

Furthermore, it is concluded that the school or instructional environment and parents' educational attainment have a direct impact on reading skills, as indicated by the correlational tests. This highlights that the quality of reading instruction at school plays a crucial role in shaping learners' reading abilities, and that parental involvement is essential to fostering better reading skills among Grade 4 learners.

Recommendations

Based on the finding and conclusion of this study, the researcher humbly recommend the following:

1. The school administrators may help improve the school environment by establishing noise control policies and classroom management techniques and encouraging teacher training on structured reading instruction and classroom organization.
2. The school administration may enhance partnership with parents by providing literacy workshops or programs that empower parents, especially those with lower educational attainment, to support their children's reading at home.
3. Teachers may focus on struggling readers through differentiated instruction, peer reading, and remedial sessions tailored to learners at the Frustration Level.
4. The teachers may further utilize other media in reading instruction and develop among the learners the love for reading informative texts like non-fiction and magazine articles.
5. The teacher may support comprehension through bilingual reading techniques to support the Ilocano dominant speaking learners.

6. The teacher may enhance cognitive reading strategies such as integrating explicit instruction on vocabulary- building, use of context clues, and comprehension monitoring in reading lessons.
7. The teachers may adopt the Reading Intervention Plan developed in this study.
8. Future researchers may explore mediating variables such as teaching strategies, learner motivation, or parental involvement to understand their effects on reading development. They may also consider conducting a longitudinal study to track the impact of the reading intervention plan presented in this study

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