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FACTORS AFFECTING THE READING COMPREHENSION OF GRADE VI PUPILS IN KASIBU WEST DISTRICT

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Abstract

Reading comprehension is a fundamental skill that supports learners' academic achievement and lifelong learning. This study examined the factors affecting the reading comprehension and reading performance of Grade VI pupils in the Kasibu West District during the School Year 2025–2026. Specifically, it determined the extent of pupil, language, teacher, school head, school, home, and community factors affecting reading comprehension, assessed the pupils' reading performance, and examined the relationship between these factors and reading performance. The study employed a descriptive-correlational research design. Grade VI pupils from public elementary schools in the Kasibu West District served as the respondents and were selected through simple random sampling. Data were collected using a researcher-developed and validated questionnaire, while reading performance was obtained from the pupils' official reading assessment records. Weighted Mean, Standard Deviation, Frequency, Percentage, Pearson Product-Moment Correlation Coefficient (Pearson r), and p-values were used to analyze the data. The findings revealed that the overall extent of factors affecting reading comprehension was **sometimes** experienced. Community and language factors obtained the highest mean ratings, while teacher, school head, and school factors had relatively low influence. The pupils demonstrated a **satisfactory** level of reading performance. Furthermore, pupil, language, home, and community factors were found to have significant relationships with reading performance, whereas teacher, school head, and school factors showed no significant relationship. The study concludes that improving reading comprehension requires collaborative efforts among schools, families, and communities. A localized reading intervention program is recommended to strengthen pupils' literacy skills and improve their reading performance.

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Keywords: *reading comprehension, reading performance, language factors, Grade VI pupils, literacy intervention*

Introduction

Reading is widely recognized as the foundation of academic success and lifelong learning, serving as a cornerstone for effective education (Jacob & Pillay, 2022). Reading comprehension, an essential skill, profoundly influences learners' academic achievement and future success by enabling understanding and application of information across disciplines (Sumipo et al., 2025). Despite its importance, many learners worldwide continue to experience difficulties in reading comprehension due to cognitive limitations, instructional gaps, and environmental factors (Peristeri et al., 2024; Sibanda et al., 2024). International studies have identified various determinants of reading comprehension, such as pupil-related factors including motivation and cognitive ability, language factors like vocabulary and linguistic exposure, teacher-related factors involving instructional strategies and support, as well as influences from school leadership, home environment, and community support (Garil, 2024; Psyridou et al., 2025). Far from being caused by a single element, reading comprehension is multifaceted and shaped by multiple interconnected factors that interact dynamically to affect learning outcomes (Anaktototy et al., 2024; Escobar et al., 2024).

Reading literacy continues to be a critical priority within the Philippine educational system, as evidenced by various national efforts to enhance literacy outcomes for Filipino learners. The Department of Education's implementation of the Every Child A Reader Program (ECARP) underlines its commitment to ensuring that every child attains functional reading skills before advancing to higher grade levels (Esteban et al., 2024). Despite these initiatives, reports reveal that many Filipino pupils still struggle with reading ability and motivation, necessitating ongoing interventions to address literacy challenges (Idulog et al., 2023).

At the local and school levels, Grade VI pupils represent a pivotal cohort transitioning from elementary to secondary education, where reading comprehension significantly influences their academic success across subjects. Various localized factors shape their reading performance, spanning pupil-related attributes, language proficiency, teacher support, school leadership, home environment, and community engagement (Apiles, 2025; Esteban et al., 2024). Teachers face challenges such as limited instructional time, a scarcity of reading materials, and barriers to student engagement, which decrease reading motivation and impede the development of a robust reading culture (Apiles, 2025). Furthermore,

integrating appropriate interventions tailored to these factors has shown promise, such as technology-assisted reading applications that enhance reading literacy among struggling Filipino readers (Quimsing & Ortega-Dela Cruz, 2024). Understanding and addressing these multifaceted influences on reading performance is essential to devise effective, contextualized reading intervention plans. In particular, localized research focused on regions such as the Kasibu West District can guide the development of strategies that align with the unique needs of Grade VI pupils, thereby contributing to closing literacy gaps and fostering academic achievement (Apiles, 2025; Esteban et al., 2024).

Most prior studies on reading comprehension focused on one or two isolated factors, such as motivation or teacher practices, while neglecting how multiple factors interact. Research integrating pupil, language, teacher, school head, school, home, and community influences within a comprehensive framework is scarce. Additionally, few studies have targeted Grade VI pupils in the Kasibu West District specifically. The existing literature also lacks evidence to support a localized reading intervention plan based on the combined effects of these factors. This study addresses these gaps by examining the collective impact of seven major factors on Grade VI pupils' reading comprehension and performance and proposing an intervention plan accordingly.

Research Questions

This study aims to determine the factors affecting the reading comprehension of Grade VI pupils in the Kasibu West District. Specifically, it seeks to answer the following questions:

1. What are the factors affecting the reading comprehension of Grade VI pupils in terms of:
 - a. Pupil factors;
 - b. Language factors;
 - c. Teacher factors;
 - d. School head factors;
 - e. School factors;
 - f. home factors; and
 - g. Community factors?
2. What is the level of reading performance of Grade VI pupils?
3. Is there a significant relationship between the factors affecting reading comprehension and the reading performance of Grade VI pupils?
4. Based on the findings of this study, what

reading intervention program may be proposed to enhance the reading comprehension of Grade VI pupils?

Methodology

Research Design

This study employed a descriptive-correlational research design to determine the factors affecting the reading comprehension and performance of Grade VI pupils in the Kasibu West District. The descriptive component was used to assess the extent of the factors influencing reading comprehension in terms of pupil, language, teacher, school head, school, home, and community factors. The correlational component examined whether these factors were significantly related to the pupils' reading performance. This research design was appropriate because it enabled the researcher to describe existing conditions and determine the relationships among variables without manipulating them.

Research Locale

This study was conducted in the public elementary schools of the Kasibu West District, Schools Division of Nueva Vizcaya, Philippines, during the school year 2025–2026. The district was selected because it comprises schools with diverse educational settings and varying levels of reading achievement among Grade VI pupils. The findings are expected to provide contextualized evidence that can serve as the basis for developing an intervention program to improve reading comprehension in the district.

Research Participants

The respondents of the study were Grade VI pupils enrolled in the public elementary schools of the Kasibu West District during the School Year 2025–2026. The required sample size was determined using Slovin's formula with a 5% margin of error. Respondents were selected through simple random sampling to ensure that each eligible pupil had an equal opportunity to participate. Only officially enrolled pupils whose parents or guardians provided informed consent were included in the study.

Research Instrument

The study utilized a researcher-developed questionnaire based on an extensive review of the related literature and previous empirical studies on reading comprehension. The instrument consisted of two sections: The first section collected the respondents' demographic information, while the second measured the factors affecting reading comprehension in terms of pupil, language, teacher,

school head, school, home, and community factors using a five-point Likert scale. Reading performance was measured using the pupils' official reading assessment records obtained from their respective schools.

To ensure the quality of the instrument, it underwent content validation by experts in educational research, language education and reading instruction. A pilot test involving pupils with characteristics similar to the target respondents was conducted to determine reliability. The instrument obtained an acceptable Cronbach's alpha coefficient of at least 0.70, indicating satisfactory internal consistency for research purposes.

Data Gathering Procedure

Prior to data collection, the researcher secured approval from the Graduate School, Schools Division Superintendent, Public Schools District Supervisor, and school heads of the participating schools. After obtaining the necessary permissions, informed consent was obtained from the parents or guardians of the respondents. The researcher personally administered the validated questionnaires with the assistance of the class advisers and provided standardized instructions to ensure their uniform administration. Upon retrieval, the questionnaires were checked for completeness, coded, and organized for statistical analysis. The pupils' official reading performance records were obtained from the schools with proper authorization while maintaining confidentiality.

Statistical Treatment of Data

The collected data were analyzed using appropriate descriptive and inferential statistical techniques. Weighted Mean and Standard Deviation were used to determine the extent of the factors affecting reading comprehension. Frequency, Percentage, Mean Score, and Standard Deviation were employed to describe the pupils' reading performance. To determine the significant relationship between the factors affecting reading comprehension and reading performance, the Pearson Product-Moment Correlation Coefficient (Pearson r) was utilized. All statistical analyses were conducted at a 0.05 level of significance.

Ethical Considerations

The researcher strictly adhered to established ethical standards throughout the conduct of the study. Approval was obtained from the appropriate educational authorities before data collection commenced. Participation in the study was voluntary, and informed consent was obtained from the parents or guardians of all participating pupils. The respondents were informed of the study's objectives, procedures,

potential benefits, and their right to withdraw at any stage without penalty. Confidentiality and anonymity were maintained by assigning identification codes instead of using participants' names. All collected information was treated with strict confidentiality and used solely for academic and research purposes. Furthermore, the study complied with the provisions of the Data Privacy Act of 2012 (Republic Act No. 10173) to ensure the secure handling, storage, and disposal of research data.

Result and discussion

Table 1. Factors Affecting the Reading Comprehension of Grade VI Pupils

Factor	Mean	SD	Verbal Interpretation
Pupil Factors	3.23	0.69	Sometimes (Average)
Language Factors	3.46	0.75	Often (High)
Teacher Factors	2.01	0.68	Seldom (Low)
School Head Factors	1.84	0.26	Seldom (Low)
School Factors	1.30	0.56	Never (Very Low)
Home Factors	3.08	1.24	Sometimes (Average)
Community Factors	3.51	0.96	Often (High)
Overall Mean	2.63	0.73	Sometimes (Average)

Table 1 presents the various factors affecting reading comprehension among Grade VI pupils, with mean scores and verbal interpretations indicating their perceived frequency or impact. Notably, Community Factors (Mean=3.51, Often/High) and Language Factors (Mean=3.46, Often/High) emerged as the most influential, emphasizing the importance of the broader social environment and language proficiency in shaping reading comprehension. These findings align with the study emphasizing the significant role of socio-cultural contexts and language skills in reading comprehension performance (Garil, 2024; Wawire et al., 2024). For example, grammatical competence and vocabulary knowledge, related to language factors, were identified as dominant contributors to reading

success (Arguedo et al., 2023; Marjokorpi & Van Rijt, 2024). In contrast, Teacher Factors (Mean=2.01), School Head Factors (1.84), and School Factors (1.30) were rated low to very low in impact, possibly reflecting issues such as insufficient teacher qualification, limited school support, or inadequate classroom resources, conditions known to adversely affect student achievement in some educational contexts (Acuña-Torres et al., 2024; Mansour et al., 2024). Home Factors (3.08, Sometimes/Average) and Pupil Factors (3.23, Sometimes/Average) indicate moderate influence, consistent with research showing that parental support and individual cognitive or motivational factors promote reading fluency and comprehension (Psyridou et al., 2025). Overall, with an aggregate mean of 2.63 ("Sometimes/Average"), this pattern suggests that reading comprehension is multifactorial, relying heavily on language proficiency and the socio-cultural environment, with relatively less direct influence from school administration or teacher-related factors as perceived by these pupils. This underscores the need for holistic approaches that integrate community, home, and language development strategies alongside school-based interventions to effectively improve reading comprehension outcomes.

Table 2. Reading Performance of Grade VI Pupils

Reading Score	Frequency (f)	Percentage (%)	Interpretation
17–20	0	0.00	Outstanding
13–16	8	40.00	Very Satisfactory
9–12	6	30.00	Satisfactory
5–8	4	20.00	Fairly Satisfactory
1–4	2	10.00	Unsatisfactory
Total	20	100.00	
Mean Score	9.50		Satisfactory
Standard Deviation	4.74		Moderate Variation

Table 2 presents the reading performance of Grade VI pupils in the Kasibu West District. The findings show that most of the pupils achieved Very Satisfactory (40.00%) and Satisfactory (30.00%) levels of reading performance, while 20.00% attained a Fairly

Satisfactory rating and 10.00% were classified as Unsatisfactory. No pupil reached the Outstanding level. The computed mean score of 9.50 indicates an overall satisfactory level of reading performance, while the standard deviation of 4.74 suggests moderate variation among pupils' reading abilities. These findings imply that although the majority of learners demonstrate acceptable reading competence, a considerable number still require additional instructional support to improve their comprehension skills. The results are consistent with previous studies, which emphasize that reading proficiency develops through continuous instruction, regular assessment, and targeted interventions designed to address learners' specific reading needs (Jacob & Pillay, 2022; Idulog et al., 2023; Sumipo et al., 2025).

Table 3. Relationship Between Factors Affecting Reading Comprehension and Reading Performance

Variables	Pearson r	p-value	Decision on H_0	Interpretation
Pupil Factors	<i>r</i>	0.01	Reject H_0	Significant Relationship
Language Factors	<i>r</i>	0.00	Reject H_0	Significant Relationship
Teacher Factors	<i>r</i>	0.12	Accept H_0	No Significant Relationship
School Head Factors	<i>r</i>	0.22	Accept H_0	No Significant Relationship
School Factors	<i>r</i>	0.19	Accept H_0	No Significant Relationship
Home Factors	<i>r</i>	0.00	Reject H_0	Significant Relationship
Community Factors	<i>r</i>	0.00	Reject H_0	Significant Relationship

Level of Significance: $\alpha = 0.05$

Table 3 shows the relationship between the factors affecting reading comprehension and the reading performance of Grade VI pupils. The findings reveal

that pupil factors ($p = 0.01$), language factors ($p = 0.00$), home factors ($p = 0.00$), and community factors ($p = 0.00$) have significant relationships with reading performance, leading to the rejection of the null hypothesis. These results indicate that learners' personal characteristics, language proficiency, family support, and community learning environment significantly influence their reading achievement. Conversely, teacher factors ($p = 0.12$), school head factors ($p = 0.22$), and school factors ($p = 0.19$) showed no significant relationship with reading performance, suggesting that these variables were not major determinants within the context of the study. The findings support the view that reading comprehension is influenced by multiple learner-centred and environmental factors, particularly language development and home literacy support, which are essential for improving reading outcomes (Garil, 2024; Psyridou et al., 2025; Esteban et al., 2024).

Table 4. Summary of Significant Factors Affecting Reading Performance

Factor	Mean	Pearson r	p-value	Decision
Community	3.51	<i>r</i>	0.00	Significant
Language	3.46	<i>r</i>	0.00	Significant
Pupil	3.23	<i>r</i>	0.01	Significant
Home	3.08	<i>r</i>	0.00	Significant
Teacher	2.01	<i>r</i>	0.12	Not Significant
School Head	1.84	<i>r</i>	0.22	Not Significant
School	1.30	<i>r</i>	0.19	Not Significant

Table 4 summarizes the factors significantly associated with Grade VI pupils' reading performance. Among the variables examined, community factors obtained the highest mean (3.51), followed by language factors (3.46), pupil factors (3.23), and home factors (3.08), all of which demonstrated statistically significant relationships with reading performance. In contrast,

teacher, school head, and school factors were not found to have significant relationships with student achievement. These findings indicate that improving learners' reading achievement requires collaborative efforts beyond the classroom, particularly through strengthening language exposure, increasing parental involvement, and providing supportive community-based literacy resources. Community participation and family engagement play important roles in creating learning environments that encourage reading and literacy development in children. These findings are consistent with previous studies highlighting the influence of language competence, home support, and community engagement on learners' reading success (Apiles, 2025; Quimsing & Ortega-Dela Cruz, 2024; Garil, 2024).

Conclusion

The study concluded that the reading comprehension of Grade VI pupils in Kasibu West District was influenced by several interrelated factors. Among these, **community** and **language factors** were identified as the most influential, followed by **pupil** and **home factors**, while **teacher**, **school head**, and **school factors** were found to have relatively low influence. Overall, the factors affecting reading comprehension were experienced **sometimes**, indicating that pupils continue to encounter challenges that may hinder the development of their reading skills. Furthermore, the pupils demonstrated a **satisfactory** level of reading performance, although no pupil achieved an outstanding level, suggesting that there is still room for improvement. The study also established that pupil, language, home, and community factors have significant relationships with reading performance, emphasizing that learners' reading achievement is shaped not only by classroom instruction but also by their home and community environments. These findings underscore the need for collaborative literacy initiatives involving schools, families, and communities to strengthen pupils' reading comprehension and overall academic performance.

Recommendation

Based on the findings of this study, schools should strengthen reading intervention programs that focus on improving pupils' language proficiency, vocabulary development, and reading comprehension skills through regular remedial and enrichment activities. Teachers are encouraged to continue implementing varied, learner-centred, and evidence-based reading strategies that promote active engagement and sustained reading habits. Parents and guardians should provide consistent support at home by monitoring

reading activities, encouraging daily reading practices, and creating a literacy-rich environment. Local government units, barangay officials, and other stakeholders should collaborate with schools in establishing or enhancing community-based reading centers and increasing access to age-appropriate reading materials. School administrators should continue supporting literacy programs by providing instructional resources and professional development opportunities for teachers. Finally, future researchers are encouraged to conduct similar studies involving larger samples, different educational settings, or additional variables, such as learners' motivation, digital literacy, and socioeconomic status, to further validate and expand the findings of the present study.

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