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READING COMPETENCIES OF GRADE V PUPILS
IN THE DISTRICT OF MENDEZ
SCHOOL YEAR 1997-1998

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APRIL 1998

**READING COMPETENCIES OF GRADE V PUPILS
IN THE DISTRICT OF MENDEZ
SCHOOL YEAR 1997-1998**

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ABSTRACT

ROZUL, ROSENA OCAMPO. Cavite State University, Indang, Cavite, April 1998. Reading Competencies of Grade V Pupils in the District of Mendez, School Year 1997-1998.

Major Professor: Dr. Constanca G. Cueno.

The study sought to find out the reading competencies of the pupil respondents; determine the factors related to reading competencies and determine the relationship between reading competencies and pupils' achievement in English, Mathematics, Science, EPP, Filipino, Hekasi and MSEP.

The variables explored were pupil related factors (gender, interest in reading); parent related factors (income, educational attainment, attitude towards reading); teacher related factors (teaching experience, educational attainment, commitment to reading instruction); and school related factors (library, textbooks, classrooms and supplementary materials).

The respondents were selected using the proportional stratified random sampling technique. The data were obtained from 178 pupils (94 females, 84 males), 178 parents and ten teachers, using reading tests and questionnaires. Frequency counts, percentage mean, standard deviation and test of correlation were used.

The study revealed that overall reading competencies of pupils were at the "instructional level".

The Pearson Product Moment Correlation Coefficient and Biserial Correlation Coefficients showed that the following variables were significantly related to the oral reading competencies of Grade V pupil respondents, textbooks, classroom, gender of pupils, reading interest and fathers' education. Moreover , the following variables were found to be significantly related to reading comprehension: educational attainment of teachers, library, supplementary materials, gender of pupils, reading interest, and parents' educational attainment.

It was also found that the relationships of reading competencies both for oral and reading comprehension were highly significant to pupils' achievement in English, Mathematics, Science, EPP, Filipino, Hekasi and MSEP.

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CHAPTER I

THE PROBLEM AND ITS BACKGROUND

Introduction

“Reading is the key which admits us to the world of thought, fancy and imagination. It enables us to see the keenest eyes , hear the finest ears, and listen to the sweetest voices of all times”. (Lowell as cited by Villamin et. al 1987).

Reading means many things to a lot of people. It can be one of the most recompensating preoccupations of an individual expanding his horizons and making it possible for him to partake of man’s accumulated experiences and achievements through the ages. Experts in reading define this term in many ways. Their views about reading may be summarized as follows:

Reading is an effective communication between the author and the reader. It involves sensation, perception, comprehension, application and integration. It is the basic tool for learning all areas. It involves different processes, namely: word perception, comprehension, reaction and integration.

It is the responsibility of all teachers to make their pupils read. Failure of a child to read is always blamed on the teachers. But the reality is that reading is affected by several factors. Reading problems of a child may be due to people around the child: his teachers and his parents; inadequate teaching of the teachers and lack of support from parents; lack of printed materials available for the child and so many others.