

The Mediating Effect of Parental Involvement in The Relationship Between Vocabulary Learning Strategy and Reading Motivation of the Students in Secondary Public Schools: A Convergent Design

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ABSTRACT

This mixed methods study, employing convergent triangulation design, aimed to ascertain the miscues-based oral reading level of the senior high school students. 151 participants were chosen from three campuses of a non-sectarian institution, and quantitative data were gathered from the participants by reading a 185-word reading selection orally. Miscue analysis by Goodman (1969) was used to identify the number of incurred miscues of the participants. The quantitative data were analyzed descriptively and treated using mean, t-test, post hoc analysis, and analysis of variance. Results revealed that the participants acquired an overall reading score of 92.39%, which means most of them are at the instructional level. Further, a significant difference is revealed when a comparison is made between the three academic strands. Moreover, the qualitative data were obtained through in-depth interviews (IDI) and focus group discussion (FGD), both requiring participants to answer open-ended questions. Through thematic analysis, the researcher unveiled the participants' experiences, the role of grouping variables, and the role of these experiences in shaping their beliefs, biases, attitudes, and behaviors. Finally, a joint display of quantitative and qualitative findings revealed that convergent data between two approaches occurred when merging function is employed. Based on the results, an intervention scheme was proposed.

Keywords: Education, English, oral reading level, oral reading miscues, miscue analysis, senior high school, Philippines

INTRODUCTION

Reading is the process of thinking that involves recognition of words and activation of prior knowledge to create meaning of the text (Gopal et al., 2018). It is considered as the gateway for learning since other school courses rely heavily on the ability of students to read (Williams, 2012). UNESCO described reading as the means by which literate individuals can gain access to the vast and wide-ranging source of knowledge and experiences that have been preserved in written form (Estrada, 2016).

A study conducted in West Texas found that oral reading is positively related to students' success on state-mandated assessment (Jones, 2010). It means that students who have difficulties in oral reading will likely experience poor academic outcomes (Chang, 2011). A vast number of college students are considered unprepared for the demands of reading at the college level (Paulson & Mason-Egan, 2007). It is evident in the study of 20 Florida Atlantic University students who committed 1058 miscues from two passages from a college textbook (Warde, 2005). Oral reading miscues, although typical to younger readers, are present at all educational levels (Jones, 2010).

In the Philippines, particularly Benguet, the Department of Education regional office revealed the outcomes of the Philippine Informal Reading Inventory (Phil-IRI), DepEd's reading assessment tool, showing the region had 301 nonreaders. Among the non-readers, 84 were Grade 6, 118 were Grade 5, and 99 were Grade 4. However, the post-test results showed a significant number of improvements from 14,682 frustrated readers to 9,090, which means that 5,592 readers became instructional readers (Manila Times, 2019). It is a manifestation that intervention could indeed aid students' improvement. Senate basic education committee chairman Sherwin Gatchalian is being urged to face the growing incidence of non-readers and frustration-level readers in public schools around the country (Philippines Star, 2019).

In Davao City, the Department of Education included ten schools' divisions of Region 11 in the agency's financial assistance to

its intensified reading program for elementary school (Rimando, 2012). The Bureau of Learning Delivery of the Department of Education initiated the Philippine Informal Reading Inventory anchored in the department's flagship program "Every Child is a Reader Program" that directly addresses this problem and to enhance the reading capabilities of every Filipino child (Department of Education, 2018). On March 26, 2018, DepEd issued DO 14, s. 2018 or the Policy Guidelines on the Administration of the Revised Philippine Informal Reading Inventory (The Department of Education, 2018). The results of the assessment tool served as a basis for the design of a suitable school, division, regional, and national intervention programs to enable every child to read and write at his/her grade level (Department of Education, 2018). A testament to how serious the Department of Education is in implementing government reading programs and, at the same time, a manifestation of the widespread reading problem in the region.

This study examined the miscues-based oral reading level of senior high school students and determined their oral reading experiences. The findings of the study may generate useful insights about miscues-based oral reading level and may help create an intervention scheme to address the oral reading miscues of the students. However, while the government program is designed to identify the level of reading proficiency per se which includes oral reading speed and comprehension; and silent reading speed and comprehension, this study, on the other hand, focused only on identifying the miscues-based oral reading level with the integration of qualitative data through in-depth interviews and focus group discussions. Addressing oral reading miscues may help students to be more efficient readers since accuracy in reading is a strong predictor of a strong understanding of texts (Wise et al., 2010).

Furthermore, most of the participants of studies about miscues-based oral reading level are from elementary and junior high school. I have not encountered studies with participants from the senior high school level. As previously mentioned, this problem does not only exist in the elementary levels but also tertiary. Hence, I am strongly motivated to find out the miscues-based oral reading level of Senior High School students from a non-sectarian institution since these miscues may result to academic struggle (Williams, 2012) that could lead students to evade activities essential in the enhancement of their reading skills (Borjes, 2009).

WORLDVIEW AND THEORETICAL LENS

Pragmatism is often associated with mixed methods where the focus is on the consequences of research and the research questions rather than on the methods. It is based on the proposition that researchers should use the philosophical or methodological approach that best suited to the specific research problem being investigated (Kaushik & Walsh, 2019). Similarly, researchers highlight the research problem and use all available approaches to understand the issue instead of focusing on methods. While there are solutions that have worked before, those solutions may not apply to current participants and locations (Creswell, 2014). As a pragmatist, the primary consideration is the quest for answers which address the contemporary phenomenon. It is also important to use different approaches for data collection and analysis rather than relying on one process.

This study is anchored on Miscue analysis by Goodman (1969), which is a research procedure that analyzes unexpected responses when reading familiar but cohesive texts orally. It is not only an effective method for evaluating students' oral reading level, but also a method for analytically determining the information a student brings to the text (Gopal & Mahmud, 2018). Hempenstall (1998) defined miscue analysis as a significant linguistic scheme designed to assess the techniques that students use in their reading. Miscue analysis procedures are becoming increasingly popular for both research and evaluation purposes. This study is also based on the theory of reading process by Goodman (1994). He identified three types of knowledge about the language cueing systems that readers bring to the text, namely: graphophonic cueing system, syntactic cueing system, and semantic cueing system. Lastly, this study is also anchored on the bottom-up approach by Gough (1972), which posited that the reading process follows a sequence from a letter and word recognition before meaning constructions. The bottom-up approach is associated with "phonics" approaches to reading instruction, suggesting that children must first learn to recognize letters before they can read words, phrases, and sentences (Huszt, 2009).

METHODOLOGY

Research Design

A convergent triangulation mixed method was employed in this study. It is a form of mixed methods design in which the researcher merges quantitative and qualitative data to provide a comprehensive research problem analysis. The investigator typically collects both forms of data roughly at the same time in this design and then integrates the information into the interpretation of the overall results. Moreover, contradictions or incongruities are explained or further probed in this design (Creswell, 2014).

A mixed methods research provides advantages over qualitative or quantitative approaches alone since it offset the weaknesses of both qualitative and quantitative studies; presents an ampler and more comprehensive understanding of the research problem; suggests a way for developing better and contextualized research instruments; and helps explain findings. A convergent triangulation design represents the traditional model of a mixed methods triangulation design. In this model, the researcher gathers and examines quantitative and qualitative data separately on the same phenomenon. Then during the analysis, the different results converge. When researchers want to validate, confirm, or corroborate quantitative results with qualitative findings, this method is utilized. The objective of this model is to arrive with valid and substantial conclusions about a single phenomenon (Creswell, 2014).

Place of the Study

This study was conducted in the Davao Region, particularly in Davao, Tagum, and Digos City. Designated as Region XI, it is one of the regions in the Philippines centered on Mindanao's southeastern portion. Located in Southeastern Mindanao, Davao offers a variety of travel experiences set in lush natural landscapes from stunning white sand beaches to calm refreshing highlands. Davao City is the regional hub and the country's third busiest international airport. The capital of Davao Del Norte, Philippines, Tagum City has a population of 259,444, according to the 2015 census. It is strategically situated in the northern portion of Southern Mindanao and lies in the intersection of three major road network systems. Digos City lies on the western shores of the Davao Gulf and southern foothills of Mount Apo on the island of Mindanao. It is centrally situated between the two major cities in Mindanao - Davao City and General

Santos City. The three cities in Region XI were chosen because the selected institution in this study have branches located in these areas. These branches offer an almost similar number of senior high school students under Science, Technology, and Engineering and Management (STEM), Humanities and Social Sciences (HUMSS), and Accountancy, Business, and Management (ABM) strands.

Participants

One hundred fifty-one (151) participants were chosen from three campuses using quota sampling method. Quota sampling is a non-probability sampling, and it can be defined as a sampling method of gathering representative data from a group. The application of quota sampling ensures that the sample group represents specific characteristics of the population chosen by the researcher (Saunders, Lewis, & Thornhill, 2012). Fifty (50) participants per campus are more than the prescribed quota samples of 10 per strata by Changing Minds (2012). The participants were male and female grade 11 and 12 students from three academic strands.

In the qualitative phase of this study, a focus group discussion (FGD) was conducted composed of eight students. According to Creswell (2014), qualitative interviews means that the researcher conducts face-to-face interviews with participants, interviews participants by telephone, on the Internet, or engages in focus group interviews with six to eight interviewees in each group. Further, in-depth interviews which composed of 12 members, were also conducted.

Data Analysis

The collected quantitative data were examined through analyzing the frequency distribution of respondents with respect to the oral reading level, the level or miscues-based oral reading level, and the significant difference in the miscues-based oral reading level when analyzed by campus, strand, grade level, and sex. The statistical tools used are the mean, standard deviation, coefficient of variation, and *p*-value. First, Mean is the tool to determine the miscues-based oral reading level. Second, t-test and analysis of variance (ANOVA) were tools used to determine the significant difference between the means of various groups. t-test was used for grade level and sex, and ANOVA was used for campus and strand. Apart from standard deviation and *p*-value, the coefficient of variation (SD/Mean) was

also analyzed to indicate whether the oral reading miscues committed have low, moderate, or high variation. In analyzing qualitative data, the procedure of the research design was followed. The qualitative data collected observed a practical analysis. Transcription of data, organization of data, coding of data, validation of data, and conclusion of data was executed.

Trustworthiness of the Study

To establish the trustworthiness of the study, the researcher followed the four proposed criteria in evaluating interpretive research work by Lincoln and Guba (1985), which are as follows: credibility, transferability, dependability, and confirmability. Trustworthiness of this study was addressed through a thorough collection of data by survey and in-depth interview and was supported by FGD for triangulation.

RESULTS

Quantitative Results

Frequency Distribution of Participants with respect to Oral Reading Level

Table 1 presents the frequency distribution of the participants with respect to the oral reading level of senior high school students in a non – sectarian institution. As illustrated in table 1, a total of 151 students participated in this study. These participants are HUMSS, ABM, STEM senior high school students from 3 different campuses of a non – sectarian institution. Out of 51 participants from campus A, 25 are categorized as instructional, 13 are categorized as both frustration and independent. In campus B, from 50 students, 32 are instructional, 11 are frustration, and seven are independent. In campus C, 27 from 50 participants are instructional, 15 are frustration, and eight are independent.

Table 1
Frequency distribution of the participants with respect to oral reading level

Group	N	ORAL READING LEVEL		
		Independent	Instructional	Frustration
Campus A	51	13	25	13
Campus B	50	7	32	11
Campus C	50	8	27	15
Total	151	28	84	39
HUMSS	59	4	29	26
STEM	47	17	27	3
ABM	45	10	28	7
Total	151	31	84	36
Grade 11	80	9	51	20
Grade 12	71	19	33	19
Total	151	28	84	39
Male	66	10	32	24
Female	85	18	52	15
Total	151	28	84	39

In terms of strands, 59 participants are HUMSS students, 47 are STEM students, and 45 are ABM students. Out of 59 participants from HUMSS, 29 are instructional, and four are independent. For 47 STEM participants, 27 students are at instructional level, and three are frustration. For ABM, 27 out of 45 students are instructional, and seven are frustration. When it comes to grade level, 80 grade 11 students and 71 grade 12 students participated in the study. For grade 11, 51 are instructional, and nine are independent. For grade 12, 33 are instructional, 19 are frustration, and 19 are independent. In terms of sex, 66 participants are male, and 85 participants are female. For males, 32 are instructional, and ten are independent. For females, 52 are instructional, and 15 are frustration. Generally, majority of participants are instructional; however, cases of frustration in oral reading from students enrolled in Science, Technology, Engineering,

and Mathematics (STEM) and Accounting, Business, and Management (ABM) Strands are relatively few in comparison to students enrolled in Humanities and Social Sciences (HUMSS) Strand.

Miscues-Based Oral Reading Level of Senior High School Students in a Non-sectarian Institution

Table 2 illustrates the miscues-based oral reading level of senior high school students in a non – sectarian institution. The result shows that based on 151 participants who read the 185 word selection, students' miscues obtained an overall mean of 14 (SD = 11.16) with a coefficient of variation of 0.80. It means that the overall miscues committed by the participants indicate a relatively low variation. The overall mean of students' miscues is 14 resulted in an oral reading score of 92.39%, which means that the students have adequate knowledge of the text. Further, this reveals that the participants can generally read better from teacher-directed instruction (Department of Education, 2018).

Table 2
Miscues-based oral reading level of senior high school students in a nonsectarian institution

Types of Miscues	Mean	Oral Reading scores	Oral Reading Level	SD	CV	Remarks
Omission	2	98.93%	Ind	2.13	1.07	Moderate
Substitution	3	98.50%	Ind	4.36	1.45	High
Insertion	1	99.32%	Ind	2.53	2.53	High
Repetition	4	98.05%	Ind	2.97	0.74	Low
Reversal	1	99.04%	Ind	0.71	0.71	Low
Mispronunciation	4	97.64%	Ind	3.75	0.94	Low
Overall	14	92.39%	Ins	11.16	0.80	Low

Regarding the specific types of miscues, all six types have acquired more than 97% oral reading scores, which belongs to the independent level. It indicates that no miscue reached an average of more than 6. However, substitution and insertion, although reached the independent level, are considered to be high variance, as evident in the coefficient of variation of 1.45 (SD = 4.36) and 2.53 (SD = 2.53), respectively. Omission miscue obtained a 1.07 (SD = 2.13) coefficient of variation, which means that this miscue has a moderate variation. Furthermore, repetition, reversal, and mispronunciation have almost but not quite similar cases as these miscues obtained 0.71 (SD = 2.13), 0.74 (SD = 2.53), and 0.94 (2.97) coefficient of variation respectively which indicate that these miscues manifest low variation.

Significance of the difference in the miscues-based oral reading level of senior high school students

Table 3 presents the analysis of variance and independent *t*-test set at .05 level of significance conducted to determine whether each of the four grouping variables, namely, campus, strand, grade level, and sex used in this study, can cause significant differences in the miscues-based oral reading level of senior high school students in a non-sectarian institution. When grouped by campus, campus A obtained the highest mean of 93.17 (SD = 5.75), campus B, and C obtained a mean of 91.98 (SD = 7.07) and 91.99 (SD = 5.17) respectively with a corresponding *p*-value of .521 (*F* – value = .655). The results show that there is no significant difference in the miscues-based oral reading level of senior high school students at .05 level of significance. It indicates that the campus has nothing to do with the extent of students committing miscues in oral reading. In terms of strands, STEM participants obtained the highest mean of 95.60 (SD = 2.66), ABM participants are three points below with 92.96 (SD = 5.30), and HUMSS participants had the lowest mean of 89.39 (SD = 7.04). Acquiring a *p*-value of .000 (*F* – value = 17.174), this means that there is a significant difference when a comparison is made between the three academic strands. This finding describes that the academic program to which the students belong is a factor that can create a difference in miscues-based oral reading level. Moreover, using post hoc analysis, the comparison between STEM and HUMSS (*p*-value = .000), and ABM and HUMSS (*p*-value = .003) established a significant difference. However, STEM and ABM (*p*-value = .058) shows no significant difference.

Table 3
Significance of the difference in the miscues-based oral reading level of senior high school students

Grouping Variables		N	Mean	S D	T or F value	p-value	Description			
Campus	A	5	93.17	5.7			Not Significant			
		1		5						
	B	5	91.98	7.0						
		0		7						
	C	5	91.99	5.1						
		0		7						
Strand	HUMS	5	89.39	7.0					Post hoc Analysis	Significant STEM>HUMS (p-value = .000)
	S	9		4						
	STEM	4	95.60	2.6						
		7		6						
	ABM	4	92.96	5.3						
		5		0						
Grade Level	Grade 11	8	91.54	6.3	-	.067	Not Significant			
		0		1						
	Grade 12	7	93.34	5.6						
		1		0						
Sex	Male	6	91.46	6.7	-1.68	.096	Not Significant			
		6		2						
	Female	8	93.11	5.3						
		5		8						

When it comes to grade level, the result presents that grade 12 has a mean of 93.34 (SD = 5.60), which is slightly higher than 91.54 (SD= 6.31) of grade 11 with a corresponding *p*-value of .067 (*T* – value = -1.843). Thus, there is no significant difference in the

miscues-based oral reading level in terms of grade level. This result indicates that grade level is not a factor that could distinguish the miscues-based oral reading level of senior high school students. Lastly, with pertains to sex, male participants have obtained a mean of result yielded a *p*-value of .096 (*T* – value = -1.68), which means that there is no significant difference in the level of miscues-based oral reading level when it comes to sex. It shows that, in terms of miscues-based oral reading, both males and females generally commit almost the same number of miscues.

Qualitative Results

Experiences of senior high school students as regards oral reading miscues

Table 4 shows the thematic analysis based on the responses of participants in the in-depth interviews and focus group discussions, which were transcribed verbatim. Responses were extracted from the result of the three probed issues to reveal the experiences of senior high school students in a non – sectarian institution as regards oral reading miscues. Issue one obtained three codes, issue two obtained four codes, and issue three obtained two codes, which have their corresponding core ideas and essential themes such as low self-esteem, self-correction implementation, and uncertainty of future miscues.

Table 4
Experiences of senior high school students as regards oral reading miscues

Themes	Core Ideas
Low self-esteem	Having poor knowledge in English generally
	Fearing the possibility of mispronunciation
	Being laughed at for committing miscues
	Being criticized for having a different accent
	Feeling nervous and awkward when reading unfamiliar words
	Encountering unfamiliar words causing hesitation in oral reading
	Experiencing difficulty to focus on reading in class

	Being in front of the audience contributes to the pressure
	Being made fun of because of miscues
	Being deliberately taught wrongly for a laugh
	Having peers deliberately repeat miscues
Self-correction implementation	Omitted letters/words from the words/sentence
	Substitution miscue
	Merged words that create another word
	Inability to pronounce correctly due to stuttering
	Difficulty pronouncing some letters
	Tendencies to correct miscues immediately
	Repeating the correct entry upon knowledge of miscues
Uncertainty of future miscues	Might be advancing to the next curricular level amidst getting used to committing miscues
	Thinking that it may be the reason for not being promoted to the next level of education
	Committing the same miscues
	Experiencing the same humiliation

Low self-esteem. The negative experiences of committing oral reading miscues can significantly affect the participants' feelings of personal capacity. Their cynicism and doubts were rooted in the ridicule and discrimination due to miscues committed during oral reading activities, thus, led to low self – esteem. A participant admitted having a lack of knowledge in English and struggling with unfamiliar words. Most of them fear the possibility of committing miscues during the reading activities and the adverse reactions of classmates after committing miscues. Moreover, some of them also felt that their fossilized accent from their native tongue was an additional burden during oral reading.

I lack knowledge in English,
and I struggle with words that
are not familiar to me. (*IDI – 3*)

Self-correction implementation. Miscues in oral reading defined as unexpected responses that occur when the concept and knowledge of the reader do not meet the texts. However, although committing miscues is unavoidable, it is also essential for readers to have knowledge and awareness regarding this matter.

In other words, one must learn to notice miscues and develop a way to fix them. Suitable corrections indicate the learner is aware of the text. Frequent corrections may be an indication that the student is reading a little too quickly and maybe visually drawn to the shape of the words. During in-depth interviews (IDI) and focus group discussion (FGD), the participants shared their experiences regarding miscues they frequently commit and how they correct them. There are two cases of omission taken from the participants' responses. First, omitting the letter from the word, and second, omitting the word from the sentence.

When I read, I sometimes miss a text. I
omit something like "*ing*." (IDI – 9)

I tend to delete something in the
sentence. (IDI – 6)

Uncertainty of future miscues. Miscues are inevitable during oral reading. Committing miscues in oral reading activities and other related activities will always be a possibility. During in-depth interviews (IDI) and focus group discussion (FGD), it is evident that the participants have anxieties regarding oral reading miscues. These anxieties can be categorized into two: fear of stagnation and recall of previous negative experiences. In the responses, the participants expressed that becoming old but getting used to committing miscues as one of the sources of their anxieties in oral reading. It means that one is no longer aware of his/her miscues, which is fatal. On the other hand, other participants linked their anxieties academically. They fear that miscues may hinder future advancement.

What if I will not change? That I will
keep on committing miscues in front of
a crowd? (IDI -1)

I am anxious that when I get older, I am
still not good at reading. (*IDI – 3*)

What if this would be the reason why I
cannot graduate college? (*IDI – 3*)

Role of grouping Variables on Miscues-Based Oral Reading Level

Table 5 presents the thematic analysis based on the role of grouping variables on miscues-based oral reading level of senior high school students in a non-sectarian institution. These groups are composed of campus, strand, grade level, and sex. The result discusses deeper into the four essential themes that arose from a thorough analysis and investigation of the qualitative data. These are campus role vagueness; course as a significant factor; training and exposure as determinants and neutral ground for men and women. The following essential themes yielded a total of eight codes.

Campus role vagueness. When probed about the contributions of campus on oral reading level, participants' responses were varied. Some do not acknowledge the importance of campus on their oral reading level, and some participants viewed campus as an essential contributor to the development of their oral reading level. Most of the activities, although students were tasked to read, did not require to read orally. Further, they added that the individual effort is more influential compared to institutional contribution.

I don't think school has an effect. We
are more on analyzing, silent reading,
and writing, so oral reading is not
something that we often do. (*IDI – 11*)

Table 5
Role of grouping variables on miscues-based oral reading level

Themes	Core Ideas
Campus role vagueness	Believing that schools have little contribution
	Considering that individual effort is more influential as compared to institutional contribution
	Experiencing school based reading activities as part of the curriculum
	Having the notion that schools must correct miscue
Course as significant factor	Believing that the oral reading is subsumed by the other aspects of the subject matter
	Experiencing that the correct way of reading is not highlighted as compared to the requirements of the subject matter to be understood
	Believing that oral reading makes them good communicators as required by the course
	Experiencing that reading orally makes us better reporters
Training and exposure as determinants	Believing that there is no difference in the oral reading level because of the 1-year gap from grade 11 – 12
	Believing that the same oral reading level is demonstrated in grade 11 and 12
	Being biased that grade 12 students are better oral readers than grade 11
	Believing that grade 12 students experienced miscues before and have eventually improved
Neutral ground for men and women	Believing that women are more focused on reading than men
	Observing that women generally love reading stories
	Seeing that in the classroom, men perform better in oral reading
	Being biased that men are better because most professions that require oral reading are men

Course as a significant factor. Participants, during IDI and FGD, shared about the lack of emphasis of strands on correcting oral reading miscues. Specialized courses focused more on content knowledge than oral reading. Although not highlighted, however, participants shared that oral reading helped enhanced other abilities, especially on the humanities and social sciences strand. During IDI and FGD, students believed that correcting oral reading miscues is subsumed by the other aspects of the subject matter. It means that whenever there are oral reading activities, the focus is on the content knowledge, hence, disregarding the importance of correcting miscues.

In our subjects in ABM, especially in major subjects, we are more on solving than reading orally. (FGD – P1)

In STEM strand, most of the time, we read on our own but silently. If ever we are tasked to read aloud, our teachers are only focusing on the content. (FGD – P5)

Training and exposure as determinants. Senior high school, unlike elementary and junior high school, only have two grade levels. As per data acquired from in-depth interviews and focus group discussion, some of the participants believed that there is no distinction in oral reading level in terms of grade level. Some, however, also claimed that grade 12 students are better oral readers since they are one year ahead. Participants during the IDI and FGD believed that there is no significant gap in the oral reading level between grades 11 and 12. They argued that one year is not enough to distinguish the two grade levels.

We are only one year ahead of grade 11 students, so I do not think there is a difference. If the gap is a little bit longer, like grades 9 and 12, we might see a difference. (IDI – 11)

Almost the same level because grade 11 students, like us, are still improving, and senior high school is only two years. (*IDI – 12*)

Neutral ground for men and women. The responses during IDI and FGD established that there is no distinction between men and women in terms of oral reading. Some used the behavior of women as an indication that they are more competent readers than men. However, some participants justified that men in different endeavors manifest superiority in oral reading. The participants believed that women are more focused than men. Women participate more often in oral reading activities, which resulted in the enhancement of oral reading level.

Women have an advantage because they are focused on reading; men are more on playing games. (*IDI - 1*)

Women, because I noticed they read in front often than men. (*IDI - 7*)

Role of Experiences in Shaping the Beliefs, Biases, Behavior, and Attitudes of Students as Regards Oral Reading

Table 6 presents the thematic analysis based on the role of experiences in shaping the beliefs, biases, behavior, and attitudes of students as regards oral reading. Three essential themes emerged from the analyzed data, namely, personal motivation and commitment; claims must be supported by research and techniques to incurring miscues. Six codes were obtained from the essential themes.

Personal motivation and commitment. Like other endeavors in life, oral reading demands motivation and commitment from the readers. During FGD and IDI, the participants shared their beliefs upon experiencing oral reading miscues. They acknowledged that oral reading is difficult, and that practice is an essential requirement to achieve a certain level of mastery. Concerning the responses of the participants, some first recognized the challenging

nature of oral reading, and then emphasized the significance of practice to avoid oral reading miscues. Moreover, they realized that mastery demands time and cannot be achieved overnight.

It (oral reading) is difficult because you encounter difficult words that is why practice is essential. (IDI - 9)

Oral reading is a long-term practice and cannot be mastered overnight. It takes time to read correctly. (FGD - P8)

Claims must be supported by research. During IDI and FGD, the participants shared their experiences that led to their oral reading biases. These biases were based on their perceptions that need more clarification and validation from a reliable source. The participants mentioned two biases, namely: halo effect in favor of achievers, and comprehension is given more importance rather than pointing out miscues. In a classroom setting where there is a variation of abilities, students tend to compare achievers to none. Based on the qualitative data gathered during IDI and FGD, participants described honor students as good oral reader while also theorizing that students who frequently commit miscues and poor oral readers are non – achievers.

Table 6

Role of experiences in shaping the beliefs, biases, behavior, and attitudes of students as regards oral reading.

Themes	Core Ideas
Personal motivation and commitment	Acknowledging that oral reading is a difficult skill to learn
	Realizing that oral reading takes time to master
	Believing that oral reading requires dedication
	Improving oral reading level is a personal accountability

Claims must be supported by research	Being biased that achievers in the classroom are also competent oral readers
	Stereotyping non-achievers as poor oral readers
	Experiencing that oral communication subjects are taken for granted
	Noticing that teachers are more concerned with comprehension rather than oral reading
	Realizing that reading slowly will make me avoid miscues
Techniques to avoid incurring miscues	Learning to take time to read difficult words to avoid miscues
	Toning down the voice when encountering difficult words and wait for others' help
	Reading silently first before uttering the words

Techniques to avoid incurring miscues. The experiences in committing miscues led to some changes in participants' attitudes and behaviors. Some of them found a way to avoid the miscues, and some created a way to make the miscues unnoticeable. For the participants, as per experience, they realized that reading slowly and learning to take time to read difficult words helped them avoid miscues. In other words, to avoid oral reading miscues, one must be careful in uttering words.

I do not read fast to avoid miscues. (IDI – 7)

Read slowly. Do not read fast so that you can correctly pronounce the words.
(IDI – 6)

When reading, I always take my time to avoid miscues especially every time I read challenging words. (FGD – P4)

Data Integration of Salient Qualitative and Quantitative Findings

The current study on miscues-based oral reading level of senior high school students in a non – sectarian institution is employing convergent triangulation mixed methods. Table 7 presents the joint display of salient qualitative and quantitative findings. It shows the various columns to interpret how the qualitative and quantitative data in the study are integrated. The first column presents the aspects or the focal point of the study, followed by the second and third columns where the quantitative and qualitative results are shown. The fourth and fifth columns are the nature of and function in integration, which justify the idea of integration.

Merging. The nature of data in the first to fifth aspects or focal point is *merging*. The results from quantitative and qualitative data were integrated using a joint display. In this study, the researcher first reports the quantitative statistical results and then discusses the qualitative findings that confirm the statistical results. (Creswell, 2014). Integration through merging of data occurs when researchers bring quantitative and qualitative results together for analysis and comparison (Fetters, Curry, & Creswell, 2013). The data are merged when the researcher takes the two data sets and explicitly brings them together or integrates them (Creswell, 2003).

Table 7

Joint display of salient qualitative and quantitative findings

Research Area	Quantitative Results	Qualitative Results	Nature of Integration
	Out of 151 students who read the 185 – word selection:	Self-correction implementation with codes:	
Reading miscues	The total mean of miscues committed is 14; 92.39%, which indicates an instructional level in oral reading.	<ul style="list-style-type: none"> • Omission miscue • Substitution miscue • Mispronunciation Miscue 	Merging - Converging
	Instructional level		

	<p><i>(the level at which readers profit the most from teacher-directed instruction in oral reading</i></p> <p>(Department of Education, 2018)</p> <p><i>(From Table 2: Total miscues committed)</i></p>	<p><i>(From Table 4: Frequently committed miscues</i></p>
Strand as a significant differentiating factor	<p>- Oral Reading Level mean of different academic strands: HUMSS - 89.39, Frustration level - <i>the level at which readers find reading materials so difficult that they cannot successfully respond to them</i> (Department of Education, 2018)</p> <p>STEM - 95.60, ABM - 92.96</p>	<p>Course as a significant factor with codes:</p> <ul style="list-style-type: none"> • Specialized subjects have different views on oral reading • Oral reading enhances other abilities <p><i>(From Table 5: Strand)</i></p>
		Merging - Converging

Oral Reading Level Mean of three campuses.			
Campus A = 93.17, Campus B = 91.98, Campus C = 91.99		Campus role vagueness with codes:	
Campus as a not significant differentiati ng factor	Instructional level <i>(the level at which readers profit the most from teacher- directed instruction in oral reading</i> (Department of Education, 2018)	Passive role of schools on oral reading Active role of schools on oral reading	Merging – Converging
	p-value = .521, which means that there is no significant difference (p-value > 0.05 = NS) in oral reading level when analyzed by campus. <i>(From Table 3:Campus)</i>	<i>(From Table 5: Campus</i>	

Grade level as a not significant differentiating factor	Oral Reading Level Mean	- Training and exposure as determinants with codes:	Merging – Converging
	Grade 11 = 91.54 Grade 12 = 93.54	• Generally having the same level in oral reading in two grade levels.	
	Instructional level (<i>the level at which readers profit the most from teacher-directed instruction in oral reading</i> (Department of Education, 2018) p-value = .067, which means that there is no significant difference (p-value > 0.05 = NS) in oral reading level when analyzed by grade level. (From Table 3: Grade level)	• In isolated cases, higher oral reading level is manifested in the higher- grade level. (From Table 5: Grade level)	
Sex as a not significant differentiating factor	Oral Reading Level Mean	Neutral ground for men and women with codes:	Merging – Converging
	Male = 91.46 Female = 93.11		
	Instructional level (<i>the level at which readers profit the most from teacher-directed instruction in oral reading</i>)	• Behaviora l manifesta tion women in terms of oral reading	

(Department of Education, 2018)	• Biased perception of men's superiority over women on oral reading
p-value = .096 which means that there is no significant difference (p-value > 0.05 = NS) in oral reading level when analyzed by sex.	
(From Table 3: Sex)	(From Table 5: Sex)

Converging. Based on the results, the function of integration of the first to fifth aspects or focal points in this study is *converging*. This function occurs when the researcher collects both quantitative and qualitative data, analyzes them separately, and then equates the results to see if the findings confirm (Creswell, 2014).

DISCUSSION

Using miscue analysis, among the three oral reading levels, the majority of the participants are instructional readers. Students who read at an instructional level, according to the Department of Education (2018), means that they can read with the support of a teacher. It is the level where students make the most progress and can register performance at 90% to 96% accuracy in oral reading. Determining the oral reading level can be done through timed-tasks that require students to identify letter-sound correspondences, identify nonsense words, identify real terms, or read connected text aloud (Wise, et al., 2010).

The oral reading level of the majority of the participants, based on the miscue analysis, is instructional. Since the selection is composed of 185 words, this means that they committed not less than six and not more than 19 miscues. Instructional level, according to the Department of Education (2018), is the level where students make the most progress and can register performance at 90% to 96% in oral reading. In support, Franz (2011) stated that instructional reading level means that the students can use word-recognition clues

and techniques, and they read with teachers' assistance. Instructional level is usually determined from books or other materials, which the student can read with no more than one miscue in approximately 20 words. To add, the Department of Education (2018) cited that awareness of the oral reading level of the students could help the teacher identify the materials that are suitable for students. Moreover, miscues committed during oral reading provide teachers pieces of evidence with regards to the level of familiarity of students towards the content matter. It will somehow aid the teachers in planning an intervention to address the problem. It will also help them strategize the next steps to enhance the reading level of students (Watson, 2018).

Based on the results, there is no significant difference in the miscues-based oral reading level of senior high school students in a non – sectarian institution in terms of campus, grade level, and sex. In terms of campus, all three campuses have an oral reading level ranging from 91% - 93%. It indicates that the campus has nothing to do with the extent of students committing miscues in oral reading. This result is in contrast to Bronfenbrenner's Ecological Systems Theory (1986), as cited by Ogetange (2018), which explained the contribution of school in the oral reading level. This contribution includes the physical design, the school literacy environment, and the quality of teachers.

Self - esteem is an individual's subjective evaluation of their worth. It encompasses beliefs about oneself as well as emotional states, such as triumph, despair, pride, and shame. The majority of the participants shared their negative experiences during oral reading, and one of which is discrimination during reading activities. Students become frightened when they have to read unfamiliar text aloud. Because they are nervous, they do poorly (Dresser, 2012). Watson (2018) stated that self – correction is an indicator that a student is a competent reader. Corrections show the learner is aware of the meaning. If the corrections are quite frequent, then the learner may be reading a little too fast. Further, he posited that too much correcting even on words that do not alter the meaning may ultimately affect the learner's understanding of the text (Estrada, 2016).

Some participants believed that campus contributed to their oral reading level. They thought that the campus plays an active role in oral reading. This finding is supported by a study conducted by

Ogetange (2018). It was revealed that one of the contributions of school in the enhancement of oral reading is the environment. This topic was not included in the responses of participants as they only focused on the curriculum of the school. Ogetange (2018) added that students improved, aside from highly qualified teachers, more from female teachers than their male counterparts. Meaning, it is a factor if the teachers on the campus are mostly women.

Motivation is one concept that continually surfaces as an important focus in reading and learning to read, particularly for adolescents (Cox, 2007). Motivation is critical for adolescent readers. If students are not motivated to read, research shows that they will simply not benefit from reading instruction (Cox, 2007). During the focus group discussion and in-depth interviews, participants expressed their beliefs on oral reading. They recognized the difficult nature of oral reading and the better ways to address its difficulty. They added that to avoid miscues, personal motivation and constant practice must be done.

The focal point of miscue analysis is to enhance the oral reading level of students. Since the instructional level in oral reading still means that students commit miscues and rely on the inputs and assistance of their teachers, it must be an indication that this oral reading level must not be tolerated. Lehner (2017) postulated that miscues could change the meaning of the text and maybe especially detrimental to students' understandings of the information presented. Meaning to say, a reader must avoid committing numerous miscues to evade modifying the meanings of the text while reading.

Implication for Educational Practices

The result of this study is, without a doubt, a massive benefit to address the occurrences of oral reading miscues and to enhance the existing oral reading level of the students. It reminds us that miscues in oral reading are still happening even in the higher levels of the academic ladder. Analyzing miscues will support students' quests to improve their oral reading level, especially those who were promoted even though specific competencies were not yet attained.

It will help teachers to choose student-centered reading materials, thereby allowing teachers to ensure that the reading contents provided will help enhance the oral reading level of students. It will also help teachers to have a clear view of the status of the oral reading level, thus, improving their teaching strategies. Further, it also

unfolds the experiences and the effects of these experiences for the students. The school administrators can also help by institutionalizing the conduct of miscue analysis. This way, the teachers will feel the full support of the institution in improving the miscues-based oral reading level of the students.

CONCLUSION

From the results and analyses, the researcher may conclude the following: As for the frequency distribution, students enrolled in Science, Technology, Engineering, and Mathematics (STEM) and Accounting, Business, and Management (ABM) Strands are instructional while students enrolled in Humanities and Social Sciences (HUMSS) Strand categorized as frustrated readers. Overall, the senior high school students in a non-sectarian institution attained an oral reading score of 92.39% or instructional level. There is no significant difference in the miscues-based oral reading level of senior high school students when analyzed by campus, grade level, and sex. However, a significant difference is manifested when a comparison is made between the three academic strands. Lastly, the thematic analysis of data reveals the experiences of senior high school students in a non-sectarian institution. From them, three essential themes emerged, namely, low self-esteem, self-correction implementation, and uncertainty of future miscues. Using thematic analysis on qualitative data with regards to the role of grouping variables on miscues-based oral reading level, three essential themes emerged, namely, campus role vagueness, course as a significant factor, training and exposure as determinants, neutral ground for men and women. Using thematic analysis on qualitative data with regards to the role of experiences in shaping the beliefs, biases, behavior, and attitudes of students as regards oral reading, three essential themes unveiled from the analyzed data, namely, personal motivation and commitment, claims must be supported by research, and techniques to avoid incurring miscues. Finally, a joint display of quantitative and qualitative findings revealed that convergent data between two approaches occurred when merging function is employed.

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