

Socio-Affective Factors and Reading Comprehension Performance of the Grade 10 Public School Learners

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ABSTRACT

Reading is an essential skill in learning, thus producing readers who could interact meaningfully and critically to the text read is one of the goals of English language teaching. However, it remains a challenge among many teachers. Thus, this study aimed to investigate the significant relationship of socio-affective factors with learners' reading comprehension performance. The quantitative research method was used, specifically the descriptive-correlation method. There were 330 Grade 10 respondents who were officially enrolled in the three selected schools for the school year 2018-2019. An adapted and validated survey questionnaire was used to test the level of socio-affective factors, and an adopted and validated tool was utilized to determine the level of reading comprehension. The mean was used in giving a concise description of students' level of socio-affective factors and reading comprehension while Pearson-r Correlation Method was used in testing the relationship of the said variables. Findings revealed that the level of socio-affective factors of the students is high which indicates that the traits are often observed by the students. On the other hand, the level of reading comprehension level 10 students is low, indicating that the students were poor in reading comprehension. Further, findings showed that there is no significant relationship between the respondents' socio-affective factors and their reading comprehension performance.

KEYWORDS: Education, English, Socio-affective Factors, Reading Comprehension Performance, Descriptive-correlation, Philippines

INTRODUCTION

Comprehension is the goal of reading. It is not enough that a learner could recognize a word, produces its sounds, and eventually articulates it, but it is necessary that one could understand what is being read. Thus, reading competence is an essential skill that every student should possess. Without the skills of reading comprehension and the motivation for reading to learn, students' academic progress is limited (Alvermann & Earle, 2003). The more reading comprehension gets arduous when their critical thinking skills are being challenged. This is in assonance to the claim of Cliff, et al. (2005); Pretorius (2000); and Yeld (2009) that many students have difficulty in operating higher level of reading.

In many parts of the globe, such as South Africa, United Kingdom, Britain, and California (Asimov, 2006; Baer et al., 2007; Grabe, 2006; Rankin, 2013; Chaka, 2015), poor reading comprehension among school learners is of great concern. In 2012, South African Grade 10 English First Additional Language (EFAL) learners, the result showed that the participants did slightly above average in the reading comprehension test but performed below average in the recall and summary task. Meanwhile, fewer than half of California's students' reading and numeracy competence is commensurate with that of grade level learners nearly a decade after the state began overhauling its public education. In the same breath, in Britain, the year 2008 was declared a National Year of Reading because of the poor reading competence of some of the learners in English. In addition, even in United States, reading difficulties is also a major problem for both children and adult. Reportedly, the National Assessment of Educational Progress (NAEP), 29% and 20% of fourth and eighth grade students, respectively, scored below the basic reading (NCES, 2011). In high school, 39% of students scored at the proficient level or higher and 24% scored below basic on the NAEP.

The academic achievement of children in public schools is found to be weak to withstand the challenges in the 21st century (NAEP, 1988 as cited by Cabardo, 2008). Secretary Andrew Gonzales, the former Department of Education (DepEd) Secretary, admitted during the Education Congress at Teacher's Camp, Baguio City that poor academic achievement is clearly shown in the low ratings they receive in the National Achievement Test (NAT) which

were administered by the National Education Testing and Research Center (NETRC). Moreover, the results showed that most of the takers, both in elementary and high school, were weak in the reading comprehension part in English. This denotes that learners had low reading proficiency.

The problem on reading comprehension is also prevalent in the institution where the researcher is connected. This is shown in the formative and summative assessment and in the NAT result. The NAT comparative results show that there is an increase of 11.33% in 2012-2013, 21.28% in 2013-2014, and a decrease of -19.39% in 2014-2015 (DepEd NAT Comparative Result, 2015)

Research had been conducted to find the cause and come up with a solution on reading comprehension correlating it to some factors. In fact, a study was conducted in Caraga University, Cabadbaran, Agusan del Norte among 132 Grade 7 students on the levels of comprehension in terms of availability of literary reading materials at home and in school, adequacy of reading of reading instruction, and reading habits. Using descriptive research design, the result showed that the learners are weak in comprehension, particularly in the interpretive and critical level (Paz, 2010). Though ample of studies were conducted on reading comprehension, what makes this study distinct is that the researcher is trying to reciprocate it to some socio-affective factors like motivation, interest, attitude, self-efficacy, and environment. Thus, this study aimed to find out the relationship of socio-affective factors to the reading comprehension performance of the Grade 10 students.

Theoretical Framework

This study was anchored to Self-determination Theory (Deci et al., 2000) which is based on motivational theory and explains how people can be motivated for its own sake. When applied in education, the students need to be motivated, intrinsically or extrinsically, for such will result in high quality learning and conceptual understanding. Further, the theory emphasized that to get the students to read, they have to be motivated and self-determined. To motivate them to read, activities that increase competence, relatedness, and autonomy are vital to achieve success. As students become more determined and motivated, their interests increase, attitudes become positive, self-esteem and self-efficacy are likely be raised and desired outcomes are achieved. Moreover, when learners are instructed to gain knowledge

(competence/cognitive) and perceive a sense of involvement with significant adults, as well as collaboration with peers (relatedness/social) and can make choices and to take personal responsibility (autonomy/affective), there will be an increase in intrinsic motivation and autonomous internalization of extrinsic motivation which result to reading comprehension.

METHODOLOGY

Research Design

The study utilized the quantitative research method. Quantitative research is an approach for testing objective theories by examining the relationship among variables. Specifically, the research design employed in the study was the descriptive correlation method. Creswell (2009) defined correlation as a statistical test to establish patterns for two variables. The statistical analysis of the research question can be conducted through a progression or sequence of analyses using a standard test for correlation that produces a result called “r.” This method involves the collection of data in order to test the hypothesis or to answer questions concerning the current status of the study. This design was adopted since the main problem of the study is to determine the significant relationship between socio-affective factors and the reading performance of the students.

Place of the Study

The study was conducted in the bosom of Davao City, which is known to its lush vegetation, bountiful exotic flowers and fruits supplying the whole populace of the city. This city is known as the Durian Capital of the Philippines. Specifically, the study was conducted into the three public schools in Toril, Davao City and they are coded School X with 3,274 students, School Y with 3,200 students and School Z with 1,540 students. These three institutions were chosen since it was found out that there is a problem on the reading comprehension performance of the students based on the reading profile conducted by the schools.

Respondents

The respondents of the study were the 330 Grade 10 students coming from the three institutions. These students were officially enrolled for the academic year 2018-2019. The researcher used the

random method for sampling procedure through Slovin's Formula to determine the appropriate size of the population. Slovin's Formula is used to calculate sample size (n) given the population size (N) and a number of errors (e). Further, it is a random size technique formula to estimate the size.

Statistical tools

Gathered data from the survey and questionnaire was treated using the following statistical tools: **Mean score** was used to determine the level of the two variables, namely socio-affective factors and reading comprehension performance of the students. **Standard Deviation** was used to determine the variation between each data point relative to the mean. **Pearson Product Moment Correlation** was used to test the relationship of the independent and dependent variable.

RESULTS AND DISCUSSION

Level of Socio-affective Factors of the Grade 10 Learners

The results reveal that the overall mean describing the socio-affective of the students is 3.63 or high which indicates that the socio-emotional aspects of the students in terms of reading are often observed. This further indicates that the high impact of motivational dimensions to the reading performance of students cannot be neglected as they play a crucial role to students' reading development and progress.

Table 1
Level of Socio-affective Factors of Grade 10 Learners

	Mean	Std. Deviation	Description
Motivation	3.66	.69	High
Interest of Reading	3.75	.71	High
Attitude	3.96	.85	High
Self-efficacy	3.38	.606	Moderate
Environment	3.39	.704	Moderate
Overall Mean	3.63	.570	High

The results reveal that the overall mean describing the socio-affective of the students is 3.63 or high which indicates that the socio-emotional aspects of the students in terms of reading are often observed. This further indicates that the high impact of motivational dimensions to the reading performance of students cannot be neglected as they play a crucial role to students' reading development and progress. Attitude toward reading is another indicator on socio-affective factors. The sub mean obtained is 3.96 or high which indicates that the students often observed this trait. It also indicates that they have a very positive attitude towards reading and implying how the academic community fostered a desirable attitude towards reading. This substantiates the claim of McKenna (2001) that the attitude towards reading that a reader develops depends upon the kind of environment where he/she grows. If the people that surround him/her have positive attitude toward reading, most likely he/she will develop the same. On the level of socio-affective factors of students in terms of self-efficacy, the computed sub mean is 3.38 or moderate. This indicates that self- efficacy as an offshoot of reading needs to be further developed among students for this trait is sometimes observed by the students. This result also has an implication on planning reading lessons that should incorporate reading tasks that hone students' self-efficacy in keeping with the belief of Ghonsooly et al., (2010) that self-efficacy is an important factor in the achievement of higher scores in English language skills such as reading comprehension.

Level of Reading Comprehension of Grade 10 Learners

Data in Table 2 presents the level of reading comprehension performance of Grade 10 students. The overall computed mean rating that describes the reading proficiency of the Grade 10 students is 38.48 or low. This rating indicates that the Grade 10 students had poor reading performance and were still in a developing level.

Table 2
Level of Reading Comprehension of Grade 10 Learners Item

Level	Mean Percentage	Std. Deviation	Description
Literal	45.04	18.09	High
Appreciative	38.79	16.55	Low
Inferential	38.60	16.14	Low
Reorganization	36.55	20.57	Low
Evaluative	33.45	15.51	Low
Overall Mean	38.48	10.31	Low

Meanwhile, the highest obtained mean rating is 45.04 or high for literal level. This indicates that students' proficiency level was satisfactory in terms of responding to questions that require a superficial level of reading- a level of reading that is basically informational and that readers only get the explicit information from the text which does not require higher order thinking skills.

The lowest computed mean rating is 33.45 or low for evaluative reading. This indicates that the student's reading comprehension is considered poor and did not have much ability to respond to questions that would allow them to pass judgment on or evaluate a statement, dialogue and scenes in the text read. As evaluative questions are those that require higher order thinking skills, students did not perform much in this regard. This implies that the reading activities with which the students got involved might have not made an intensive drill on developing critical reading as an avenue where students can hone their evaluative skills. Such result is supported by Yeld (2009), in which she reveals in her 2009 National Benchmark Test Project (NBTP) report that more students fall within the basic and intermediate level rather than in the proficient level. He added that many students have difficulty in operating at the higher level of reading.

Relationship between the Level of Socio-Affective Factors and the Level of Reading Comprehension of Grade 10 Students

Table 3 presents the data on the significant relationship between the level of socio-affective factors and the level of reading proficiency of Grade 10 students. The overall results show that the

tabulated p-value is .29 which is greater than the significance value of .05. This shows that there is no significant relationship between socio-affective factors and reading comprehension performance of the Grade 10 learners. This further implies that the ability of Grade 10 students to comprehend on reading materials is not affected by socio-emotional factors such as motivation, attitudes towards reading, interest in reading, environment, and self-efficacy. Moreover, the result of the study disproved the theories that socio-affective factors have significant relationship on the reading comprehension performance of the targeted respondents. This further disproves the Self-determination Theory (Deci et al., 2000) that claims that students need to be motivated intrinsically and extrinsically to have quality learning and conceptual understanding. Such result might be influenced by some factors that when the students took the reading test and answer the questionnaire, the weather condition was not conducive, the learning environment was not suitable, or they were not physically or mentally prepared.

Table 3
Relationship between the Level of Socio-Affective Factors and the Level of Reading Comprehension of Grade 10 Students

Independent Variable	Reading Comprehension		
	Remarks	R	p-value
Literal	45.04	18.09	High
Appreciative	38.79	16.55	Low
Inferential	38.60	16.14	Low
Reorganization	36.55	20.57	Low
Evaluative	33.45	15.51	Low
Overall Mean	38.48	10.31	Low

CONCLUSIONS

Based on the foregoing findings, the researcher has drawn the following conclusions. The level of socio-affective factors is high which means that students often observed these traits in reading. It

further means that they had a high regard in reading and had positive attitude towards reading. They were also motivated to read when the reading materials are appreciable and when they value them as they relate to real life situations. The reading comprehension of the students is low which indicates that the students are poor in reading comprehension especially materials that require higher order thinking skills. There is no sufficient statistical data that would establish the significant relationship between socio-affective factors and reading comprehension of the students.

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