

**READING PROFICIENCY LEVEL OF GRADE V PUPILS: ITS RELATION
TO THEIR ATTITUDE TOWARDS READING, READING ANXIETY
AND CLASSROOM LEARNING ENVIRONMENT**

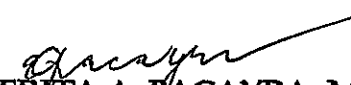
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**In Partial Fulfillment
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Master of Arts in Education (MAEd)
Major in Elementary Education**


**PATERNO A. PINO
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APPROVAL SHEET


This thesis entitled "READING PROFICIENCY LEVEL OF GRADE V PUPILS: ITS RELATION TO THEIR ATTITUDE TOWARDS READING, READING ANXIETY AND CLASSROOM LEARNING ENVIRONMENT", has been prepared and submitted by PATERNO A. PINO, who having passed the comprehensive examination, is hereby recommended for oral examination.


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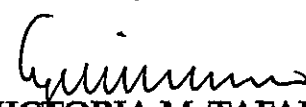

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The Researcher

DEDICATION

To my wife, Genevive, who tenderly gave her outmost support all throughout the research;

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To my mother, who gave me the inspiration of rearing a true family and the indispensability of Education; and

To the Almighty Father, for His gift of life, knowledge, and wisdom.

Paterno A. Pino

ABSTRACT

This study determined the relationship between the reading proficiency level of Grade V pupils of Calbiga District, Calbiga, Samar using the Philippine Informal Reading Inventory (Phil-IRI) and their attitude towards reading, reading anxiety and classroom learning environment, during school year 2010-2011. This study utilized the descriptive research design, using correlational analysis in order to determine the relationship between reading proficiency level of Grade V pupils of Calbiga District, Calbiga, Samar using the Philippine Informal Reading Inventory (Phil-IRI) and their attitude towards reading, reading anxiety and classroom learning environment, during school year 2010-2011. Correlation between respondents' reading proficiency level and perceived classroom learning environment in their English classes yielded an r-value of 0.176 with Fisher's t-value of 2.704. This imply low at the same time significant association since the computed Fisher's t-value is greater than the critical t-value of 1.96. Hence, the hypothesis "there is no significant relationship between respondents' reading proficiency level and perceived classroom learning environment" is rejected. Respondents' perceived classroom learning environment in their English classes was not significantly related to their age, parents' educational qualification and parents' average e monthly income; but was significantly related with respondents' sex, family size, birth order, and academic performance in English in the previous year level. Respondents' attitude towards reading and reading anxiety were directly, highly and significantly related. Classroom learning environment showed a direct, high and significant association with respondents' reading anxiety.

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Chapter 1

THE PROBLEM AND ITS SETTING

Introduction

English is a second language in the Philippines and is used as a medium of instruction and communication in school. It is taught as a separate subject at an early age from elementary through college. Acquiring proficiency in the English language is very important in learning science, mathematics and other subjects taught in English.

According to Larsen (2007:2-10), learning the English language will require the acquisition of four essential skills: speaking, writing, reading, and listening. Of these four skills, reading is the most significant in learning a second language. Moreover, reading is more than a means of facilitating language learning. It is in itself a goal of language learning (Burroughs, 2006:10). In fact, it is a tool for all learning areas in any curriculum. It necessarily follows that the success (and/or failure) of pupils in class generally depends upon their proficiency in reading.

To be academically literate, Filipino pupils need to master the reading skills for academic purposes. Needless to say, proficiency in reading is one of the problems facing most educators teaching English. Even children coming from English speaking countries also encounter problems in reading (Hermosa, 2002:101).

The significance of reading as a school subject should not be underestimated because one's proficiency in it is a fundamental factor. It is a tool which helps or inspires the child to succeed in school and later on his daily life activities. Incompetence or failure in other subject areas may be attributed largely to lack of competence, skill and proficiency in reading (Wilkins and Ma, 2002:288). This is an obvious fact that the development of reading skills should not be taken for granted. A carefully planned program of instruction is imperative to ensure that every child will develop the reading potentials to the fullest.

It is along this line that the Department of Education (DepEd) has launched a program aimed at improving the reading proficiency level of every pupil. This program is the "EVERY CHILD A READER PROGRAM" (ECARP) in 2001 which was institutionalized in schools, divisions and regions and at the central level (DepEd Memorandum, 2007). The main goal of ECARP was to make every Filipino child a successful reader at his appropriate level by the end of Grade III. The program further aimed at enabling elementary grade pupils to communicate and access a variety of information in written and oral forms through effective reading instruction.

In line with the above thrust, the Bureau of Elementary Education (BEE) in close consultation with the Regions through the Education Divisions developed an ECARP Monitoring and Evaluation System (BEE, 2009). The goal was to determine the effectiveness and efficiency of ECARP in contributing to the

overall improvement of the performance of the elementary sector through a unified set of assessment tools such as the Philippine Informal Reading Inventory (Phil-IRI). The results of which shall serve as important guideposts on how to design and formulate or reformulate interventions based on needs, particularly at the school level.

Despite the presence of the different programs to improve the reading proficiency level of pupils, several literature that a child's acquisition of reading skills is dependent upon various factors, including his reading readiness, study habits, interests towards reading, availability of reading materials and library hub, and teachers' use of different teaching strategies.

More importantly, it is necessary to develop a favorable attitude towards reading in order to develop the children's reading skills (Reeve et al, 2003:378). Bernhardt (2005:133) also pointed out that aside from attitude towards reading, another affective factor that affects inefficient reading process is the role of anxiety in reading. Apart from factors which are inherent in the pupils, the classroom learning environment also has influence in the pupils' acquisition of proficiency in reading. Classroom learning environment focuses on the importance of providing for social, psychological and physical environment within which all students, regardless of their individual differences in learning, can engage in different learning activities and work towards attaining high quality standard of learning (Experiential Learning Courses Handbook, 2007:1). In view of the aforementioned ideas, the District of Calbiga also faces the

challenge of developing pupils who are proficient in reading. In fact, the result of the District National Achievement Test (NAT) in the last three years (from 2007 to 2010) reveal a more serious effort if only reading subjects especially in English is to be improved.

As per result, almost six out of the nine school respondents lagged behind the regional Mean Percentage Score (MPS) of 85 percent in the Schools Year 2007-2008. Two or 22 percent of the school respondents barely made it to passing MPS and only one qualified for the regional required passing mark. During the school Year 2008-2009, the school respondents showed a dismal performance in terms of MPS in English subject, with only three or 33 percent of them getting the 85 percent passing MPS while six or 67 percent got a low passing mark. With these results, the District of Calbiga ranked 19th in the over-all ranking in the Division of Samar. Nevertheless, during the School Year 2009-2010, the District of Calbiga made an improvement as it ranked 3rd in the overall division ranking.

Apart from the NAT, the reading proficiency level of the pupils of the District of Calbiga is also determined through the results of the Philippine Informal reading Inventory (PHIL-IRI). As per result of the PHIL-IRI for 2011 in Filipino Oral Reading Test, it was revealed that out of the 523 pupils tested, 148 were in the frustration level, 193 were in the instructional level, and 182 were in the independent level, and without a non-reader. As per the Silent Reading Test in Filipino, of the 523 pupils who were tested, 84 were slow readers, 215 were average reading speed, and 224 were fast readers. As regards comprehension

level, 141 pupils were in the frustration level, 195 in the instructional level, and 187 in the independent level. Lastly, as regards reading level, 117 pupils were in the frustration level, 209 were in the instructional level, and 194 were in the independent level.

The 2011 PHIL-IRI results for English Oral Test revealed that of the 533 pupils tested, 128 were in the frustration level, 187 were in the instructional level, and 118 were in the independent level, and without non-readers. As for the English Silent Test, 105 pupils were slow readers, 298 were average in terms of reading speed, and 130 were fast readers. As regards pupils' comprehension level in English Silent Reading Test, 113 were in the frustration level, 295 were in the instructional level, and 125 in the independent level. As regards reading level, 92 pupils were in the frustration level, 279 were in the instructional level, and 162 were in the independent level.

The aforementioned data show promising indication of the pupils' reading proficiency level. Nevertheless, there is still a need to further improve their reading proficiency level. More importantly, there is a need to identify the factors which might have influence on the pupils' reading proficiency level such as their attitude towards reading, reading anxiety level and classroom learning environment. It is on this premise that the researcher conducted this study so that the data gathered may be used by the school administrators and teachers for the recommending an improved reading program in their districts.

Statement of the Problem

The study determined the relationship between the reading proficiency level of Grade V pupils of Calbiga District, Calbiga, Samar, using the Philippine Informal Reading Inventory (Phil-IRI) and their attitude towards reading, reading anxiety and classroom learning environment, during school year 2010-2011.

Specifically, it will sought answer to the following questions:

1. What is the profile of the pupil-respondents in terms of:
 - 1.1 age;
 - 1.2 sex;
 - 1.3 family size;
 - 1.4 birth order;
 - 1.5 academic performance in English in the previous grade level;
 - 1.6 parents' educational qualification, and
 - 1.7 parents' average monthly income?

2. What is the reading proficiency level of pupil-respondents per Phil-IRI results in terms of:
 - 2.1 frustration level;
 - 2.2 instructional level;
 - 2.3 independent level, and
 - 2.4 non-reader?

3. Is there a significant relationship between pupil-respondents' reading proficiency level and their profile?
4. What is the attitude towards reading of the pupil-respondents?
5. Is there a significant relationship between pupil-respondents' attitude towards reading and their profile?
6. What is the reading anxiety level of pupil-respondents?
7. Is there a significant relationship between pupil-respondents' reading anxiety level and their profile?
8. What are the perceptions of the pupil-respondents regarding their classroom learning environment in English classes?
9. Are there significant relationship among the pupil-respondents' attitude towards reading, reading anxiety and perceived classroom learning environment in English classes?
10. Is there a significant relationship between the pupil-respondents' reading proficiency level in the three areas, and the pupil-respondents:
 - 11.1 attitude towards reading;
 - 11.2 reading anxiety level, and
 - 11.3 perceived classroom learning environment?
11. What policy redirections for Grade V teaching may be recommended based on the findings of the study?

Hypotheses

This study tested the following hypotheses based on the specific questions posted above.

1. There is no significant relationship between pupil-respondents' reading proficiency level and their profile.
2. There is no significant relationship between pupil-respondents' attitude towards reading and their profile.
3. There is no significant relationship between pupil-respondents' reading anxiety level and their profile.
4. There is no significant relationship between pupil-respondents' perceived classroom learning environment in English classes and their profile.
5. There are no significant relationship among the pupil-respondents' attitude towards reading, reading anxiety and perceived classroom learning environment in English classes.

Theoretical Framework

This study is supported by the 'Cognitive Dissonance Theory' espoused by Suedfeld (2001:24). According to Suedfeld, cognition includes knowledge, attitude, emotion, belief, or behavior. Cognitions which contradict are said to be "dissonant," while cognitions which agree with each other are said to be "consonant". Cognitions which neither agree nor disagree with each other are said to be "irrelevant".

The theory focuses on consequences of incompatibility between two related cognitions. For example, if a pupil studies hard for a test, he or she expects to do well. But if he or she studies hard and fails, dissonance is aroused. A pupil who received a small reward for a difficult task would say it was not so bad, but those who got a large reward for the same task said the task was horrible.

Cognitive dissonance makes pupils reduce negative affects of experience to justify doing it for such a small reward. Along this line, Aronson (1999:17) said people develop dissonance or negative attitudes from repeated action. For example, question, "Do you like brown bread?" and the answer, "I guess I do because I am always eating it". Theories assume attitudes as a form of cognition that serves as a function such as processing information, lifting self-esteem, or helping people fit in with others.

The introduction of a new cognition that is dissonant with a currently held cognition creates a state of "dissonance", the magnitude of which relates to the relative importance of the involved cognitions (Sherman and Gorkin, 2000:390). Dissonance can be reduced either by eliminating dissonant cognitions, or by adding new consonant cognitions. The maximum possible dissonance is equal to the resistance to change of the less "resistant cognition"; therefore, once dissonance reaches a level that overcomes the resistance of one of the cognitions involved, that cognition will be changed or eliminated, and dissonance will be reduced.

In other words, when a pupil is told to read but possesses a negative attitude towards reading, the more the pupil will dislike reading. This will lead some pupils who feel dissonance to seek other activities like playing instead that will reduce dissonance and avoid reading that will increase dissonance.

Cognitive dissonance does not arise because pupils experience dissonance between conflicting cognitions; rather, it surfaces when pupils see their actions as conflicting with their self-concept (Schlenker, 2001:688). Pupils who are involuntarily exposed to information or learning activities like reading that increase dissonance are likely to discount that information or activity, either by ignoring it, misinterpreting it, or denying it. So, in order for pupils to develop positive or favorable attitude towards reading in the English language, both should come up with strategies that decreases dissonance or improve the self-concept of pupils.

Another theory which supports the present study is the Social Cognitive Learning theory of Bandura (1998:131) which stressed the significance of observing and modeling the behaviors, attitudes and emotional reactions of others. According to Bandura, the majority of human behavior is learned from examples. This allows pupils to watch what they should do before they try for themselves.

Conceptual Framework

The schema illustrated in Figure 1 served as the conceptual framework of the study which guided the researcher in conducting the study.

At the base of the schema are the respondents of this study - the Grade V pupils in the District of Calbiga, Calbiga, Samar, during school year 2010-2011.

The lower box is connected to a bigger frame enclosing five boxes representing the research variables. At the center of the bigger frame shows the reading proficiency level of the pupil-respondents based on the PHIL-IRI result as to the frustration, instructional, independent and non-reader levels. This reading proficiency level was correlated, indicate by the double-headed arrows, with their attitude towards reading shown at the rightmost part of the bigger and their frame, their reading anxiety level, shown at the bottom part of the frame, and their perceptions of the classroom learning environment, shown in the upper part of the bigger frame.

The reading proficiency level of the pupil-respondents was also correlated with their profile variates of age, sex, family size, birth order, and academic performance in English in the previous grade level, parents' educational qualification and parents' average monthly income, shown in the leftmost part of the bigger frame.

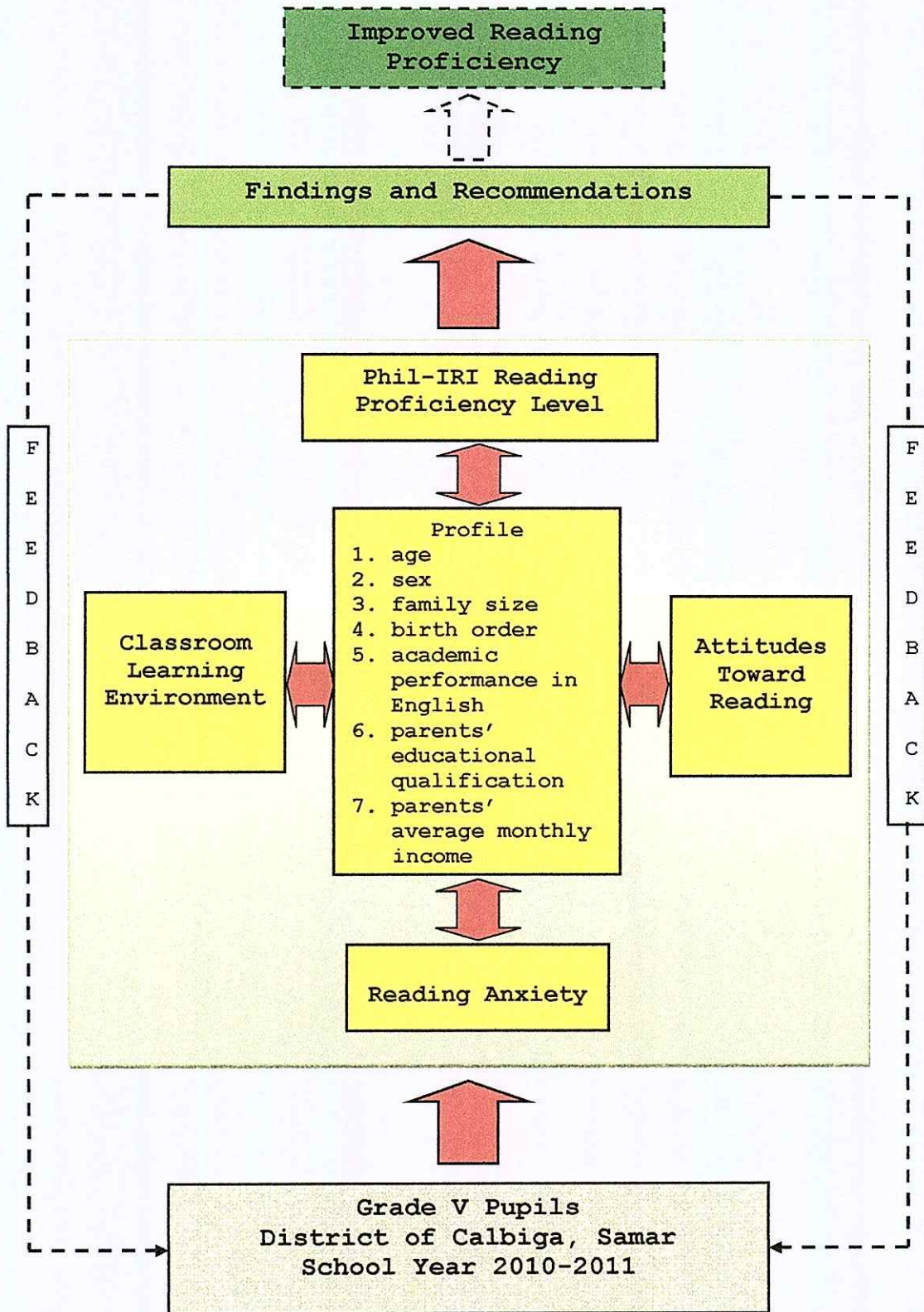


Figure 1. Conceptual Framework of the Study

The next upper box represents the results and recommendations made after data analyses. This box is again connected to two boxes in either side of the bigger frame, indicating a feedback loop, in order to attain the ultimate goal of the study, which is, improved reading proficiency among Grade V pupils in the District of Calbiga, Calbiga, Samar, as represented by the topmost box.

Significance of the Study

The results of this study would be an important value to the following stakeholders in education.

To the grade V pupils. The results of this study would provide pupils with insights into their reading proficiency level and how it is influenced by their attitude towards reading, reading anxiety and classroom learning environment. With these insights, they would be able to improve their reading proficiency level by possessing, favorable attitude towards reading, reducing their reading anxiety level and enjoying a positive classroom learning environment. These insights would enable pupils to actively participate in remedial, reinforcement and enhancement (RRE) activities aimed at improving their reading proficiency level.

To the teachers. The result of this study would enable teachers to acquire and possess in-depth understanding of their pupils' reading proficiency level and it is influenced by their attitude towards reading, reading anxiety and classroom learning environment. With such depth of understanding, they would

be able to incorporate positive values towards reading content areas of the different subject matters. They would also be able to initiate and formulate reading remediation, reinforcement and enhancement activities which are geared towards reduction of the pupils' reading anxiety such as giving them with simpler reading materials. Finally, the teachers would be able to utilize teaching strategies and classroom management practices which are conducive to the development of positive attitude towards reading which would, ultimately improve the pupils' reading proficiency level.

To the school administrators. The findings of this study would bring into focus the importance of following a carefully planned program of instruction which takes into consideration pupil variables so that pupils would be offered effective teaching strategies and techniques as they develop their reading ability.

To the curriculum makers. The result of the study would serve as baseline information to initiate and formulate curricular programs which properly incorporate activities aimed at improving the reading proficiency level of pupils. More importantly, this would enable the curriculum makers to reassess the existing assessment tools for the pupils' reading proficiency such as the Philippine Informal Reading Inventory (PHIL-IRI) whether they still serve their purposes.

To the parents and community. This study would encourage parents and the communities to have their children participate in school reading activities which are geared towards the improvement of their reading proficiency level.

To the future researchers. The results of this study would serve as basis in conducting further studies related to the aspects in improving the reading skills of pupils.

Scope and Delimitation

Using the descriptive-correlational research design, this study determined the relationship between the reading proficiency level of Grade V pupils of Calbiga District, Calbiga, Samar, using the Philippine Informal Reading Inventory (PHIL-IRI) and their attitudes towards reading, reading anxiety and classroom learning environment, during School Year 2010-2011.

With the questionnaire and the result of PHIL-IRI as the data gathering instruments, this study involved 230 grade V pupils in the different public elementary schools in District of Calbiga, Calbiga, Samar, including Calbiga Central Elementary School, Calingonan Elementary School, Tabok Elementary School, San Ignacio Elementary School, Panayuran Elementary School, Malabal Elementary School, Pasigay Elementary School, Patong Elementary School and Canticum Elementary School, enrolled during the School Year 2010-2011.



Figure 2. Map Showing the Locations of the Study

Descriptive as well as inferential statistical tools were used in the computation, analyses and interpretation of the data in this study. Among these statistical tools were frequently count, percentage, mean, weighted mean, Pearson Product Moment Coefficient of Correlation, and Fisher's t-test.

Finally, this study was conducted during the School Year 2010-2011.

Definition of Terms

To facilitate a better understanding of the study, the following terms are conceptually and operationally defined.

Academic performance. As defined by Ward, Stoker and Murray-Ward (1996:2-5), the term refers to the outcome of education or the extent to which a student, teacher, or institution has achieved their educational goals; commonly measured by examinations or continuous assessment. Operationally, this term will refer to the grade in English in Grade IV, the previous grade level, of the pupil-respondents of this study.

Anxiety. This term refers to the subjective feeling of tension, apprehension, nervousness, and worry that are experienced by an individual, and the heightened activity of the autonomic nervous system that accompanies these feelings (Spielberger, 2001:5). In this study, however, the term referred to the feeling of tension, apprehension, nervousness, and worry experienced by the pupil-respondents towards reading based on their responses in the 20-item Part III of the questionnaire.

Attitude. This term is simply a predisposition to approach or avoid an idea, event, person, object, or action (Spence and Helmreich, 2002:66). As used in this study, it referred to the predisposition of the pupil-respondents to approach or avoid reading based on their responses on the 10-item Part II of the questionnaire.

Attitudes toward reading. Conceptually, this term refers to the predisposition or tendency specifically toward an object, situation or value usually accompanied by feelings and emotions (Thompson, 2003:323). As used in this study, it referred to the predisposition or tendency of Grade V pupils to read textual materials such as books, novels, magazines, or newspapers as measured by the 10-item Part II of the questionnaire.

Classroom learning environment. It refers to the atmosphere and general environment in the classroom that may help or hinder the learning process (Moos, 2006:5). As used in the study, it refers to pupils' psychosocial, as well as emotional factors inside the classroom which affects their learning as measured by the 24-item Part IV of the questionnaire.

Family size. According to the National Statistic Coordination Board (NSCB), family size refers to the total number of family members enumerated, including those whose relationship to the household head is a wife, son, daughter, father, mother, son-in-law, daughter-in-law, sister, brother, granddaughter and grandson or other relative (<http://www.nscb.gov.ph/ru12/DEFINE/DEF-INC.HTM>). As applied in this

study, the term pertained to the same conceptualization by the NSCB, except that it particularly referred to the pupil-respondents' response on this item in the questionnaire.

Frustration level. This refers to the lowest reading level where a pupil shows withdrawal from reading situations by crying or refusing to read; and commits errors in reading such as reversal, substitution, insertion, mispronunciation and inability to interpret punctuation (Phil-IRI, 2010:17). Operationally, the term was taken in the same context as it was defined in the foregoing statements.

Independent level. This refers to the highest level at which a pupil can read independently and with ease without the help or guidance of the teacher; the pupil is free from tension, finger pointing or lip movement; and the pupil reads with rhythm and with conversational tone and interprets punctuation correctly (Phil-IRI, 2010:17). Operationally, the term was taken in the same context as it was defined in the foregoing statements.

Instructional level. This refers to the level at which the pupil can profit from instruction; and the pupil's oral reading is rhythmical with conversational tone and correct interpretation (Phil-IRI, 2010:17). Operationally, the term was taken in the same context as it was defined in the foregoing statements.

Non-reader. This refers to the non-recognition of words by the pupils and also having no comprehension of the passage which the pupils are reading as evidenced by inability to answer comprehension questions (PHIL-IRI Manual

2007). Operationally, the term was taken in the same context as it was defined in the foregoing statements.

PHIL-IRI. It is abbreviation for the Philippine Informal Reading Inventory. This was a tool used to measure the reading capacity of the pupils both in oral and silent reading (PHIL-IRI Manual 2007).

Proficiency. It is defined as the state of being well advance, competent or expert (Random House Dictionary, 1993:1545). The same definition was adapted in this study, but was specifically referent to the proficiency of the pupil-respondents in reading as measured through their level in the Philippine Informal Reading Inventory (Phil-IRI).

Pupils. It refers to a person, specially a child at school, who is being taught (<http://dictionary.cambridge.org/dictionary/english/pupil>). In this study, the term referred to the Grade V pupils in Calbiga District, enrolled during the School Year 2010-2011, who were considered as respondents of this study.

Reading. It is a decoding of printed page to oral speech, and then to the world of reality, it is a demonstration using the printed page of language learner's command of the phonological, morphological, syntactical, semantic discourse and cultural structure of the language (Grabe, 2004:375). The same definition is adapted in the present study.

Reading ability. This is skill in recognizing directly and interpreting accurately printed or written units of language with eye movements normally

characterized by long sweeps that do not over reach their own span of recognition (Potts, 2007:367). The same definition is adapted in this study.

Reading anxiety. Is any discomfort or fear accompanied by reading English words during the reading process (Zbornik, 2000:2). In this study, the same conceptual definition is adapted as measured by Part III of the questionnaire.

Reading comprehension skills. These are the abilities and skills to understand what is essential to a successful interpretation of the meaning of what is read (National Association of State Boards of Education, 2003). In this study, this refers to skills in understanding the different skills identified to be difficult by the studies that are developed in the instructional materials.

Reading Proficiency level. This refers to the ability of a pupil to recognize and accurately interpret printed or written units of language using a standardized instrument (Phil-IRI, 2010: 16). The same definition is adapted in this study, except that it specifically referred to the ability of the pupil-respondents from Calbiga District to answer items in a reading assessment tool based on their scores in the Philippine Informal Reading Inventory.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents the materials reviewed which established the theoretical as well as conceptual foundation of the study. The researcher visited several libraries and exhaustively reviewed books, theses, journals, periodicals, magazines, other sources including the Internet.

Related Literature

English is the leading foreign language enjoying a prestigious position in many countries, including the Philippines, since the end of World War II. It is an official language in the Philippines and the most widely taught foreign language in all stages of the educational system.

Filipino learners start learning English from grade III, while some others especially in private schools learn it as early as primary school or even pre-school. Despite being exposed to English instruction for a long time at different levels, the reasons for the poor English language skills of students have long been a matter of discussion among educators.

According to Larsen (2000:20), learning the English language will require the acquisition of four essential skills: speaking, writing, reading, and listening. Along this line, reading is one of the most significant purposes of learning a

second language. Reading is a tool for all learning areas in any curriculum. The success or failure of pupils generally depends upon the proficiency in reading.

Just as it is important, reading is a complex process which not merely an ability to recognize written or printed words, but also refers to putting meaning to what is read and drawing a unified thought of what is read (Belen, et al.,2003). The reading ability plays a central role in the teaching-learning success at all educational stages. Having any difficulty in this skill will result in variety of consequences on all subjects of study because reading includes a variety of sub-skills.

In support to the above-mentioned discussions, Ozdemir (2009:46) stressed that reading is fundamental in getting knowledge as all the lesson and learning activities are mostly based on the power of comprehensive reading, indeed, it is really necessary to read comprehensively. Learning in any lesson depends on understanding of the learning instrument of that lesson and thus, a learner who cannot read comprehensively finds it difficult to be successful in his lessons.

The ability to read is very essential for the performance of pupils. Whatever the motivation and purpose of reading implies comprehension. Comprehension is the understanding or interpretation of what is read. The reader must be able to comprehend well what he reads so that the material being read will be truly useful to him. The ability to comprehend is affected by several factors such as wide range of experience, vocabulary, mastery of the mechanics,

ability to anticipate the meanings of new words, ability to organize ideas in a logical order, and ability to work on problematic situation (Scarcella, 2005:86).

Although a huge amount of time and effort are spent in teaching reading in the English language, learners either cannot go beyond the basics or they experience difficulty in developing their level of proficiency as to its use, unless they are individually motivated (Richards and Rodgers, 2001:201).. Learning to read well is a long-term developmental process.

Reading is very essential in order that the learner will succeed in school as well as understand the world outside of his or her school environment (Klauda, 2009:325). Failure in other subject areas may be attributed to the child's inability to read words and symbols. Every child needs to develop his reading ability fully in order to succeed in school and to discharge his responsibilities later as a citizen of a democratic society.

At the end point, the proficient adult reader can read a variety of materials with ease and interest; can read for varying purposes; and can read with comprehension even when the material is neither easy to understand nor intrinsically interesting (Gunning, 2005:58).

Naveh-Benjamin (2007:131) found that children in literature-based classes not only read better, but also read more books and magazines than those in nonliterature-based classes. However, McKenna (2005:834) insisted that teaching reading methods are less important than children's access to books. He claimed that it is conceivable that the variations in the supply of reading materials may

overwhelm differences in teaching methods, given that teachers and children are limited by the resources available to them.

Whittingham (2009:130) concluded that there is now considerable evidence that the amount and quality of learners' access to reading materials is substantively related to the amount of reading they engage in, which in turn is one of the most important determinants of reading achievement. Even with this observation, the problem is that most learners are far from attaining the desired level of proficiency especially in reading comprehension in the English language.

Whether children read or not is determined by their attitudes toward reading. If children do not like reading or they think that reading is boring, their negative attitude toward reading will hinder their reading improvement. Some researchers have used cash rewards to improve children's reading attitudes (Sainsbury, 2004:373). However, Parker and Paradis (2006:313) found in their experiment with cash rewards that no significant changes were found in children's attitudes toward academic reading. Cash rewards, therefore, are not effective in changing children's attitudes toward reading over a long term.

According to Askov and Fischbach (2003:1), there are various factors that influence children's attitudes toward reading: children's personal experiences in reading, children's confidence in reading, parents' attitudes towards reading, and teachers' ways of teaching. First, children's personal experiences in reading are directly related to children's attitudes toward reading. Can children get access to books? Are the books that children read interesting? Interesting books are those

that are predictable, have vivid pictures, and are related to children's lives. Do teachers and parents believe that children can read? Do children often fail in reading tests?

If children get discouraging answers to these questions, it is impossible that they will like reading in or out of school because reading seems alien to them (Swalander and Taube, 2007:206). They cannot get anything from reading. Gradually, they may form a negative attitude towards reading. Moreover, when teachers come to believe that children do not have the ability to read because of one or more failures on tests, children may doubt their ability in reading, and may never succeed in reading.

Attitude is a very important factor for enhancing an individual's engagement in learning to read. A positive attitude to any subject leads students to learn better in that subject than if they have a negative attitude. Doorman et al (2002:500) explained that pupils' attitudes toward reading are affected by factors that vary and depend on the individual student. One such factor is the kind of classroom learning environment available to the pupils.

Rogers (2003:53-64) emphasized that reading is very important to a learner of English, and the teacher should plan all lessons with the intention of helping students become skilled readers. Roger presents the following steps for developing skilled readers: explanation of text; word study; oral comprehension, reading aloud and written work.

Attitudes, motivations, anxieties, feelings, and beliefs are affective factors in language learning, and are of crucial importance in attempting to answer these questions and in accounting for individual differences in language learning outcomes (Janopoulos, 2000:763). The affective component in language learning contributes at least as much and often more to language learning than the cognitive skills.

Attention to affective factors in language learning, therefore, seems critical, as they form the foundation for the development of students' cognitive processes (MacIntyre, 2000:59). In addition, students' attitudes and anxieties are likely to be strongly influenced by the beliefs about language learning which the students hold. Relatively little research has been conducted into the role of attitude and beliefs as two important affective factors in second language learning (Chard et al, 2002:390).

As Wenden (1998:55) pointed out, attitudes are cognitive and affective; that is, they are related to thoughts as well as to feelings and emotions. Attitudes govern how one approaches learning, which in the case of language, it requires exposure to a different culture and also to the difficult tasks of mastering a second language.

Attitudes begin developing early and are influenced by many things, including parents, peers, and interactions with people who have social and cultural differences. Therefore, attitudes form part of one's perception of self, of others, and of the culture in which one is living (Logan and Johnston, 2007:

2000:200). It is well known that negative attitudes towards a foreign language and group, which often comes from stereotypes and superficial contact with the target culture, can impede the learning of that language.

Moreover, positive attitudes towards the self, the native language group, and the target language group enhance proficiency (Wagner, 2000:530). When learners with positive attitudes experience success, the attitudes are reinforced, whereas learners with negative attitudes may fail to progress and become even more negative in their language learning attitudes. Because attitudes can be modified by experience, effective language teaching strategies can encourage students to be more positive towards the language they are learning. According to Gardner (2005:10) attitudes are a component of motivation which refers to the combination of effort plus to achieve the goal of learning plus favorable attitudes towards learning the language.

Aside from attitude, anxiety is another affective factor that affects the development of reading skill. Reading anxiety negatively influences foreign language performance. The affective factors including anxiety might explain some variances in second language reading performance as mentioned by Bernhardt (2003:104). She acknowledged the importance of affective factors in second language reading besides the other two important variables: first language (L1) literacy and second language (L2) knowledge such as vocabulary knowledge, syntactic and discourse knowledge. She pointed out that studies conducted among cognate and non-cognate languages, among children and

adults had shown that first language literacy accounted for 20% and second language knowledge accounted for 30% in a second language reading performance. She further commented that the 50% of the variance accounted for by these two variables was insufficient and that the role of affect and interest in second language text processing is yet to be understood.

According to Brantmeier (2005:67), anxiety, as an important affect, might exist in foreign language reading process and have an influence on the foreign language reading process and performance. Indeed, Yamashita (2004:1) reported that anxiety in reading was higher in L2 than in L1 and self-perception as a reader was more positive in L1 than in L2 among Japanese English as a foreign language (EFL) students enrolled in his extensive English reading course. Therefore, it is worthwhile to explore how prevalent foreign language reading anxiety is among foreign language learners and how foreign language reading anxiety might influence foreign language reading performance.

Saito et al. (1999:202) first raised the concept of foreign language reading anxiety, the anxiety that learners experience in reading a foreign language. They stated two reasons why reading can be anxiety-provoking to foreign language learners: the unfamiliar writing scripts and unfamiliar cultural background. As it was mentioned earlier, word recognition is a very important part in the reading process. It can be imagined that learners will feel immediately anxious when they attempt to attach meaning to the foreign language words written in a very unfamiliar script in a reading passage. Unfamiliar cultural background might not

cause immediate anxiety as unfamiliar writing scripts do; however, learners might find at some point of reading that they can decipher the words and make meaning out of a sentence but still cannot make sense of the whole reading passage due to their unfamiliarity with the target language culture.

Based on the two possible sources of foreign language reading anxiety, unfamiliar writing scripts and cultural backgrounds, Saito et al. (1999:208) hypothesized that foreign language reading anxiety level was dependent on specific target languages and it varied by target language. Learners of Japanese were the most anxious when reading, followed by the learners of French, with the Russian learners experiencing the lowest levels of reading anxiety. They proposed that levels of foreign language reading anxiety seemed to be related to the specific writing systems.

Although most studies have showed that foreign language reading anxiety exists among foreign language learners, some other studies show that foreign language reading anxiety is not much of a concern to advanced language learners and foreign language reading anxiety level is related to the perceived difficulty level of the reading material and following reading tasks.

Brantmeier (2005:133) studied students' anxiety levels related to reading and reading comprehension tasks among 92 students enrolled in an advanced level Spanish grammar and composition course. During class, students were randomly chosen to read the story aloud or answer comprehension questions orally. Spanish was allowed to be used in class. Students did not show anxiety

about reading in the current course but expressed anxiety about reading in the upcoming literature course. The perceived high difficult level of the literature course might be a cause for the expressed anxiety about reading in the literature course. Brantemier cautioned that his study did not have enough evidence to assert whether anxious feelings with advanced readers affect reading comprehension or not.

Moreover, some studies show that reading incurs less anxiety than other tasks or language skills among foreign language learners because readers can employ reading strategies to aid comprehension. Brantemier's (2005:133) results showed that of all language skills, speaking causes the most anxiety, followed by writing, then listening and reading. Abu-Rabia (2004:711) compared the anxiety related to spelling and reading and found that students had more anxiety about spelling than reading. Abu-Rabia attributed the result to the fact that spelling was a productive skill that required more creativity than reading, as he stated in the following: the difference between the reading comprehension test and the spelling test are related to the level of difficulty that each test demands. Reading comprehension is an interactive compensatory process where the reader uses comprehension reading strategies, top-down reading, clues in the text, and redundancy of the text and may apply much guess work based on prior knowledge or sentence context. But learners cannot use these strategies in spelling. There, they have to transfer phonological representations from working

memory to orthographic units and such a process needs higher cognitive skills beyond the recognition level.

To sum up, foreign language reading anxiety is identified as a unique type of anxiety (Sellers, 2000:512). Foreign language reading anxiety is related to but distinct from general foreign language anxiety. Foreign language reading anxiety exists among foreign language learners and the reading anxiety level varies depending on the target languages. The more anxious students recalled less passage content than the less anxious students. Reading comprehension strategies were also found to be different according to anxiety levels based on the analysis of the Think-aloud interviews. Highly anxious students tended to use more local strategies, such as focusing on vocabulary, attention to syntax and translation. Less anxious individuals approached the text more holistically than did their anxious counterparts.

As MacIntyre (2002:513) pointed out, the effects of anxiety are not limited to problems encountered during reading but pervade the entire language learning process. Studies in specific language skill anxiety have shown that high levels of anxiety could have adverse effects on students' overall foreign language performance and also on the special language skills. Further, foreign language reading anxiety interferes with both the reading process and the reading performance.

In the whole language class, children may learn that reading is a process of getting ideas, during which they enjoy the pleasure of reading. The learning

environment is where learning takes place (Hurry and Sylva, 2007:227). A learning environment includes physical surroundings, psychosocial or emotional components, social, and cultural influences that exist in a learning situation. It provides the situation or the conditions for teaching and learning to occur. Evaluating the learning environment is critical to pupils' learning.

According to Gardner (2000:162), the learning environment includes the physical environment like classroom, materials, temperature, lighting, and resources. It also includes human environment like the teachers, learners, school officials, community people and other resource persons. The learning environment includes all the support materials for teaching and learning.

Classroom environment factors have been found to be particularly influential on student results (Ozay et al, 2004:18). It has been documented that student perceptions of their classroom have been shown to account for considerable amounts of variance in learning outcomes; specifically, students learn better when they perceive their classroom positively.

Understanding and assessing the classroom environment is important for all stakeholder of education. A positive school climate is a vital piece of an effective school. The classroom environment has been shown to have a strong impact on student development and learning. Improving the learning environment is a preventive approach versus a reactive approach. Lastly, teachers are encouraged to promote changes within the school system (Lehr, 2002:28). For instance, a positive school climate has been consistently shown to

impact academic effectiveness and has been viewed as a characteristic of an effective school.

By the above readings the organization and planning of this present study was guided.

Related Studies

Previous studies related to the present problem, under study had been reviewed by the researcher and these were taken as basic in the procedure and conduct of the present study.

This study is primarily relevant to the study of Lituanas (2009) entitled "A study of Extensive Reading with Students". In this study , the researcher answered the problems, namely, (a) will there be a significant difference in the pre-test reading proficiency scores of the control group (students who do not participate in an ER program) and the experimental group (students who do participate in an ER program); and (b) will there be a significant difference in the post-test reading proficiency scores of the control and experimental groups? Students at a public secondary school on the island of Mindanao in the Southern Philippine participated in the study. A Pre-test-Post-test Control Group design was used. The dependent variable, reading proficiency, was assessed via two instruments: the Informal Reading Inventory (IRI) and the Gray Standardized Oral Reading Test (GSORT) which measured reading speed and accuracy, and indicated the grade level at which the students is reading.

The result of the current study suggested that a well-conducted Extensive Reading (ER) Program may be able to make a significant impact on reading proficiency, even when students are below average level and where reading materials are scarce. However, it should be noted that despite their impressive gains, students in the experimental group were still reading below grade level, as indicated by their GSORT scores. In the present study, there was a significantly greater improvement in proficiency for those students who participated in the ER program. The study conclude that the students are not currently skilled, enthusiastic readers face unnecessary and serious obstacles to realizing their potential contributions to themselves, their families, and to society in general.

The present study found similarity to the present study in terms of its objective-that is, to determine the reading proficiency of students. The previous study, however , proposed an extensive reading program to address the need to improve the reading proficiency level of the students. The present study only assessed the reading proficiency level of the students as it was influence by the respondents' demographic and effective factors.

In addition to the aforementioned study, Tizon (2011) conducted a study entitled "Reading Comprehension Ability of Grade VI Pupils of Kinangay Sur Elementary School". This Descriptive study was confined only at determining the levels of the pupils' reading comprehension ability and in designing a lesson model to enhance pupils' reading comprehension skills. The respondents were the 21 Grade VI pupils enrolled in the school year 2010-2011 at Kinangay Sur

Elementary School. A 42-item test composed of three selections having 14 questions for each representing the four levels - that is, literal, interpretative, evaluate, and creative - was administered. The test took the students 45 minutes to answer. The questionnaire were checked and the scores were tallied using frequency and percentage and were interpreted accordingly by levels.

It was found out that more than the majority of the Grade VI pupils were average in their over - all level of reading comprehension ability. Majority of the pupils had average literal ability; however, their higher level of thinking/comprehension must be enhanced. It is then recommended that teachers should use methodologies, strategies and activities that will develop their pupils' reading ability most particularly their higher comprehension skill. Moreover, DepEd administration should include in the curriculum in all grade levels the materials in the all lesson even in grammar. The designed lesson model should also be used to help improved students' higher order thinking skills.

The emphasis on reading of the previous study of Tizon made it relevant to the present study which also dealt with reading as a communicative skill. Yet, while they both dealt with reading, the previous study particularly focused on reading comprehension whereas the present study focused on reading proficiency level of pupils. In addition, the previous study involved Grade VI pupils as opposed to the Grade V pupils-respondents in the present study.

In the study of Uychocho (2011) entitled "Academic Reading Proficiency of Freshmen in the College of Education of DMMMSU-SLUC: Input to the design of

Instructional Modules for English 101", he describe the academic reading proficiency level of incoming freshmen which served as an input to the design of learning modules. It used a validated 50-item researcher-made test and two sets of questionnaires to determine the adequacy of learning and the extent of utilization of academic reading strategies by content area teachers.

The research found the student-respondents unprepared for college work given the moderate academic reading proficiency index. Concerned language and content area teachers failed to provide enough learning activities and sufficient opportunity and training in the use of academic reading strategies that will enhance students' level of proficiency in content area reading. It is recommended that topics designed to develop academic reading skills of senior high school students be included in the course content in secondary schools; that English teachers provide more learning activities and experiences expected in content area reading, and the content area teachers become active reading teachers by facilitating comprehension through the use of time-tested academic reading strategies.

The previous study focused on assessing the academic reading proficiency of freshmen in the College Education of Don Mariano Marcos Memorial State University-South La Union Campus (DMMMSU-SLUC) as input to the design of instructional modules for English 101. It is for said reason that is cited in the present study which, also assessed the reading proficiency level of the Grade V pupils of Calbiga District. They differed because the study of Uychoco made the

results of the assessments inputs to designing instructional modules in English whereas in the present study, the researcher only assessed the reading proficiency level of the pupil-respondents as it related to their attitude towards reading, reading anxiety level and perceived classroom environment.

Ablates-Cayao (2011) conducted a study to evaluate the reading and writing proficiency level of selected graduate students who are presently enrolled in the program Master of Arts in Education majoring in Educational Administration or Educational Management in selected higher education institutions during second semester of academic year 2010-2011. The following instruments were used to carry out the purpose of the study: reading and writing proficiency inventories, critical reading and writing test and rubrics for evaluating composing skills of graduate students.

The following are the findings of the study: (1) the respondents assessed their reading and writing proficiency level as very satisfactory; (2) the respondents' critical reading test scores are fair for identifying syntactic meaning of words, pointing out details from the text and determining logical relationship; they got a satisfactory rating skills detecting evidences, predicting outcomes and making informed judgment; the over-all mean for the critical reading test score is 16:34 with a verbal interpretation of satisfactory; (3) the respondents writing proficiency level; as rated by the expert is fair; (4) there is no significant relationship between the respondents self-assessed reading proficiency level and their scores in the critical reading test; (5) there is no significant relationship

between the respondents self-assessed writing proficiency level and experts' assessment of their writing prompt; (6) there is significant relationship between the respondents self-assessed reading and writing proficiency level; and (7) there is significant relationship between the respondents scores in the critical reading test and the experts' assessment of their writing prompt.

The study of Abletes-Cayao evaluated both reading and writing proficiency level of selected graduate students who are presently enrolled in the program Master of Arts in Education majoring in Educational or Educational Management in selected higher education institutions during second semester of academic year 2010-2011. By contrast , the present study only concentrated on the reading proficiency level of the Grade V pupils in the District of Calbiga, Samar. Moreover, the previous study involved graduate students whereas the present study involved grade school level pupils. Nevertheless, the study of Abletes-Cayao was cited here in so far as it dealt with reading as variate in much the same way as the present study.

A study entitled "Improve the Reading Motivation of Third-Grade Children with Extra Time, Encouragement and Choice" was conducted by San Juan (2007). A practicum was designed to motivate children to read and to read for pleasure with 39 third-grade students. The goal of the practicum was that pupils express joy in reading and choose to read when given encouragement, choice in reading material, and time to read. As a result the practicum, students were reading with renewed interest and expressed this interest to teachers and

parents. They responded positively on a reading survey and wrote positive remarks in their journals.

The work of San Juan is related to the present study for both aimed to develop positive attitude towards reading. Indirectly, the present study determined the attitude of pupils towards reading in the English language while the study of San Juan is a direct support to improve attitude towards reading. The present study differs from the study of San Juan in terms of the respondents and setting of the study and the inclusion of the variable classroom learning environment in the present study.

Another researcher was found related to the present research. This study was conducted by Baganis (2002) entitled "Reading Strategies of Language Minority Middle School Students Using Reading Miscues Inventory and Verbal Protocol Analysis as Assessment." Said research examined the reading behaviors of rural Central Cordillera middle school English language learners using miscue analysis and verbal protocol or think-aloud tasks as assessment instruments. Results showed that students had higher word frequency retellings and higher levels of comprehension with narrative text than with expository text. Students have higher levels of word substitution with narrative text than with expository text. Think-aloud assessments did not reveal to affect comprehension across the different text types.

The study of Baganis focused on developing strategies to improve reading comprehension while the present study looks on the affective aspect of

improving reading proficiency. Their differences lie on the type of respondents and setting of the study since the present study had grade VI pupils as respondents and its locale was Calbiga, Samar.

Albuera (2000) conducted a study entitled "Early Reading Assessments in the English Language." The study involved five hundred five (505) grade IV pupils from a public elementary school. The main finding of the study revealed that grade IV pupils have not attained the required reading proficiency level for grade III.

The present study is similar to the study of Albuera in the sense that both studies focused on reading in a second language. However, there are minor differences between the two studies. Basically, the present study is geared towards attitude as a factor to improve the reading proficiency of pupils while that of Albuera is a direct measure regarding the reading abilities of pupils.

De la Torre (2002) conducted a study entitled "Factors Associated with the English Language among Grade Six Pupils in the District of Allen". The findings revealed that the performance profile of Grade Six pupils in the four major skills of English, listening skill was described as "good" and "fair", respectively.

The above cited study is closely related to the present study because both focused on the communicative skills associated with the English language competencies and the present study was one of the macro skills of the English language. They differed, however, in the location, time and respondents of the study.

Perez (2001), in her study entitled "Factors Affecting the Size of English Vocabulary of Six-Year old Pre-Schoolers: Implication to Beginning Reading in English", implied that the environment is an important factors in the acquisition of vocabulary. The language used or heard at home as well as the kind of reading materials that reinforce the words used by the Pre-Schoolers in school are ideal sources of vocabulary for the child. Quality time and rich reading materials should be provided to the child for him to gain success when he advances to the next grade.

The study of Perez is related to the present study since both measured the child's proficiency in communication arts which is reading proficiency of the learners. They differed in the grade level of the respondents, period or time in the conduct of the study as well as the location where the study was administered.

Tenasas (2000) conducted a study entitled "A Proposed Remedial Reading Program for Grade III in the Tacloban City Division". In said study, he constructed a comprehension test for the purpose of seeking a base reference for plans of helping pupils/students improve their reading comprehension. The result showed that lower grade level pupils like Grade III need help in the improvement of reading comprehension, thus, his proposal was a remedial reading program.

Both Tenasas' study and the present one have semblance because they dealt with reading proficiency among grade school pupils; however, the

previous one dealt more with the construction of a remedial reading program, while the latter dealt with the relationship of reading proficiency level to the pupils' attitude towards reading anxiety and learning environment.

Dollete (2003), in his study entitled, "The English Reading Competence of Freshmen Students in Public Schools in Region III," determined the level of reading competence and the factors associated with it of the freshmen students in some selected secondary schools in Region III. Findings showed that the top reading interest of the student respondents were adventure, science comic books, romance and exploration and humor. The learners reading interests and their reading performance have no correlation. In terms of learning styles, there were tactile-kinesthetic learners, and tri-modal learners. But this also showed that the learning styles have no significant relationships with the scores obtained in the reading tests. The problems of the pupils cited by the teachers were less interest in oral and silent reading, and incompetence in reading comprehension. These are stemmed from lack of reading materials in school, poor study habits of students thus resulting to lack of interest in reading, no definite program in reading and lack of parents support. The different divisions have highly significant differences in the reading test.

The study of Dollete is related to the present study because both involved reading performance and they differed in the grade level of the respondents, and the place where the study was conducted. The previous was division-wide, while the latter was district-wide.

Banadera (2008) conducted a study entitled "Grade VI Pupils' Attitude Towards Reading and Beliefs About Learning The English Language." Results of the study revealed that attitude towards reading has no association with respondents' age, sex and educational background of parents but instead with average monthly family income. The study further revealed that pupils possess unfavorable attitude towards reading in the English language.

The research of Banadera is very much similar to the present study since both studies delved on pupils' attitude towards reading. However, the two are different in terms of other variables such as belief about learning the English language while the present study included perceived classroom learning environment in English classes.

Beldad (2008) in her dissertation studied the English reading anxiety of 30 Asian foreign students using the Foreign Language Reading Anxiety Scale (FLRAS) developed by Saito et al (1999:202). Evidence showed that foreign language reading anxiety existed among the participants. Beldad concluded that the respondents seemed to experience more reading anxiety.

The study of Beldad is similar to the present study since it is also focused on exploring the reading anxiety of learners. They differed in the sense, that the previous study's clientele were foreign college students while the present study will involved Grade V pupils of Calbiga District.

Barela (2006) conducted a study entitled, "Elementary Pupils' Learning Preferences and the Classroom Learning Environment: Implications for Educational Practice and Policy". The purpose of the study was to investigate fifth grade pupils' perceptions of learning preferences for individualistic, competitive, cooperative, and communal learning. This investigation also examined pupils' perceptions of their classroom learning environment, including what pupils liked best around the classroom and their favorite learning activities. The findings revealed that pupils prefer group learning compared to individualistic and competitive learning.

The study of Barela is similar to the present study in terms of the research variable learning environment. The two studies differ in terms of the second research variable. The second main research variable in the present study is about attitudes toward reading while the study of Barela is about learning preferences.

Prado (2005) conducted a study entitled, "Broadening the Roles of School Psychologists through an Evaluation of Learning Environments: A Pilot Study". The study found that school psychologists are ready and willing to broaden their roles and would like to become more versatile in their work and more engaged with the every day functions of the school. The learning environment has been found to have direct impact on student learning outcomes. Due to minimal research in evaluation of learning environments by school psychologists, this pilot study has identified the teacher and student perceptions of the learning

environment and has determined what factors are important for school psychologists to consider on this process.

The present study is similar to the study of Prado in terms of the main research variable which is the evaluation of classroom learning environment. The two studies differ in terms of other variables such as the type of respondents and nature of the research activity.

Manansala (2005) undertook a study on the learning environment in a physics classroom entitled "Multiple Learning Environment in the Physics Classroom." This study in particular investigated the learning environment in a second year engineering physics class in one of the universities in Manila involving 1400 students. Data sources included observation and video recordings of each lesson for five weeks, transcriptions of classroom interactions, responses to a learning environment survey and interviews with the teacher and selected students. The results of the study suggest that there are multiple learning environments experienced by students and that these environments are not always recognized by the teacher.

The study of Manansala is related to the present study since it studies the classroom learning environment. However, the two studies differ in terms of the respondents involved and the method of data gathering.

Cruz (2003) conducted a study entitled "Validation of the Constructivist Learning Environment Survey in Biology, Chemistry, and Physics." As the title suggests, the study focused on the development and validation of a classroom

learning environment guided by the theory on constructivism. The data used for analysis were students and teachers' preferences and perceptions of classroom learning environments. The samples for this study were samples of convenience from the biology, chemistry, and physics departments. The validated instrument appears to hold promise for assessing classroom learning environments in college science courses. She recommends that college science teachers must begin to appreciate students' preferences for learning environment and value students who may want more of a negotiable, autonomous, and student centered classroom that focuses upon one's prior knowledge.

The study of Cruz bore similarity to the present study due to their research problems. Both studies are concerned on classroom learning environment. The two differs in focus.

Salibia (2005) conducted a study entitled "The Connection between Students' Attitudes Towards Statistics and the Use of Constructivist Strategies in the Course". This study investigated the relationship between a constructivist learning environment and students' attitudes toward statistics. Participants were undergraduate students of an introductory college statistics course. A total of 109 students were sampled. The result showed that there was significant relationship between classroom environment and attitude towards statistics.

The study of Salibia is very similar to the present study. Both studies focused on classroom learning environment and attitude. The main difference is

in the subject – the present study is on English classroom environment while the study of Salibia is in a statistics classroom.

The study of Salibia is very similar to the present study. Both studies focused on classroom learning environment and attitude. The main difference was the subject – the present study was on English classroom environment while the study of Salibia was in a statistics classroom.

The present research also found relationship with the study of Abedi (2008) which explored factors that effect the accessibility of reading comprehension assessment for students with disabilities. In the said study, a total of 738 eight-grade from 34 classroom at 10 public schools in California participated in this study. A reading comprehension test was the primary instrument used. Secondary instruments included student background questions and student motivation scale which were printed inside the reading test booklet. The study consisted of testing students using reading comprehension passages that were broken than into shorter “segments” or “chunks.”

The result of the segmenting study indicated that: (a) segmenting did not affect reading performance of students without disabilities suggesting that it does not compromise the validity of reading assessment; (b) segmenting did not affect reading performance of students with disabilities; (c) the segmented version had a higher reliability for students with disabilities without affecting the reliability for students without disabilities; and (d) no trends were observed

with student motivation, general emotions and moods with respect the segmented assessment.

In the dissertation of Cromley (2005), she focused on reading comprehension component process in early adolescence. Participants were 177 ninth-grade students, selected to be at a wide range of reading comprehension proficiency. They were drawn from 9 social studies classes- 4 honors, 4 regular, and 1 remedial class - at a large high school located in the suburbs of Washington, DC. None of the students were in pull-out ESL or Special Education classes. This research used combined maximum likelihood path analysis (Bentler, 1995) and recall data in a multi-method design.

Said study found out that all predictors made a significant contribution to comprehension, with the vocabulary, background knowledge, and strategies having significant indirect effects. Vocabulary and background knowledge made the greatest total contribution to comprehension. There were large, significant differences between low- and high-comprehending participants on all of the predictor variables, except for word reading accuracy, where there were small but significant differences. Result further suggested that both the direct and indirect effects of the components are important for comprehension. In addition, vocabulary and background knowledge might first be targeted for interventions with 9th grade students who struggle with reading comprehension.

Only insofar as the study of Cromley focused on reading comprehension that is cited here. It nevertheless differed from the present study because it

specifically dealt with reading comprehension components and it struggle out adolescents as respondents. In the present study, the researcher dealt broadly with the reading proficiency level of the pupil-respondents.

Furthermore, this study also found significant relationship with the research of Mercado (2009) which determined whether reading motivation relates to reading comprehension. It used a correlational research design. Scores of each participant in a reading motivation questionnaire were obtained and correlated with their corresponding scores in a reading comprehension test. A total of 260 Grade-4 students from two private exclusive schools in the Philippines served as participants in the study. The study revealed that out of the five motivation factors included in the study, two factors namely, competitions and challenge, emerged as having a positive relationship with reading comprehension.

While the study of Mercado was concerned with how motivation related to reading comprehension, this present research broadly covered attitude towards reading, reading anxiety level and perceived classroom learning environment which influence pupils' reading proficiency level. They also differed because the previous study was on reading comprehension, in particular, while the present study was on reading proficiency level, in general. However, it is cited here in as much as it provided insights into reading comprehension as variate of the study.

Saturno's (2007) thesis on "Oral Reading Levels of Grade III Pupils in Tinoc, Ifugao" determined specifically the oral reading levels of Grade III pupils in Tinoc, Ifugao using Dolch Basic Sight Words, the oral reading word recognition and comprehension levels using Philippine Informal Reading Inventory (PHIL-IRI), and the compensatory reading strategies employed by teachers in Tinoc, Ifugao. The findings showed that there were no significant differences between the pre- and post-test in oral reading levels using the Dolch Basic Sight Words. There were highly significant differences between the pre and post-test of the Grade III pupils in oral word recognition levels. There were also highly significant differences between the pre- and post-test of Grade III pupils in oral and reading comprehension levels.

On a greater note, the study of Saturno was a far cry from the present research because the former dealt specifically with oral reading proficiency on word recognition and reading comprehension. In this presents research, what was evaluated was the pupils' reading proficiency level in general as determined through the result of Phil-IRI. Nevertheless, Saturno's research provided important inputs on reading as an important communicative skills of pupils.

Reviewing all the above-cited researches, they were similar in respect to the grater subject of reading and its associated skills like reading comprehension but they differed in other smaller respect such as in respondents involved, research environment, approach to gaining results used, as well as other

procedures of research. They were nonetheless reviewed in this section as they provided the researchers with vast learning on the topic being investigated.

Chapter 3

METHODOLOGY

This chapter presents the procedures which were used in the computation, analysis and interpretation of data including the research design, instrumentation, validation of instrument, sampling procedure, data gathering procedure and corresponding statistical tools.

Research Design

This study utilized the descriptive research design, using correlational analysis in order to determine the relationship between reading proficiency level of Grade V pupils of Calbiga District, Calbiga, Samar, using the Philippine Informal Reading Inventory (Phil-IRI) and their attitude towards reading, reading anxiety and classroom learning environment, during the school year 2010 – 2011.

Descriptive research was used in order to describe the profile of the pupil-respondents in terms of their age, sex, family size, birth order, academic performance in English in the previous grade level, parents' educational qualification, parents' average monthly income, reading proficiency level based on the Phil-IRI results, attitude towards reading, reading anxiety level and perceived classroom learning environment.

Correlational analysis was employed in order to determine the relationship between the pupil-respondents' profile and their reading proficiency, attitude towards reading, reading anxiety level and perceived classroom learning environment in English.

The descriptive statistical tools used were frequency counts, percentage, mean and weighted mean. Pearson Product Moment Correlation and Chi-square tests were the inferential statistical tools used in answering the research hypotheses.

Instrumentation

A questionnaire and Phil-IRI were used to gather the needed data of this study.

Questionnaire. The questionnaire for the pupil-respondents was consisted of three parts.

Part I solicited information about pupils' age, sex, family size, birth order, academic performance in English in the previous grade level, parents' educational qualification, average monthly family income.

Part II contained statements intended to measure pupils-respondents' attitude towards reading which was responded using the scales: 5 for very favorable attitude (VFA); 4 for favorable attitude (FA); 3 for neutral attitude (NA); 2 for unfavorable attitude (UA) and 1 for very unfavorable attitude (VUA).

The statements contained in this part were borrowed from the work of Scher and Baker (2004:187).

Part III was composed of statements intended to measure the English language reading anxiety of the respondents. Each statement was responded using the following scales: 1 for not at all (NAA), 2 = a little (AL), 3 for a fair amount (FA), 4 for much (M) and 5 for very much (VM). The statements were taken from the work Saito et al (1999:202)

Part IV asked respondents regarding their English classroom learning environment using several statements. Each statement will be responded using the following scales: 5 = very favorable (VF), 4 = moderately favorable (MF), 3 = fairly favorable (FF), 2 = partially favorable (PF) and 1 = not favorable (NF). The statements were taken from the work of Chua, Mong and Chen (2009:100).

Philippine Informal Reading Inventory (Phil-IRI). This was used to determine the reading proficiency of pupil-respondents in English.

Validation of Instrument

Inasmuch as the Philippine Informal Reading Inventory (Phil-IRI) is a standard instrument, only the questionnaire underwent validation for content analysis and reliability testing. As regards content validation, expert analysis was made by submitting a draft of the questionnaire to the research adviser for suggestions and recommendations. When all the suggestions and

recommendations were incorporated, the questionnaire was prepared for pilot testing in order to determine the reliability of said instrument.

The instrument was piloted to 15 Grade V pupils in Hinabangan Central Elementary School, Hinabangan, Samar involving ten girls and five boys during the last week of September 2010. The validation of the questionnaire was done during the respondents' English class. A day prior to the conduct of the validation process, the researcher approached the Grade V English teacher of Hinabangan Central Elementary School to secure the list of pupils enrolled in order to randomly select 15 respondents for validation.

During the validation process, the pupil-respondents were given the whole English class period to answer the questionnaire, with the researcher introducing said research instrument with the reading of the instructions per segment of the questionnaire to facilitate 100 percent answer on all the item. The researcher personally instructed the respondents and retrieved the questionnaires after the end class. A time gap of four days was observed before the re-test or second administration of the questionnaire was made. It was conducted again personally by the researcher to the same 15 Grade V pupils during the first administration.

The responses in both dry-runs were analyzed using the Pearson-Product moment Coefficient of Correlation to determine its reliability using the table of reliability shown below:

Reliability Coefficient	Degree of Reliability
0.95 – 0.99	Very High
0.90 – 0.94	High
0.80 – 0.89	Fairly High, adequate for individual measurement
0.70 – 0.79	Rather Low, adequate for group measurement
Below 0.70	Low, entirely adequate for individual measurement, although useful for group average and school surveys

The following r-values were obtained: 0.78 for attitude towards reading, 0.77 for English language reading anxiety, and 0.81 for classroom learning environment. Hence, the research instrument was both valid and reliable.

Sampling procedure

All grade five classes in Calbiga District were included as school-respondents, namely: Calbiga Central Elementary School, Calingonan Elementary School, Tabok Elementary School, San Ignacio Elementary School, Panuruyan Elementary School, Malabal Elementary School, Pasigay Elementary School, Patong Elementary School and Canticum Elementary School.

The study involved 230 Grade V pupils which were identified by applying Sloven's formula and stratified random sampling.

Sloven's formula is shown below:

$$n = \frac{N}{1 + Ne^2}$$

where:

- n - the sample size;
- N - total population;
- 1 - constant; and
- e - margin of error.

Data Gathering Procedure

The researcher requested permission to conduct the study from the Schools Division Superintendent of Department of Education- Samar Division (DepEd-Samar), the dean of Graduate School of Samar State University (SSU), and the researcher's adviser. The letter of endorsement was personally delivered to the district supervisor, principals, head teachers, and the classroom teachers of the District of Calbiga, Calbiga, Samar.

With their written permission, the researcher personally distributed the questionnaire to the respondents to insure prompt and easy retrieval second week of November 2010. Prior to the administration of the questionnaire, the researcher solicited the assistance of the advisers to determine the reading proficiency of the pupils based on the Philippine Informal Reading Inventory (Phil-IRI).

After the collection of the needed data, the researcher proceeded to the computation, analysis and interpretation of data.

Statistical Treatment of Data

The data gathered was be tallied, scored, recorded and tabulated, and were analyzed and interpreted using the SPSS software.

Frequency Count. This statistical tool was employed in reporting the profile of the respondents such as the number of respondents with the same age, sex, family size, birth order, academic performance in English, parents' educational qualification and parents' average monthly income, as to the number of occurrences.

Percentage. This statistical tool was used in presenting the profile of the pupil-respondents in the analysis of the data on age, sex, family size, birth order, academic performance in English, parents' educational qualification and parents' average monthly income, as to the magnitude of occurrences.

Mean. This statistical measure was used to determine the quantitative characteristics or profile of the respondents like age, family size, birth order, average monthly family income, attitude towards reading, English language reading anxiety and classroom learning environment.

Weighted mean. This was employed to determine the overall attitude towards reading, English language reading anxiety and classroom learning environment of the pupil-respondents.

The overall interpretations of the weighted means for the three variables are shown below.

Attitudes Toward Reading:

<u>Range</u>	<u>Interpretation</u>
4.51 – 5.00	Very Favorable Attitude (VFA)
3.51 – 4.50	Favorable Attitude (FA)
2.51 – 3.50	Neutral Attitude (NA)
1.51 – 2.50	Unfavorable Attitude (UA)
1.00 – 1.50	Very Unfavorable Attitude (VUA)

English Language Reading Anxiety:

<u>Range</u>	<u>Interpretation</u>
4.51 – 5.00	Very Much Anxious (VMA)
3.51 – 4.50	Much Anxious (MA)
2.51 – 3.50	A Fair Amount of Anxiousness (AFA)
1.51 – 2.50	A Little Anxious (LA)
1.00 – 1.50	Not at All Anxious (NAA)

Classroom Learning Environment:

<u>Range</u>	<u>Interpretation</u>
4.51 – 5.00	Not favorable (NF)
3.51 – 4.50	Partially Favorable (PF)
2.51 – 3.50	Fairly Favorable (FF)
1.51 – 2.50	Moderately Favorable (MF)
1.00 – 1.50	Very Favorable (VF)

Pearson Product Moment Correlation (r). This statistics was employed to answer null hypotheses. To test the significance of the relationships of all variables involved, Pearson-Product Moment Correlation was used as suggested by Walpole (1982:376).

The degree of correlation was interpreted using the scale as shown below:

<u>Coefficient, r</u>	<u>Degree of Correlation</u>
±0.00 to ±0.20	Negligible Correlation
±0.21 to ±0.40	Low Correlation
±0.41 to ±0.50	Moderate Correlation
±0.51 to ±1.00	High Correlation

Fisher's t-test. This test statistic was used to test the significance of the Pearson's r (Walpole, 1982:220):

The level of significance at which the hypotheses was accepted or rejected was set at 0.05 level at certain degrees of freedom.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the analysis of the data obtained and the interpretation in connection with the specific questions of the study.

Profile of Respondents

In this section, the profile of the respondents are discussed in terms of their age, sex, family size, birth order, academic performance in English in the previous grade level, parents' educational qualification and parents' average monthly income.

Age and sex. Table 1 presents the age distributions of the pupil-respondents in terms of their age and sex.

Table 1

Age and Sex Distribution of the Pupil-Respondents

Age (in years)	Sex		Total	Percent
	Male	Female		
17	1	0	1	0.43
16	1	0	1	0.43
15	3	0	3	1.30
14	4	0	4	1.74
13	11	9	20	8.70
12	10	13	23	10.00
11	37	49	86	37.39
10	29	59	88	38.26
9	3	1	4	1.74
Total	99	131	230	100.00
Percent	43.04	56.96	100.00	-
Mean	11.32 yrs	10.77	11.00 yrs	-
SD	1.21 yrs	0.89	1.24 yrs	-

Based on the data in Table 1, majority of the pupil-respondents – that is, 131 out of the 230 or 56.96 percent – are females distributed into the different ages. The remaining 99 or 43.04 percent of the pupil-respondents are males.

The table also shows that of the 131 female pupil-respondents, most of them – that is 59 of them – are aged 10 years old, followed by 49 who are aged 11 years old, 13 who are aged 12 years old, nine who are aged 13 years old, and one who is aged nine years old. The oldest female pupil-respondents are aged 13 year old whereas the youngest pupil-respondent is aged nine year old. The mean age for the female pupil-respondent is posted at 10.77 years old or approximately 11 years old, the appropriate age for grade V pupils.

On the contrary, the table shows that most of the male pupil-respondents -that is, 37 of them-are aged 11 years old, followed by 29 of them who are aged 10 years old, 11 who are aged 13 years old, and 10 who are aged 12 years old. The table further shows that the oldest male pupil-respondent is aged 17 years old whereas the youngest male pupil-respondent are aged nine years old. The mean age for the male pupil-respondents is posted at 11.32 years old or approximately 11 years old, the appropriate age for grade V pupils.

As a whole, the mean age of the pupil-respondents regardless of sex is pegged at 11.00 years old with a standard deviation of 1.24 years. This implies that the Grade V population of Calbiga District is aged appropriately for their grade level.

Family size. Table 2 shows the family size of the pupil-respondents. Based on the entries of the table, it is very evident that most of the family size of the respondents is composed of six family members for a total of 50 or 21.74 percent of the respondents.

This is followed by 40 or 17.39 percent of the respondents whose family size is composed of five members. Another 27 or 11.74 percent of the respondents' family is composed of seven persons. Then, 25 or 10.87 percent of the respondents' family size is consists of four persons.

Table 2

Pupil-Respondents' Family Size

Size	f	Percent
14	1	0.43
13	0	0.00
12	5	2.17
11	9	3.91
10	17	7.39
9	15	6.52
8	24	10.43
7	27	11.74
6	50	21.74
5	40	17.39
4	25	10.87
3	16	6.96
2	1	0.43
Total	230	100
Mean	7 persons	
SD	2 persons	

On the other hand, 17 or 7.39 percent of the respondents indicated that their family size is composed of 10 persons. About nine or 3.91 percent of the respondents have family size of 11 persons. This is followed by five or 2.17 percent with 12 family members and one or 0.43 percent with 14 family members.

The mean family size is seven persons and standard deviation of two persons. This result implies that the household membership of the pupil-respondents' families exceed the national median of five as per the 2011 Social Weather Station survey. Furthermore, as per size category, the pupil-respondents belong to a large family size which means that there are more family members sharing a dwelling and food from a common kitchen (Social Weather Station, 2011).

Birth order. Shown in Table 3 is the distribution of pupil-respondents according to birth order.

Of the 230 respondents, about 58 or 25.22 percent are first born while 43 or 18.70 percent of the respondents are third sibling from the eldest. Next are 40 or 17.39 percent of the respondents are second children. Another 30 or 13.04 percent of the respondents said they are fifth children. Twenty four or 10.43 percent are 4th children from the eldest. Likewise, one respondent each or 0.43 percent was 11th and the 14th child. Four respondents or 1.74 percent said they are 10th and 9th children and five or 2.17 percent of the respondents are 8th children.

Table 3
Pupil-Respondents' Birth Order

Birth Order	f	Percent
14 th	1	0.43
11 th	1	0.43
10 th	4	1.74
9 th	4	1.74
8 th	5	2.17
7 th	10	4.35
6 th	10	4.35
5 th	30	13.04
4 th	24	10.43
3 rd	43	18.70
2 nd	40	17.39
1 st	58	25.22
Total	230	100.00

The data in the table imply that the pupil-respondents are variedly ordered in the family. Yet, most of them are first children and implies that they are responsible children since they are the eldest in their respective families.

Academic performance in English. Table 4 presents the distribution of pupil-respondents in term of their academic performance in English in their previous grade level.

Table 4 reveals that out of the 230 pupil-respondents, 35 or 15.22 percent of them obtained a grade of 80 in English in their previous grade level, followed by 26 or 11.30 percent of them who obtained a grade of 85 in English in their

previous grade level, 24 or 10.43 percent who obtained a grade of 81, 19 or 8.26 percent who obtained a grade of 83, and 17 who obtained a grade of 79.

Table 4

Pupil-Respondents' Academic Performance in English in the Previous Grade Level

Grade	f	Percent
94	1	0.43
92	2	0.87
91	1	0.43
90	1	0.43
89	12	5.22
88	11	4.78
87	10	4.35
86	14	6.09
85	26	11.30
84	17	7.39
83	19	8.26
82	15	6.52
81	24	10.43
80	35	15.22
79	17	7.39
78	14	6.09
77	6	2.61
76	4	1.74
75	1	0.43
Total	230	100.00
Mean	82.76	-
SD	3.63	-

The table further presents that the highest grade obtained in English in the previous grade level in 94 whereas the lowest grade obtained in the same subject is 75. More particularly, the mean grade obtained by the pupil-respondents in

English the previous grade level is posted at 82.76 or approximately 83, with a standard deviation of 3.63, indicating a wide dispersion from the mean grade. This implies that the pupil-respondents have a “good” performance in English the previous grade level.

Educational qualifications of parents Table 5 reflects the distribution of respondents’ parents’ educational qualification.

Table 5

Educational Qualification of the Pupil-Respondents’ Parents

Parents’ Educational Qualification	Father	Percent	Mother	Percent
PhD/EdD Units	2	0.87	2	0.87
MA/MAT Graduate	-	0.00	1	0.43
MA/MAT Units	-	0.00	3	1.30
College Graduate	30	13.04	33	14.35
College Level	14	6.09	21	9.13
High School Graduate	24	10.43	30	13.04
High School Level	36	15.65	43	18.70
Elementary Graduate	37	16.09	40	17.39
Elementary Level	79	34.35	51	22.17
No Schooling	8	3.48	6	2.61
Total	230	100.00	230	100.00

As reflected in the table, 79 respondents’ father or 34.35 percent have fathers and 51 or 22.17 percent have mothers attained elementary schooling only. This is followed by 37 or 16.09 percent of the pupil-respondents have fathers and 40 or 17.39 percent have mothers who graduated from elementary grade. Thirty six or 15.65 percent of the pupil-respondents have father and 43 or

18.70 percent have mothers reached the high school level. About 30 or 13.04 percent of the pupil-respondents have fathers and 33 or 14.35 percent have mothers who are college graduate. Lastly, two or 0.87percent of the pupil-respondents has fathers and mothers earned PhD or Ed.D. units.

The data imply that majority of the pupil-respondents have parents who barely attained education at the basic education level. This implies further that the pupil-respondents' parent may not be able to fine better jobs to provide their children's needs, particularly in the development of reading proficiency.

Parents' average monthly income. In Table 6 is presented the distributions of the average monthly income of the pupil-respondents parents.

Table 6

Average Monthly Income of the Pupil-Respondents' Parents

Monthly Income	f	Percent
PhP17,000.00 and above	8	3.48
PhP15,001.00 - PhP17,000.00	3	1.30
PhP13,001.00 - PhP15,000.00	4	1.74
PhP11,001.00 - PhP13,000.00	4	1.74
PhP9,001.00 - PhP11,000.00	15	6.52
PhP7,001.00 - PhP9,000.00	9	3.91
PhP5,001.00 - PhP7,000.00	16	6.96
PhP3,001.00 - PhP5,000.00	68	29.57
PhP1,001.00 - PhP3,000.00	79	34.35
Below PhP1,000.00	24	10.43
Total	230	100.00
Mean	PhP5,115.62	
SD	PhP5,385.97	

As can be gleaned from the table, 79 or 34.35 percent of the pupil-respondents' parents are earning an average monthly income within the PhP1,001.00 to PhP 3,000.00 income bracket, followed by 68 or 29.57 percent earning averagely within the range PhP3,001.00 to PhP5,000.00 per month. Next, 24 or 10.43 percent of the pupil-respondents indicated that their parents are earning on average below PhP1,000.00 per month.

On the up side, 16 or 6.96 percent of the pupil-respondents' parents are earning averagely per month within the PhP 5,001.00 to PhP 7,000.00 bracket. Another 15 or 6.52 percent of the pupil-respondents' parents earn an average monthly income within PhP 9,001.00 to PhP 11,000.00 income range. Eight or 3.48 percent of the pupil-respondents said that their parents are earning averagely per month above PhP 17,000.00.

The mean average monthly family income of the pupil-respondents' parents is PhP 5,115.62 with standard deviation of PhP 5,385.97. this implies that te families of the pupil-respondents are earning an income slightly below the income a Filipino family of five needed at PhP 5,458 to meet basic food needs every moth and PhP 7,821 to stay above the poverty threshold (basic food and non-food needs) every month (National Statistical Coordination Board,2010).

Pupil-Respondents' Proficiency Level

Table 7 presents the reading proficiency level of the respondents based on the Philippine Informal Reading Inventory (Phil-IRI) results categorized into frustration level, instructional level, and independent level.

As presented in the table, of the 230 pupil-respondents, 135 or 58.70 percent are on the frustration level, 80 or 34.78 percent of them are on the instructional level and only 15 or 6.52 percent are in the independent level. The table also presents that there are no non-readers among the pupil-respondents.

Table7

Pupil-Respondents' Reading Proficiency Level Per Phil-IRI Results

Proficiency Level	f	Percent
Frustration Level	135	58.70
Instructional Level	80	34.78
Independent Level	15	6.52
Total	230	100.00

The data in the table means that majority of the pupil-respondents get two or below out of the five test questions in the Phil-IRI test. The result further imply that as per interpretations in the Phil-IRI shows symptoms or behavior of withdrawing from reading situations and commit multiple types of errors in oral reading. This further implies that as for the oral test, the pupil-respondents

obtained 98 percent below in word recognition and 58 percent below in reading comprehension; and for silent reading, the pupil-respondents were slow readers or with 140 scores below and with below 75 percent correct answer or word errors over five per 100 word test.

Inasmuch as the Phil-IRI is an assessment tool that evaluates the reading proficiency level of elementary pupils, the aforementioned results reflect a basic fact; Grade V pupils in Calbiga District still need to learn the skills in reading – both oral and silent. On the part of the teachers in English, the results imply that they have to develop a reading intervention program based on the reading proficiency levels of the Grade V pupils.

Relationship Between Pupil-Respondents' Reading Proficiency Level and Their Profile

Table 8 presents the correlational analysis conducted between pupil-respondents' reading proficiency level and their profile variates.

Correlation between respondents' age and their reading proficiency level obtained an r-value of -0.165 corresponding to a Fisher's computed t-value of 2.53 at $df=228$. The correlation is significant since the obtained computed t-value is greater than the critical t-value at 1.96 at 0.05 significance level. Hence, the hypothesis which says "there is no significant relationship between pupil-respondents' reading proficiency level and their profile of age" is rejected. It means that the pupil-respondents' age influences their reading proficiency level.

It means further that the older pupil-respondents may have higher proficiency in reading than the younger pupil-respondents, and conversely.

Table 8
Correlation between Pupil-Respondents' Reading Proficiency Level and Their Profile

Profile	r_{xy}	Fisher's t_c	Evaluation
Age	-0.165	2.53	Significant
Sex	0.119	1.81	Not Significant
Family Size	-0.017	0.26	Not Significant
Birth Order	-0.012	0.18	Not Significant
Academic Performance in English in the Previous Grade Level	0.366	5.93	Significant
Fathers' Educational Qualification	0.171	2.62	Significant
Mothers' Educational Qualification	0.257	4.01	Significant
Parents' Average Monthly Income	0.136	2.07	Significant

Legend: t_c = computed Fisher's t-value at $\alpha = 0.05$; $df = 228$; critical $t = 1.96$

Sex of respondents and their reading proficiency level obtained a correlation coefficient r -value of 0.119 with a corresponding computed t -value of 1.81 at 228 degrees of freedom. The calculated t -value is lower than the 1.96 critical t -value at 0.05 significance level. So, the hypothesis which states "there is no significant relationship between pupil-respondents' and reading proficiency level and their sex" is accepted. It means that sex of the pupil-respondents does not influence their reading proficiency level. It means that a male pupil-respondent may have the same reading proficiency level as a female pupil-respondent.

On computation, the pupil-respondents' family size and reading proficiency level yielded an r -value of -0.017 with a Fisher's t -value of 0.26 at 0.05 significance at degree of freedom of 228 . The Fisher's t -value obtained is lower than the critical t -value at 0.05 significance level. Hence, the hypothesis "There is no significant relationship between pupil-respondents' reading proficiency level and their profile of family size" is accepted. It means that the pupil-respondents' family size does not influence their reading proficiency level. Therefore, regardless of the number of family member living the same house of the pupil-respondents, their reading proficiency level is not influenced.

Respondents' birth order and reading proficiency level obtained a coefficient of correlation of -0.012 with a corresponding Fisher's t -value of 0.18 at 0.05 significance level. This t -value is lower than the critical t -value of 1.96 . So, the hypothesis which states that "There is no significant relationship between pupil-respondents birth order" is accepted. The results imply that the pupil-respondents' reading proficiency level is not influenced by their birth order. The results imply further that a pupil-respondent who is the first child of the family may have comparatively the same reading proficiency level as a pupil-respondent who is second, third, or fourth in the family.

A coefficient correlation r of 0.366 and Fisher's t -value of 5.93 were obtained between respondents' academic performance in English in the previous grade level and reading proficiency level. Since, this Fisher's t -value is greater than the critical t -value of 1.96 , the hypothesis "There is no significant

relationship between pupil-respondents' reading proficiency level and their profile of academic performance in English in the previous grade level" is rejected. It means that the academic performance in English in the previous grade level of the pupil-respondents influences their reading proficiency level. In addition, it implies that the pupil-respondent with higher academic performance in English in the previous grade level may also have a higher level of reading proficiency, and conversely.

Meantime, the educational qualification of the pupil-respondents' fathers and reading proficiency level yielded an r-value of 0.171 with Fisher's t-value of 2.62 at 0.05 significance. This Fisher's t-value is greater than the critical t-value of 1.96, hence the hypothesis "There is no significant relationship between educational qualification of pupil-respondents' reading proficiency and their fathers' educational qualification" is rejected. It means also that those pupil-respondents with father who attained higher level of educational qualification may have higher level of reading proficiency in so far they can provide reinforcement, remedial and enhancement reading activities to their children. On the contrary, those pupil-respondents with father who attained lower level of educational qualification may have lower level of reading proficiency in so far as their fathers may not be able to provide them with reinforcement, remedial and enhancement reading activities at home.

The educational qualification of the pupil-respondents' mothers and their reading proficiency level resulted to an r-value of 0.237 with Fisher's t-value of

4.01 at 0.05 significance. This Fisher's t -value is greater than the critical t -value of 1.96, hence the hypothesis "There is no significant relationship between pupil-respondents' reading proficiency level and their mothers educational qualification" is rejected. It means that the educational qualification of the pupil-respondents mother influence their reading proficiency level. It means also that those pupil-respondents with mothers who attained higher levels of educational qualification may have higher levels of reading proficiency in so far as they can provide reinforcement, remedial and enhancement reading activities to their children. On the contrary, those pupil-respondents with mothers who attained lower levels of educational qualification may have lower level of reading proficiency in so far as their mothers may not be able to provide them with reinforcement, remedial and enhancement reading activities at home.

The pupil-respondents' parents' average monthly income and their reading proficiency level yielded an r -value of 0.136 accompanied by a Fisher's t -value of 2.07 at significance level of 0.05. This computed t -value is greater than the 1.96 critical t -value. Hence, the hypothesis which states that "There is no significant relationship between pupil-respondents with parents' average monthly income" is rejected. This means that the pupil-respondents' parents' average monthly income influences their reading proficiency level. This means that those pupil-respondents with parents who have higher income per month may have higher level of reading proficiency in so far as these pupils can have the financial capabilities to buy reading materials. Conversely, those pupil-

respondents with parents who have lower income per month may have lower level of reading proficiency in so far as these pupils cannot have the financial capabilities to buy reading materials.

Pupil-Respondents' Attitude Towards Reading

Table 9 below presents the weighted mean of the 10 attitude statements towards reading in the English language rated by the pupil-respondents.

Table 9
Pupil-Respondents' Attitude Towards Reading

Indicators	X_w	Interpretation
1. I enjoy my reading lessons in any subjects.	4.04	FA
2. Reading is interesting.	3.87	FA
3. I like to read in front of people.	3.77	FA
4. I learn a lot when I read.	3.91	FA
5. Reading is my best subject in school.	3.65	FA
6. It is easy for me to answer questions about stories I read.	3.60	FA
7. I can read harder books that I used to.	3.34	NA
8. I understand the books that I read.	3.58	FA
9. I read a lot at home.	3.43	NA
10. I would rather play than read.	2.87	NA
Total	36.06	-
Grand Mean	3.61	FA

Legend: 4.51 – 5.00 Very Favorable Attitude (VFA)
 3.51 – 4.50 Favorable Attitude (FA)
 2.51 – 3.50 Neutral Attitude (NA)
 1.51 – 2.50 Unfavorable Attitude (UA)
 1.00 – 1.50 Very Unfavorable Attitude (VUA)

Inspection of the entries of the table will reveal that three of the 10 indicators obtained were rated as "neutral attitude" towards reading in the

English language by the pupil-respondents. These attitude statements are “ I read a lot at home”, with a weighted mean 3.43; “I can read harder books that I used to” with a weighted mean of 3.34; and “I would rather play than read” with a weighted mean of 2.87.

The remaining seven attitude statements were rated by the pupil-respondents as “favorable attitude” towards reading in the English language. Of these statements, the statement “I enjoy my reading lessons in any subjects” obtained the highest weighted mean posted at 4.04. This statement is followed by the statements “I learn a lot when I read”, with an obtained weighted mean of 3.91; “Reading is interesting”, with an obtained weighted mean of 3.87; “I like to read in front of people”, with an obtained weighted mean of 3.77; “Reading is my best subject in school”, with an obtained weighted mean of 3.65; and “It is easy for me to answer the questions about stories I read”, with an obtained weighted mean of 3.60.

The overall reaction by the pupil-respondents obtained a grand weighted mean of 3.61 interpreted as “favorable attitude” towards reading in the English language. This implies that the pupil-respondents have positive attitude towards reading and thus, love to read.

Relationship Between Pupil-Respondents’ Attitude Towards Reading and Their Profile

Table 10 shows the correlation analyses conducted between pupil-respondents’ attitude towards reading and their profile variates.

Table 10

**Correlation Between Pupil-Respondents' Attitude Towards
Reading and Their Profile**

Profile	r_{xy}	Fisher's t_c	Evaluation
Age	-0.024	0.36	
Sex	0.124	1.89	Not Significant
Family Size	0.065	0.99	Not Significant
Birth Order	0.155	2.37	Significant
Academic Performance in English in the Previous Grade Level	0.295	4.66	Significant
Fathers' Educational Qualification	0.075	1.14	Not Significant
Mothers' Educational Qualification	0.165	2.53	Significant
Parents' Average Monthly Income	0.039	0.59	Not Significant

Legend: t_c = computed Fisher's t-value at $\alpha = 0.05$; $df = 228$; critical $t = 1.96$

As reflected in the table, the computed r-value of -0.024 between respondents' attitude towards reading and age is negative and quite low. The negative value implies an inverse and negligible correlation between the two variables. This correlation is found out not to be significant since the calculated Fisher's t-value of 0.36 is lower than the critical t-value of 1.96 at 0.05 significance level. So, the null hypothesis which states "there is no significant relationship between respondents' attitude towards reading and age" is accepted. These results mean that the age of the pupil-respondents does not influence their attitude towards reading. These imply further that an older pupil-respondent may have comparatively the same attitude towards reading as a younger pupil-respondent.

The correlation between pupil-respondents' attitude towards reading and their sex posted an r-value of 0.124. The corresponding computed Fisher's t-value is 0.99 which implies an insignificant relationship since it is lower than the critical t-value of 1.96 at 0.05 significance level. This observation led to the acceptance of the null hypothesis that says that "There is no significant relationship between pupil-respondents' attitude towards reading and their profile variate of sex" is accepted. With the acceptance of said hypothesis, it implies thus regardless of the sex of the pupil-respondents, they have comparatively the same attitude towards reading. More particularly, a male pupil-respondent may have the same attitude towards reading as a female pupil-respondent.

A correlation of 0.065 exists between the pupil-respondents' attitude towards reading and their family size. This relationship is not significant since the computed Fisher's t of 0.99 is lower than the critical t-value of 1.96 at 0.05 significance level. Hence, the hypothesis which states that "There is no significant relationship between pupil-respondents' attitude towards reading and their profile of family size" is accepted. Such an acceptance of the hypothesis led to the assumption that the number of household members that the pupil-respondents have do not influence their attitude towards reading. It means further that a pupil-respondent with more family members living under one roof may have comparatively the same attitude towards reading as a pupil-respondent with fewer family members.

An r value of 0.155 is observed between pupil-respondents' attitude towards reading and their birth order. In so far as the Fisher's t -value is computed at 2.37, which value is greater than the critical t -value of 1.96, the hypothesis "There is no significant relationship between pupil-respondents' attitude towards reading and their birth order" is rejected at 0.05 level of significance. Hence, it can be said that the birth order of the pupil-respondents influences their attitude towards reading. In addition, a pupil-respondent who is the first child in the family may have a more favorable attitude towards reading than a pupil-respondent who is already a second, third, or fourth child in the family; and conversely.

As regards to the pupil-respondents' attitude towards reading and their academic performance in English in the previous grade, the r -value obtained is 0.295. It is significant since the computed Fisher's t has a value of 4.66 which is greater than the critical t -value of 1.96 at 0.05 significance level. This led to the rejection of the null hypothesis which states "There is no significant relationship between pupil-respondents' attitude towards reading and their profile variate of academic performance in English in the previous grade level". Said rejection of the hypothesis led to the implication that the pupil-respondents' attitude towards reading is influenced by their academic performance in English in the previous grade level. It means thus that the pupil-respondents who have higher, better academic performance in English in the previous grade level have more favorable attitude towards reading; and conversely.

The computed r value of 0.075 is revealed between the pupil-respondents' attitude towards reading and their fathers' educational qualification is negligible. This correlational value is not significant since the corresponding Fisher's t of 1.14 is lower than the critical t -value of 1.96 at 0.05 significance level. So, the null hypothesis that "There is no significant relationship between pupil-respondents' attitude towards reading and their profile variate of fathers' educational qualification" is accepted. This means that a pupil-respondent whose fathers have lower educational qualification may have comparatively the same attitude towards reading as a pupil-respondent whose fathers have higher educational qualification.

The pupil-respondents' attitude towards reading and their mothers' educational qualification has a computed correlation coefficient of 0.165. This value is significant since the calculated Fisher's t of 2.53 is greater than the critical t -value of 1.96 at 0.05 significance level. The null hypothesis which states "There is no significant relationship between pupil-respondents' attitude towards reading and educational qualification of their mothers' educational qualification is rejected. In as much as the hypothesis is rejected, it is thus safe to say that the educational qualification of the pupil-respondents' mothers influence their attitude towards reading. This could be because the pupil-respondents are more drawn to their mothers who take care of them at home and hence, there is greater possibility that they imbibe their mothers' attitudes towards reading. The results further imply that a mother whose educational qualification is higher may have

pupil-respondent whose attitude towards reading is more favorable, and conversely.

As to the pupil-respondents' attitude towards reading, the calculated correlation coefficient with parents' average monthly income is 0.039. This correlation is not significant since the Fisher's t-value of 0.59 is lower than the critical t-value of 1.96 at 0.05 significance level. Hence, the null hypothesis saying "There is no significant relationship between attitude towards reading and their profile variate of parents' average monthly income" is accepted. The acceptance of the hypothesis implies that the average monthly income of the pupil-respondents' parents does not influence their attitude towards reading. This implies further that the pupil-respondents whose parents are earning higher income per month may have comparatively the same attitude towards reading as the pupil-respondents whose parents are earning lower income per month.

Pupil-Respondents' Reading Anxiety Level

Table 11 presents the responses of the respondents regarding their reading anxiety level.

Of the twenty indicators aimed at measuring respondents' overall reading anxiety level, one indicator revealed that the respondents are a "little anxious" in reading. This is statement 12 which says "I enjoy reading English." As supported by a weighted mean of 2.37.

Table 11
Pupil-Respondents' Reading Anxiety Level

<i>Indicators</i>	X_w	<i>Interpretation</i>
1. I get upset when I am not sure whether I understand what I am reading in English.	3.27	FA
2. When reading English, I often understand the words but still cannot understand what the author is saying.	3.25	FA
3. When I'm reading in English, I get so confused I cannot remember what I am reading.	3.18	FA
4. I feel intimidated whenever I see a whole page of English in front of me.	3.03	FA
5. I am nervous when I am reading a passage in English when I am not familiar with the topic.	3.07	FA
6 I get upset whenever I encounter unknown grammar when reading English.	3.00	FA
7. When reading English, I get nervous and confused when I do not understand every word.	3.14	FA
8. It bothers me to encounter words I cannot pronounce while reading English.	3.17	FA
9. I usually end up translating word by word when I'm reading English.	3.25	FA
10. By the time you get past the funny letters and symbols in English, its hard to remember what you're reading about.	3.15	FA
11. I am worried about all the new symbols have to learn in order to read English.	3.23	FA
12. I enjoy reading English.	2.37	LA
13. I feel confident when I am reading English.	2.51	FA
14. Once you get used to it, reading English is not so difficult.	2.67	FA
15. The hardest part of learning English is learn to read.	2.69	FA
16. I would be happy to learn to speak English rather than having to learn to read as well.	3.43	FA
17. I don't mind reading to my self, but I feel very uncomfortable when I have to read English aloud.	3.05	FA
18. I am satisfied with the level of reading ability in English that I have achieved so far.	2.83	FA

Indicators	X_w	Interpretation
19. English culture and ideas seem very foreign to me.	3.23	FA
20. You have to know so much about English history and culture in order to read English.	3.38	FA
Total	6.90	
Grand Mean	3.05	FA
Legend: 4.51 – 5.00	Very Much Anxious (VMA)	
3.51 – 4.50	Much Anxious (MA)	
2.51 – 3.50	Fair Amount of Anxiousness (FA)	
1.51 – 2.50	Little Anxious (LA)	
1.00 – 1.49	Not at All Anxious (NA)	

The remaining nineteen indicators revealed “fair amount of anxiousness”. Of these nineteen statements, the statement “I would be happy to learn to speak English rather than having to learn to read as well”, obtained the highest weighted mean at 3.43, followed by the statements “You have to know so much about English history and culture in order to read English”, with an obtained mean of 3.38; “I get upset when I am not sure whether I understand what I am reading in English”, with an obtained weighted mean of 3.27; “When reading English, I often understand the words but still cannot understand what the author is saying”, and “I usually end up translating word by word when I’m reading English” – both with an obtained weighted mean of 3.25; and “English culture and ideas seem very foreign to me” and “I am worried about all the new symbols have to learn in order to read English” – both with obtained weighted mean of 3.23.

The overall reading anxiety of the pupil-respondents is interpreted as “fair amount of anxiety” as supported by a gran mean of 3.05. This means that the

pupil-respondents are feeling a little bit worried, nervous, or uneasy about reading. The findings further reveal that the Grade V pupil in Calbiga District are feeling "fairly uneasy and stressed" towards reading.

Thus, knowing the fact that reading is anxiety-provoking for the pupil-respondents, English teachers can raise awareness about the existence of anxiety in reading. The teachers can provide learners with enough reassurance and can help them overcome probable anxiety reactions.

Relationship Between Pupil-Respondents' Reading Anxiety Level and Their Profile

Table 12 presents the correlational analysis performed between pupil-respondents' reading anxiety level and their profile variates.

Table 12

Correlation Between Pupil-Respondents' Reading Anxiety Level and Their Profile

Profile	r_{xy}	Fisher's t_c	Evaluation
Age	-0.020	0.30	Not Significant
Sex	0.086	1.31	Not Significant
Family Size	0.163	2.50	Significant
Birth Order	0.183	2.81	Significant
Academic Performance in English in the Previous Grade Level	0.158	2.42	Significant
Fathers' Educational Qualification	0.026	0.40	Not Significant
Mothers' Educational Qualification	0.102	1.54	Not Significant
Parents' Average Monthly Income	0.20	0.31	Not Significant

Legend: t_c = computed Fisher's t-value at $\alpha = 0.05$; $df = 228$; critical $t = 1.96$

A correlation coefficient r of -0.020 was obtained between reading anxiety level and respondents' age. This correlation value is not significant since the computed Fisher's t -value at 0.30 is lower than the critical t value of 1.96 . This finding led to the acceptance of the hypothesis that "There is no significant relationship between pupil-respondents' reading anxiety and their profile variate of age". The acceptance of the hypothesis implies that the age of the pupil-respondents does not influence their reading anxiety level. This means further that older pupil-respondents may have comparatively the same level of reading anxiety as the younger pupil-respondents.

In the same table is posted a correlation value of 0.086 between pupil-respondents reading anxiety level and their sex. This posted value has a corresponding Fisher's t of 1.31 that is lower than the critical t -value of 1.96 . The hypothesis "There is no significant relationship between pupil-respondents' reading anxiety level and their profile variate of sex" is accepted. These results imply that the pupil-respondents' sex does not influence their anxiety level. These results imply further that a male pupil-respondent has comparatively the same level of reading anxiety as a female pupil-respondent.

The respondents' reading anxiety level and their family size yielded a correlation coefficient r of 0.163 with a corresponding Fisher's t -value of 2.50 . This computed t -value is greater than the critical t -value of 1.96 at 0.05 significance level. Hence, the null hypothesis which states "There is no significant relationship between pupil-respondents' reading anxiety level and

their profile variate of family size" is rejected. The rejection of the hypothesis led to the implication that the pupil-respondents' family size influences their level of reading anxiety. It means that the pupil-respondents with more family members may have higher level of reading anxiety than the pupil-respondents with fewer family members, and conversely.

Meantime, the correlation between the pupil-respondents' reading anxiety level and birth order revealed a correlation coefficient r of 0.183 with a corresponding Fisher's t -value of 2.81. The critical t -value of 1.96 at significance level 0.05 is lower than the computed Fisher's t -value. This led to the rejection of the hypothesis that "There is no significant relationship between pupil-respondents' reading anxiety and their profile variate birth order". The rejection of the hypothesis implies that the reading anxiety level of the pupil-respondents is influenced by birth order. Hence, a pupil-respondent who is the first child or eldest in the family may have a higher level of reading anxiety level than a pupil-respondent who is a second, third, or fourth child in the family, and conversely.

The computed coefficient of correlation r of 0.807 between pupil-respondents' reading anxiety level and their academic performance in English in the previous grade level is accompanied by a Fisher's t -value of 2.42 which value greater than the critical t -value of 1.96 at 0.05 significance level. Thus, the hypothesis "There is no significant relationship between pupil-respondents' reading anxiety level and their profile variate of academic performance in English in the previous grade level" is rejected. This means that the pupil-

respondents' academic performance in English in the previous grade level has something to do with their level of reading anxiety – that is, that it significantly influences their reading anxiety level. This means also that the pupil-respondents who have higher and better academic performance in English in the previous grade level may have lower level of reading anxiety, and conversely.

The pupil-respondents' reading anxiety level and their fathers' educational qualification revealed at coefficient of correlation r is 0.26 with Fisher's t -value of 0.40. The computed Fisher's t -value is lower than the critical t -value of 1.96 at 0.05 significance level. This indicated that the hypothesis "There is no significant relationship between pupil-respondents' reading anxiety level and their fathers' educational qualification" is accepted. This means that the pupil-respondents' fathers' educational qualification has no influence on their level of reading anxiety. This means also that the pupil-respondents whose fathers have attained a higher level of educational qualification may have comparatively the same level of reading anxiety than those pupil-respondents whose fathers have achieved lower level of educational qualification.

The respondents' reading anxiety and their mothers' educational qualification yielded an r -value of 0.102 and Fisher's t -value of 1.54. This computed t -value is lower than the critical t -value of 1.96 and hence, the hypothesis "There is no significant relationship between pupil-respondents' reading anxiety level and their mothers' educational qualification" is accepted. This means that the pupil-respondents' mothers' educational qualification has no

influence on their level of reading anxiety. This means also that the pupil-respondents whose mothers have attained a higher level of educational qualification may have comparatively the same level of reading anxiety those pupil-respondents' whose mothers have lower level of educational qualification.

The pupil-respondents' reading anxiety level and their parents' average monthly income gave a correlation coefficient r -value of 0.200 with Fisher's t -value of 0.31. Since the computed Fisher's t -value is lower than the critical t -value of 1.96, the hypothesis "There is no significant relationship between pupil-respondents' reading anxiety and their parents' average monthly income" is accepted. This means that the reading anxiety level of the pupil-respondents is not influenced by their parents' average monthly income.

Pupil-Respondents' Perceived Classroom Learning Environment in English Classes

Table 13 presents the perceptions of the pupil-respondents regarding their classroom learning environment in English classes.

Of the twenty four indicators used to determine the perception of the pupil-respondents regarding their classroom learning environment in English, one indicator revealed - that is, Most pupils in this class really pay attention to what the teacher is saying" - revealed a "moderately favorable" learning environment and as evidenced by a weighted mean of 2.13.

Table 13

**Pupil-Respondents' Perceptions Regarding Their Classroom
Learning Environment in English Classes**

<i>Indicators</i>	<i>X_w</i>	<i>Interpretation</i>
1. The teacher treats some pupils better than she/he treats others.	3.75	PF
2. Each pupil is given a chance to read aloud in class.	3.78	PF
3. The teacher treats everybody in the class equally.	4.06	PF
4. The teacher embarrasses or insults the pupils for NOT knowing the right answer after a reading activity.	3.78	PF
5. The teacher shows the class how much fun it is to read English in a challenging way.	3.92	PF
6. Many pupils are sleepy during class.	3.46	FF
7. Pupils enjoy their class work.	4.03	PF
8. The teacher gets along well with the pupils.	3.92	PF
9. The teacher is fair in giving grades.	3.84	PF
10. The teacher gives time for pupils to read.	4.08	PF
11. Most pupils in this class really pay attention to what the teacher is saying.	2.13	MF
12. There are plenty of reading materials inside the classroom.	3.75	PF
13. The teacher embarrasses the pupils' mistake when a word is not pronounced when reading aloud.	3.55	PF
14. The classroom is overcrowded. The class finds it difficult to keep	3.61	PF
15. up with the reading assignments.	2.90	FF
16. The teacher reads too fast for the pupils to follow.	3.45	FF
17. Many pupils keep talking to their seatmates even during silent reading activities.	2.94	FF
18. Pupils are bored in this class.	3.34	FF
19. Pupils do not want to be absent from this class.	3.54	PF
20. Pupils' ideas and suggestions are used during class discussions.	3.55	PF
21. The teacher does NOT consistently enforce the class rules on discipline.	2.59	FF
22. The teacher helps pupils to read and write fluently in English.	4.11	PF
23. The teacher helps learners read fluently in English.	4.11	PF
24. The teacher helps pupils with the correct pronunciation and intonation.	4.15	PF
Total	86.35	
Grand Mean	3.60	PF

Legend: 4.51 – 5.00	Not Favorable (NF)
3.51 – 4.50	Partially Favorable (PF)
2.51 – 3.50	Fairly Favorable (FF)
1.51 – 2.50	Moderately Favorable (MF)
1.00 – 1.50	Very Favorable (VF)

Meanwhile, six indicators were interpreted as “fairly favorable” classroom learning environment in English. Of the six indicators which are “fairly favorable”, the indicator “Many pupils are sleepy during class”, obtained the highest weighted mean posted at 3.46. this is followed by the indicators “ The teacher reads too fast for the pupils to follow”, with an obtained mean of 3.45; “Many pupils keep talking to their seatmates even silent reading activities”, with an obtained mean of 2.94; and “The teacher does NOT consistently enforce the class rules on discipline”, with an obtained mean of 2.59.

On the other hand, seventeen indicators were rated by the respondents as “partially favorable” learning environment in English. The highest mean was posted at 4.15 for “Teacher helps pupils the correct pronunciation and intonation”, followed by “The teacher helps learners read fluently in English”, “The teacher helps pupils to read and write fluently in English” - both with obtained mean of 4.11, “The teacher gives time for pupils to read”, with an obtained weighted mean of 4.08, “The teacher treats everybody in the class equally”, with obtained weighted mean of 4.06, and “Pupils enjoy their class work”, with an obtained weighted mean of 4.03.

The overall perception of the respondents as regard to their English classroom learning environment is “partially favorable” with a grand weighted mean of 3.60. this means that the classroom learning environment in English of the pupil-respondents is partially conducive to learning to read in English. This means further that the teachers in their English classes give chance to read aloud

in class, treats everybody in the class equally, shows the class how much fun it is to read English in a challenging way, fair in giving grades, helps pupils the correct pronunciation and intonation, helps learners read fluently in English, and helps pupils to read and write fluently in English.

**Relationship Between Pupil-Respondents’
Perceived Classroom Learning
Environment and Their
Profile**

Table 14 reflects the coefficient of correlations between pupil-respondents’ perceived classroom learning environment in English and their profile variates.

Table 14

**Correlation Between Pupil-Respondents’ Perceived Classroom
Learning Environment in English Classes and Their Profile**

<i>Profile</i>	<i>r_{xy}</i>	<i>Fisher’s t_c</i>	<i>Evaluation</i>
Age	0.02	0.30	Not Significant
Sex	0.15	2.36	Significant
Family Size	0.15	2.35	Significant
Birth Order	0.14	2.20	Significant
Academic Performance in English in the Previous Grade Level	0.16	2.43	Significant
Fathers’ Educational Qualification	-0.04	0.57	Not Significant
Mothers’ Educational Qualification	0.07	1.00	Not Significant
Parents’ Average Monthly Income	-0.07	1.00	Not Significant

Legend: t_c = computed Fisher’s t-value at $\alpha = 0.05$; $df = 228$; critical $t = 1.96$

Classroom learning environment and age of respondents obtained an r-value of 0.02 and Fisher’s t-value of 0.30. This Fisher’s t-value is lower than the

critical t-value of 1.96 at 0.05 significance level implying no significant correlation. Hence, the hypothesis that says "there is no significant relationship between respondents' perceived classroom learning environment in English classes and age" is accepted.

For classroom learning environment and sex of respondents, the correlation coefficient obtained is 0.15. This value imply that there is a significant relationship between the two variables since the computed Fisher's t-value of 2.36 is greater than the critical t-value of 1.96 at 0.05 significance level. So, the hypothesis "there is no significant relationship between respondents' perceived classroom learning environment in English classes and sex" is rejected.

With regards to perceived classroom learning environment and respondents' family size, the r-value obtained is 0.15 interpreted as direct correlation but negligible. The correlation is significant since the computed Fisher's t-value of 2.35 is greater than the critical t-value at 0.05 significant level. Hence the hypothesis "there is no significant relationship between respondents' perceived classroom learning environment in English classes and family size" is rejected.

The correlation coefficient r obtained between perceived classroom learning environment and respondents' birth order is 0.14. This value imply that there is a significant relationship between the two variables but the relationship is negligible. This is supported by the 2.20 Fisher's t-value which is greater than the 1.96 critical t-value at 0.05 significance level. Therefore, the the hypothesis

“there is no significant relationship between respondents’ perceived classroom learning environment in English classes and birth order” is rejected.

The correlation between classroom learning environment in English classes as perceived by the respondents and their academic performance in English in the previous grade level yielded an r -value of 0.16 accompanied by a Fisher’s t -value of 2.43. Since this Fisher’s t -value is greater than the critical t -value of 1.96 imply that there is a significant relationship between the two variables but the relationship is negligible. Hence, H_0 which states “there is no significant relationship between respondents’ perceived classroom learning environment in English classes and academic performance in English in the previous grade level” is rejected.

The correlations between classroom learning environment and educational qualification of their fathers yielded an r -value of -0.04 corresponding with a Fisher’s t -value of 0.57. The sign and their respective values imply that there is inverse but negligible relationships between the two variables. However, the relationship is not significant since the computed Fisher’s t -value is lower than the critical t -value of 1.96. So, the hypothesis “there is no significant relationship between respondents’ perceived classroom learning environment in English classes and educational qualification of their fathers” is accepted.

Respondents’ perceived classroom learning environment in English classes and their mothers’ educational qualification yielded an r -value of 0.07 and Fisher’s t -value of 1.00. This computed t -value is lower than the critical t -

value of 1.96 and hence, the hypothesis “there is no significant relationship between respondents’ perceived classroom learning environment in English classes and their mothers’ educational qualification” is accepted.

The correlation between perceived classroom learning environment in English classes and parents’ average monthly income is -0.07 and Fisher’s t-value of 1.00. The value of the Fisher’s t is lower than the critical t-value at 0.05 significance level implying that the two variables are not related. Therefore, H_0 which states “there is no significant relationship between respondents’ perceived classroom learning environment in English classes and their parents’ average monthly income” is accepted.

Relationship Between Pupil-Respondents’ Attitude Towards Reading, Reading Anxiety and Perceived Classroom Learning Environment in English

Table 15 below presents the results of the correlation analyses conducted among the pupil-respondents’ attitude towards reading, reading anxiety level and their perceived classroom learning environment in English.

Observing the table, it was revealed that the r-value between the pupil-respondents’ attitude towards reading and reading anxiety level is 0.47. This is significant since the computed Fisher’s t-value of 8.00 is very much greater than the critical t-value of 1.96 at 0.05 significance level. The finding leads to the rejection of the hypothesis which says that “There is no significant relationship between the pupil-respondents’ attitude towards reading and their reading

anxiety level." This rejection of the hypothesis implies that the pupil-respondents' attitude towards reading influences their reading anxiety level. This means further that the pupil-respondents with more favorable attitude towards reading may have lower reading anxiety level, and conversely.

Table 15

Correlation Among Pupil-Respondents' Attitude Towards Reading, Reading Anxiety, and Perceived Classroom Learning Environment in English Classes

Paired Variables	r_{xy}	Fisher's t_c	Evaluation
Attitude Towards Reading and Reading Anxiety Level	0.47	8.00	Significant Reject H_0
Attitude Towards Reading and Classroom Learning Environment	0.60	11.27	Significant Reject H_0
Classroom Learning Environment and Reading Anxiety Level	0.68	14.10	Significant Reject H_0

Legend: t_c = computed Fisher's t-value at $\alpha = 0.05$; $df = 228$; critical $t = 1.96$

The pupil-respondents' attitude towards reading and their classroom learning environment in English yielded an r-value of 0.60 which imply high correlation. The correlation is significant because the computed Fisher's t-value of 11.27 is very much higher than the critical t-value of 1.96 at 0.05 significance level. Hence, the hypothesis that "There is no significant relationship between the pupil-respondents' attitude towards reading and their perceive classroom learning environment in their English classes" is rejected. This rejection of the

hypothesis implies that the pupil-respondents' attitude towards reading is influenced by their perceived classroom learning environment in their English classes. In addition, it implies that a pupil-respondent enrolled in a classroom with a learning environment conducive to learning English may developed more favorable attitude towards reading, and conversely.

Finally, the pupil-respondents' perceive classroom learning environment and their reading anxiety level had a computed r-value of 0.68. Since the obtained Fisher's t-value of 14.10 is greater than the critical t-value of 1.96, said association is significant. Thus, the hypothesis "There is no significant relationship between the pupil-respondents' perceived classroom learning environment in their English classes and their reading anxiety level" is rejected. The rejection of the hypothesis led to the implication that the pupil-respondents' perception of their classroom learning environment in English influences their reading anxiety level. It means further that a classroom learning environment in English which is conducive to learning may provide the pupil-respondents opportunity to decrease their reading anxiety level, and conversely.

Relationship Between Pupil-Respondents' Reading Proficiency level and Attitude Towards Reading, Reading Anxiety and Perceived Classroom Learning Environment in English

Table 16 presents the results correlation analysis performed between the pupil-respondents' reading proficiency level and their attitude towards reading,

reading anxiety level, and perceived classroom learning environment in English classes.

Table 16

**Relationship Between Pupil-Respondents'
Reading Proficiency Level**

Reading Proficiency Level vs	r_{xy}	Fisher's t_c	Evaluation
Attitude Towards Reading	0.315	5.020	Significant Reject H_0
Reading Anxiety	0.059	0.8967	Not Significant Accept H_0
Classroom Learning Environment	0.176	2.704	Significant Reject H_0

Legend: t_c = computed Fisher's t-value at $\alpha = 0.05$; $df = 228$; critical $t = 1.96$

The pupil-respondents' reading proficiency level and their attitude towards reading yielded an r-value of 0.315. This r-value is accompanied by a Fisher's t-value of 5.020 which is greater than the critical t-value of 1.96 at 0.05 significance level. Thus, the hypothesis which states that "There is no significant relationship between pupils-respondents' reading proficiency level and their attitude towards reading" is rejected. The rejection of the hypothesis implies that the reading proficiency level of the pupil-respondent is influenced by their attitude towards reading. More particularly, the pupil-respondents with more positive attitude towards reading may have higher and better reading

proficiency level than the pupil-respondents with less favorable attitude towards reading, and conversely.

The reading proficiency level of pupil-respondents and their reading anxiety level obtained an r-value of 0.059 and Fisher's t-value of 0.8967. The Fisher's t-value is lower than the critical t-value of 1.96 at 0.05 significance level, which led to the acceptance of the hypothesis which states that "There is no significant relationship between pupil-respondents' reading proficiency level and their reading anxiety level". The acceptance of the hypothesis implies that the pupil-respondents' reading proficiency level is not at all influenced by their reading anxiety level. This means further that regardless of the anxiety experienced by the pupils-respondents in reading they have comparatively the same proficiency level in reading. This could be because the pupil-respondents rated their anxiety level in reading as only a "fair amount of anxiousness" which means that their anxiety is still manageable.

The correlation between the pupil-respondents' reading proficiency level and their perceived classroom learning environment in their English classes yielded an r-value of 0.176 with Fisher's t-value of 2.704. The computed Fisher's t-value is greater than the critical t-value of 1.96. Hence, the hypothesis which states that "there is no significant relationship between the pupil-respondents' reading proficiency level and their perceived classroom learning environment" is rejected. The rejection of the hypothesis implies that the reading proficiency level of the pupil-respondents is influenced by their classroom learning environment

in English. This implies also that the pupil-respondents with higher proficiency level in reading may have classroom learning environment in English which is conducive for learning, and conversely.

Implications

Based on the findings of the study, the following implications for Grade V teaching in English are derived:

1. The significance of the relationship between the reading proficiency level of the pupil-respondent and their profile of age, academic performance in English in the previous grade level, parents' educational qualification, and average monthly income imply that English teachers must consider a multi-level assessment of their pupils' socio-demographic characteristics so that reading instruction and reading intervention schemes are suited to their individuals needs and socio-demographic categorization.

2. The significance of the relationship between the pupil-respondents 'attitude towards reading and their demographic characteristics of birth order and mothers' educational qualification implies that reading programs and/or reading intervention programs should consider the placement of these pupils in their respective families and the level of education of their mothers. The reading programs must have reading activities that are applicable to the pupils' home tutors' level of education so that they can reinforce them at home.

3. The significance of the relationship between the pupil-respondents' attitude towards reading and their academic performances in English in their previous grade level implies that English subjects in lower grade levels should have stronger foundation. Hence, the level of instruction of English classes in the lower grade level should have in-depth content and the teaching strategies should be attuned to the levels of the pupils. This have policy implication as regards the "Every Child a Reader Program" (ECARP) of the Department of Education (DepEd) which aims to develop holistic readers at the end of the third grade. The result of this study re-echoes the rationale of ECARO that children must be taught to read as early as in Grade 1 to 3 in order to develop proficient readers in elementary.

4. The significance of the relationship between the pupil-respondents' reading anxiety level and their demographic characteristics of family size and birth order implies that school administrators should plan, formulate, and implement reading anxiety reduction programs based on these demographic characteristics. In addition, the reading activities of the teachers should be patterned after these demographic characteristics of the pupils.

5. The significance of the relationship between the pupil-respondents' reading anxiety level and their academic performances in English in their previous grade level implies that English instruction in the lower grade levels should be strengthened and should provide the necessary preparations for higher English instruction. School administrators and teachers should provide

reading exercises which aim at reducing the pupils' anxiety level based on their academic performance in English in the lower grade levels, such as using books with colorful pictures, among others.

6. The significance of the relationship between the pupil-respondents' attitude towards reading and their reading anxiety level implies that teachers should provide reading activities which are friendly and fun in order to increase and/or maintain their attitude towards reading and reduce their reading anxiety level.

7. The significance of the relationship between the pupil-respondents' attitude towards reading and their classroom learning environment in English implies that teachers should decorate, structure and re-invent their classroom learning environment in English in order to improve and/or maintain their pupils' attitude towards reading. This implies further that the teachers should use decoration and/or instructional materials which are appropriate to their pupils' attitude towards reading.

8. The significance of the relationship between the perceived classroom learning environment and the pupil-respondent's anxiety level implies that the teachers should creatively decorate their classrooms with reading materials which are persuasive and positive in order to reduce their pupils' reading anxiety level. Reading clinics must address the pupils' reading anxiety level with fun reading materials.

9. The significance of their relationship between the pupils-respondents' reading proficiency level and their attitude towards reading implies that the school administrators and teachers should re-invent the value orientation of their pupils by providing them with group dynamics activities in reading. Pupils should also be regularly expose to reading activities focused on reading materials which develop more favorable attitude towards reading so that while their attitude are more favorably developed they also increase their reading proficiency level.

10. The significance of the relationship between the pupil-respondent's reading proficiency level and their classroom learning environment in English implies that school administrators and teachers should install and institute decorations and creative designs in the classroom in order to encourage pupils reading proficiency level. A reading park should be structured in addition to the English park in order to strengthen deeper love for reading by the pupils.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of major findings, the conclusions drawn and the recommendations that were formulated based on the results of the study.

Summary of Findings

The following are the major findings of the study:

1. The mean age of the pupil-respondents regardless of sex is posted at 11.00 years old with a standard deviation of 1.24 years.
2. Majority of the pupil-respondents – that is, 131 out of the 230 or 56.96 percent – are females distributed in the different ages. The remaining 99 or 43.04 percent of the pupil-respondents are males. Of the 131 female pupil-respondents, most of them – that is, 59 of them – are aged 10 years old, followed by 49 who are aged 11 years old, 13 who are aged 12 years old, nine who are aged 13 years old, and one who aged nine years old. The oldest female pupil-respondents are aged 13 years old whereas the youngest pupil-respondent is aged nine years old. The mean age for the female pupil-respondents is posted at 10.77 years old or approximately 11 years old, the appropriate age for grade V pupils.

On the contrary, most of the male pupil-respondents – that is, 37 of them – are aged 11 years old, followed by 29 who are aged 10 years old, 11 who are aged 13 years old, and 10 who are aged 12 years old. The oldest male pupil-respondents are aged 17 years old whereas the youngest male pupil-respondents are aged nine years old. The mean age for the male pupil-respondents is posted at 11.32 years old or approximately 11 years old, the appropriate age for grade V pupils.

3. The mean family size is seven persons and standard deviation of two persons.

4. Of the 230 respondents, about 58 or 25.22 percent are first born while 43 or 18.70 percent of the respondents are third sibling from the eldest. Next are 40 or 17.39 percent of the respondents are second children. Another 30 or 13.04 percent of the respondents said they are fifth children. Twenty four or 10.43 percent are 4th children from the eldest. One respondent each or 0.43 percent was 11th and 14th child. The four respondents or 1.74 percent said they are 10th and 9th children and five or 2.17 percent of the respondents are 8th children.

5. Of the 230 respondents, 35 or 15.22 percent of them obtained a grade of 80 in English in their previous grade level, followed by 26 or 11.30 percent of them who obtained a grade of 85 in English in their previous grade level, by 24 or 10.43 percent who obtained a grade of 81, 19 or 8.26 percent who obtained a grade of 83, and 17 who obtained a grade of 79. The highest grade

obtained in English in the previous grade level is 94 whereas the lowest grade obtained in the same subjects is 75. More particularly, the mean grade obtained by the pupil-respondents in English in the previous grade level is posted at 82.76 or approximately 83, with a standard deviation of 3.63, indicating a wide dispersion from the mean grade.

6. Seventy nine of the respondents' father or 34.35percent have fathers and 51 or 22.17 percent have mothers who attained elementary schooling only. This is followed by 37 or 16.09 percent of the pupil-respondents have fathers and 40 or 17.39 percent have mothers who graduated from elementary grade. Thirty six or 15.65percent of the respondents have father and 43 or 18.70 percent have mothers who reached the high school level. About 30 or 13.04 percent of the pupil-respondents have fathers and 33 or 14.35 percent of the pupil-respondents have mothers who are college graduate. Lastly, two or 0.87 percent of the respondents has fathers and mothers who earned PhD or EdD units.

7. Seventy nine or 34.35 percent of the pupil-respondents' parents were earning an average monthly income within the PhP1,001.00 to PhP 3,000.00 income bracket, followed by 68 or 29.57 percent earning averagely within the range PhP3,001.00 to PhP5,000.00 per month. Next, 24 or 10.43 percent of the pupil-respondents indicate that their parents are earning on average below PhP1,000.00 per month.

On the up side, 16 or 6.96 percent of the pupil-respondents' parents are earning averagely per month within the PhP5,001.00 to PhP7,000.00 bracket.

Another 15 or 6.52 percent of the pupil-respondents' parents earn an average monthly income within PhP9,001.00 to PhP11,000.00 range. Eight or 3.48 percent of the pupil-respondents' said that their parents are earning averagely per month above PhP17,000.00.

8. The mean average monthly family income of the pupil-respondents' parents is PhP5,115.62 with standard deviation of PhP5,385.97.

9. Of the 230 pupil-respondents, 135 or 58.70 percent are on the frustration level, 80 or 34.78 percent of them are on the instructional level, and only 15 or 6.52 percent are in the independent level. There are no non-readers among the pupil-respondents.

10. Correlation between respondents' age and their reading proficiency level obtained an r-value of -0.165 corresponding to a Fisher's computed t-value of 2.53 at $df=228$. The correlation is significant since the obtained computed t-value is greater than the critical t-value at 1.96 at 0.05 significance level. Hence, the hypothesis which says that "There is no significant relationship between pupil-respondents' reading proficiency level and their profile age" is rejected.

11. Sex of respondents and their reading proficiency level obtained a correlation coefficient r-value of 0.119 with a corresponding computed t-value of 1.81 at 228 degrees of freedom. The calculated t-value was lower than the 1.96 critical t-value at 0.05 significance level. So, the hypothesis which states that "There is no significant relationship between pupil-respondents' reading proficiency level and their profile sex" is accepted.

12. The pupil-respondents' family size and reading proficiency level yielded an r -value of -0.017 with a Fisher's t -value of 0.26 at 0.05 significance at degree of freedom of 228 . The Fisher's t -value obtained was lower than the critical t -value at 0.05 significance level. Hence, the hypothesis "There is no significant relationship between pupil-respondents' reading proficiency level and their profile of family size" is accepted.

13. Respondents' birth order and reading proficiency level obtained a coefficient of correlation r with a value of -0.012 with a corresponding Fisher's t -value of 0.18 at 0.05 significance level. Since, this t -value is lower than the critical t -value of 1.96 , the hypothesis which states that "There is no significant relationship between pupil-respondents' reading proficiency level and their profile birth order" is accepted.

14. A coefficient correlation r of 0.366 and Fisher's t -value of 5.93 were obtained between respondents' academic performance in English in previous grade level and reading proficiency level. Since, this Fisher's t -value is greater than the critical t -value of 1.96 , the hypothesis "There is no significant relationship between pupil-respondents' reading proficiency level and their profile of academic performance in English in the previous grade level" is rejected.

15. The educational qualification of pupil-respondents' fathers and reading proficiency level yielded an r -value of 0.171 with Fisher's t -value of 2.62 at 0.05 level of significance. This Fisher's t -value was greater than the critical t -

value of 1.96, hence the hypothesis "There is no significant relationship between pupil-respondents reading proficiency level and their fathers' educational qualification" is rejected.

16. The educational qualification of respondents' mothers and reading proficiency level resulted to an r-value of 0.237 with Fisher's t-value of 4.01 at 0.05 level of significance. This Fisher's t-value is greater than the critical t-value of 1.96, hence the hypothesis "There is no significant relationship between pupil-respondents' reading proficiency level and their mothers' educational qualification" is rejected.

17. The pupil-respondents' parents' average monthly income and their reading proficiency level yielded an r-value of 0.136 accompanied by a Fisher's t-value of 2.07 at significance level of 0.05. This computer t-value is greater than the 1.96 critical t-value. Hence, the hypothesis which states that "There is no significant relationship between pupil-respondents' reading proficiency level and their parents' average monthly income" is rejected.

18. Three of the ten indicators obtained were rated as "neural attitude" towards reading in the English language by the pupil-respondents. This attitude statements are "I read a lot at home", with a weighted means 3.43; and "I can read harder books that I used to", with a weighted mean of 3.34; and "I would rather play than read", with a weighted mean of 2.87. The remaining seven attitude statements were rated by the pupil-respondents as "favorable attitude" towards reading in the English language. Of these statements, statement "I enjoy

reading lessons in any subjects" obtained the highest weighted mean posted at 4.04. This statement is followed by the statements "I learn a lot when I read", with an obtained weighted mean of 3.91; "Reading is interesting ", with an obtained weight mean of 3.87;" I like to read in front of people", with an obtained weighted mean of 3.77; " Reading is my best subject in school", with an obtained weighted mean of 3.65; and "It is easy for me to answer questions about stories I read", with an obtained weighted mean of 3.60.

19. The overall reaction by the pupil- respondents obtained a grand weighted mean of 3.61 interpreted as "favorable attitude" towards reading in the English language.

20. The computed r-value of -0.024 between pupil-respondents' attitude towards reading and their age. This correlation is found out not to be significant since the calculated Fisher's t-value of 0.36 is lower than the critical t-value of 1.96 at 0.05 significance level. So, the null hypothesis which states that "There is no significant relationship between pupil-respondents' attitude towards reading and their profile variate of age" is accepted.

21. A low correlation exists between respondents' attitude towards reading and sex as evidenced by a computed r-value of 0.124. The corresponding computed Fisher's t- value is 0.99 which imply insignificant relationship since it was lower than the critical t-value of 1.96 at 0.05 significance level. This observation led to the acceptance of the null hypothesis that says

“There is no significant relationship between respondents’ attitude towards reading and sex” was accepted.

22. The correlation between pupil-respondents’ attitude towards reading and their sex posted an r-value of 0.124. The corresponding computed Fisher’s t- value is 0.99 which imply insignificant relationship since it was lower than the critical t-value of 1.96 at 0.05 significance level. This observation led to the acceptance of the null hypothesis that says “There is no significant relationship between pupil-respondents’ attitude towards reading and their profile variate of sex” is accepted.

23. A correlation coefficient of 0.065 exists between pupil-respondents’ attitude towards reading and family size. This relationship is not significant since the computed Fisher’s t of 0.99 is lower than the critical t-value of 1.96 at 0.05 significance level. Hence, the hypothesis which states that “There is no significant relationship between pupil-respondents’ attitude towards reading and their profile variate of family size” is accepted.

24. An r value of = 0.155, is observed between the pupil-respondents’ attitude towards reading and their birth order. In so far as the Fisher’s t-value is computed at 2.37, which value is greater than the critical t- value of 1.96, the hypothesis “There is no significant relationship between pupil-respondents’ attitude towards reading and their profile variate of birth order” is rejected at 0.05 level of significance.

25. As regards pupil-respondents' attitude towards reading and their academic performance in English in the previous grade level, the r -value obtained is 0.295. It is significant since the computed Fisher's t has a value of 4.66 which is greater than the critical t -value of 1.96 at 0.05 significance level. This led to the rejection of the null hypothesis which states "There is no significant relationship between pupil-respondents' attitude towards reading and their profile variate of academic performance in English in the previous year grade level".

26. The computed r value of 0.075 is revealed between pupil-respondents' attitude towards reading and their fathers' educational qualification. This correlational value is not significant since the corresponding Fisher's t of 1.14 is lower than the critical t -value of 1.96 at 0.05 significance level. So, the null hypothesis that "There is no significant relationship between pupil-respondents' attitude towards reading and their profile variate of fathers' educational qualification" is accepted.

27. The pupil-respondents' attitude towards reading and their mothers' educational qualification has a computed correlation coefficient of 0.165. This value is significant since the calculated Fisher's t of 2.53 is greater than the critical t -value of 1.96 at 0.05 significance level. The null hypothesis which states "There is no significant relationship between pupil-respondents' attitude towards reading and their profile variate of mothers' educational qualification" is rejected.

28. As to the pupil-respondents' attitude towards reading, the calculated correlation coefficient with parents' average monthly income is 0.039. This correlation is not significant since the Fisher's t-value of 0.59 is lower than the critical t-value of 1.96 at 0.05 significance level. Hence, the null hypothesis saying "There is no significant relationship between pupil-respondents' attitude towards reading and their profile variate of parents' average monthly income" is accepted.

29. Of the 20 indicators aimed at measuring respondents' overall reading anxiety level, one indicator revealed that the respondents are a "little anxious" in reading. This is statement is "I enjoy reading English", with a weighted mean of 2.37

The remaining nineteen indicators revealed "fair amount of anxiousness". Of these 19 statements, the statement "I would be happy to learn to speak English rather than having to learn to read as well "You have to know so much about English history and culture in order to read English", with an obtained mean of 3.38; "I get upset when I am not sure whether I understand what I am reading in English", with an obtained weighted mean of 3.27; "When reading English, I often understand the words but still cannot understand what the author is saying", and I usually end up translating word by word when I'm reading English" – both with an obtained weighted mean of 3.25; and "English culture and ideas seem very foreign to me" and "I am worried about all the new

symbols have to learn in order to read English" - both with obtained weighted mean of 3.23.

30. The overall reading anxiety of the pupil-respondents is interpreted as "fair amount of anxiety" as supported by a grand mean of 3.05.

31. A correlation coefficient r of -0.020 was obtained between reading anxiety level and the pupil-respondents' age. This correlation value is not significant since the computed Fisher's t -value at 0.30 is lower than the critical t value of 1.96. This finding led to the acceptance of the hypothesis that "There is no significant relationship between pupil-respondents' reading anxiety and their profile variate of age."

32. A correlation value of 0.086 is posted between the pupil-respondents reading anxiety level and their sex. This posted value has a corresponding Fisher's t of 1.31 that is lower than the critical t -value of 1.96. The hypothesis "There is no significant relationship between pupil-respondents' reading anxiety level and their profile variate of sex" is accepted.

33. The respondents' reading anxiety level and their family size yielded a correlation coefficient r of 0.163 with a corresponding Fisher's t -value of 2.50. This computed t -value is greater than the critical t -value of 1.96 at 0.05 significance level. Hence, the null hypothesis which states that "There is no significant relationship between pupil-respondents' reading anxiety level and their profile variate of family size" is rejected.

34. The correlation analysis conducted between the pupil-respondents' reading anxiety and birth order revealed a correlation coefficient r of 0.183 with a corresponding Fisher's t -value of 2.81. The critical t -value of 1.96 at significance level 0.05 is lower than the computed Fisher's t -value. This led to the rejection of the hypothesis that "There is no significant relationship between pupil-respondents' reading anxiety level and their profile variate of birth order".

35. The computed coefficient of correlation r of 0.807 between the pupil-respondents' reading anxiety level and their academic performance in English in the previous grade level is accompanied by a Fisher's t -value of 2.42 which value is greater than the critical t -value of 1.96 at 0.05 significance level. Thus, the hypothesis "There is no significant relationship between pupil-respondents' reading anxiety level and their profile variate of academic performance in English in the previous grade level" is rejected.

36. The pupil-respondents' reading anxiety and their father's educational qualification revealed a coefficient of correlation r is 0.26 with Fisher's t -value of 0.40. The computed Fisher's t -value is lower than the critical t -value of 1.96 at 0.05 significance level. This indicated that the hypothesis "There is no significant relationship between pupil-respondents' reading anxiety level and their fathers' educational qualification" is accepted.

37. The respondents' reading anxiety and their mothers' educational qualification yielded an r -value of 0.102 and Fisher's t -value of 1.54. This computed t -value is lower than the critical t -value of 1.96 and hence, the

hypothesis "There is no significant relationship between pupil-respondents' reading anxiety level and their mothers' educational qualification" is accepted.

38. The pupil-respondents' reading anxiety level and their parents' average monthly income gave a correlation coefficient r -value of 0.200 with Fisher's t -value of 0.31. Since the computed Fisher's t -value is lower than the critical t -value of 1.96, the hypothesis "There is no significant relationship between pupil-respondents' reading anxiety level and their parents' average monthly income" is accepted.

39. Of the 24 indicators used to determine the perception of the pupil-respondents regarding their classroom learning environment in English, one indicator -that is, "most pupils in this class really pay attention to what the teacher is saying" - revealed a "moderately favorable" learning environment as evidenced by weighted mean 2.13.

Meanwhile, six indicators were interpreted as "fairly favorable" classroom learning environment in English. Of the six indicators which are "fairly favorable" the indicator "Many pupils are sleepy during class", obtained the highest weighted mean posted at 3.46. this is followed by the indicator "The teacher reads too fast for the pupils to follow", with an obtained mean of 3.45; "Pupils are bored in this class", with an obtained mean 3.34; "Many pupils keep talking to their seatmates even silent reading activities", with an obtained mean of 2.94; and "The teacher does NOT consistently enforce the class rules on discipline", with an obtained mean of 2.59.

On the other hand, seventeen factors were rated by the respondents as “partially favorable” learning environment in English. The highest mean was posted at 4.15 for “The teacher helps pupils the correct pronunciation and intonation”, followed by “The teacher helps learners read fluently in English”, “The teacher helps pupils to read and write fluently in English” - both with obtained mean of 4.11, “The teacher gives time for pupils to read”, with an obtained weighted mean of 4.08, “The teacher treats everybody in the class equally”, with an obtained weighted mean of 4.06, and “Pupils enjoy their class work”, with an obtained weighted mean of 4.03.

40. The overall perception of the respondents as regard to their English classroom learning environment is “partially favorable” with a grand weighted mean of 3.60.

41. The r-value between the pupil-respondents’ attitude towards reading and their reading anxiety level is 0.47. This is significant since the computed Fisher’s t-value of 8.00 is very much greater than the critical t-value of 1.96 at 0.05 significance level. The finding leads to the rejection of the hypothesis which says that “There is no significant relationship between the pupil-respondents’ attitude towards reading and their reading anxiety level.”

42. The pupil-respondents’ attitude towards reading and their classroom learning environment in English yielded an r-value of 0.60. The correlation is significant because the computed fisher’s t-value of 11.27 is very much higher than the critical t-value of 1.96 at 0.05 significance level. Hence, the

hypothesis that "There is no significant relationship between the pupil-respondents' attitude towards reading and their perceived classroom learning environment in their English classes" is rejected.

43. The pupil-respondents' perceived classroom learning environment and their reading anxiety level had a computed r-value of 0.68 since the obtained Fisher's t-value of 14.10 is greater than the critical t-value of 1.96, said association is significant. Thus, the hypothesis "There is no significant relationship between the pupil-respondent' perceived classroom learning environment in their English classes and their reading anxiety level" is rejected.

44. The pupil-respondent' reading proficiency level and their attitude towards reading yielded an r-value of 0.315. This r-value is accompanied by a fisher's t-value of 5.020 which is greater than the critical t-value of 1.96 at 0.05 significance level. Thus, the hypothesis which states that "There is no significant relationship between pupil-respondents' reading proficiency level and their attitude towards reading" is rejected.

45. The reading proficiency level of the pupil-respondents and their reading anxiety level obtained an r-value of 0.059 and Fisher's t-value of 0.8967. The Fisher's t-value is lower than the critical t-value of 1.96 at 0.05 significance level, which led to the acceptance of the hypothesis which states that "There is no significant relationship between the pupil-respondents' reading proficiency level and their reading anxiety level".

46. The correlation between the pupil-respondents' reading proficiency level and their perceived classroom learning environment in their English classes yielded an r-value of 0.176 with Fisher's t-value of 2.704. The computed Fisher's t-value is greater than the critical t-value of 1.96. Hence, the hypothesis which states that "There is no significant relationship between the pupil-respondents' reading proficiency level and their perceived classroom learning environment" is rejected.

Conclusions

The following conclusions were drawn based on the findings of this study.

1. Most of the respondents were girls, aged appropriately for their grade level, with large family size, eldest, with good academic performance in English in the previous grade level, with parents who hardly graduated from their basic education level, and with income per month slightly below the income poverty threshold for 2010 for a family of five members.

2. Majority of the pupil-respondents are the frustration level in reading proficiency based on the Philippine Informal Reading Inventory (PHIL-IRI).

3. The reading proficiency level of the pupil-respondents is not influenced by their sex, family size, birth order. However, the reading proficiency level of the pupil-respondents is influenced by their age, academic

performance in English in the previous grade level, parents' educational qualification and parents' average monthly income.

4. The pupil-respondents exhibited "favorable attitude" towards reading in the English language.

5. The pupil-respondents' attitude towards reading was not significantly related to age, sex, family size, fathers' educational qualification and parents average monthly income. Yet, their birth order, academic performance in English in the previous grade level, and mothers' educational qualification are significantly related to their reading proficiency level.

6. The pupil-respondents reading anxiety of the respondents is "fair amount of anxiety".

7. The pupil-respondents' reading anxiety was not influenced by their age, sex, parents' educational qualification and parents' average monthly income. Yet, it was significantly related with family size, birth order, and academic performance in English in the previous grade level.

8. The pupil-respondents' perceived their classroom learning environment in English as "partially favorable".

9. The pupil-respondents' perceptions of their classroom learning environment in English were not significantly related to their age, parents' educational qualification and parents' average monthly income. They were, however, related to their sex, family size, birth order, and academic performance in English in the previous grade level.

10. The pupil-respondents' attitude towards reading and reading anxiety level were significantly related.

11. The pupil-respondents' attitude towards reading and classroom learning environment were significantly related.

12. The classroom learning environment was influenced by pupil-respondents' reading anxiety level.

13. The pupil-respondents' reading proficiency level and attitude towards reading were not significantly influenced by their reading anxiety level. However, the pupil-respondents' reading anxiety level was significantly related to their attitude towards reading and perceived classroom learning environment in their English classes.

Recommendations

The following recommendations were drawn from the findings of the study:

1. Teachers should consider their pupils' demographic characteristics in assessing their reading proficiency level. Their assessment tools should always include the pupils' age, sex, family size, birth order in the family, their parents' educational qualification, their parents' average monthly income, and most importantly, their academic performance in English in their lower grade levels. In this regard, teachers should provide a case study record in reading of each their pupils.

2. The teachers are directly involved in the teaching-learning process hence they should conduct assessment of the non-cognitive factors impacting on the pupils' reading proficiency. They should use assessment tools which will determine their pupils' attitude towards reading and their anxiety level such as attitude checklist and reading anxiety observation checklist.

3. Informal inventories and questionnaires can be utilized at the beginning and end of the year to monitor pupils' reading proficiency level. It is crucial for teachers to consider this information about the class each year and to use this data improve instruction in English classes. Careful choices should be made about which books to read and how much choice to provide students. If a class has a low attitude in general and does not choose to read often, the teacher should focus on fostering positive attitudes. This should slowly lead to an increase in reading frequency.

4. Teachers should allow pupils to make their own choices of the materials to read because pupils enjoy reading more when they have ownership over this task, making them more likely to read avidly.

5. School administration should lobby for donation of books, and other reading materials from non-governmental organizations and/or people's organizations so that each pupil, regardless of their socio-economic background, can read.

6. The school, through the best efforts of the teachers, librarians and school administrators, should lobby from key government officials to provide

sample reading materials to pupils. A well-stocked library is essential in encouraging pupils to choose appropriate and interesting books.

7. Teachers, school administrators, curriculum development planners, reading experts and educational psychologist should collaborate in preparing, formulating and eventually, implementing a reading remediation program workable between the pupils and their parents so that parent can have active involvement in improving their children's reading proficiency level.

8. Activities which aim at reducing the pupils' reading anxiety level should be initiated and implemented. Among these activities are group dynamics where members of the group can share their respective experiences in reading. Out of this sharing, the facilitators can make intervention programs focusing on the pupils' most feared about aspect of reading.

9. Teachers should provide a reading corner inside their classroom. The reading corner should not be incorporated in their English corner. The reading corner should contain not only reading materials but also pictures showing the fun and pleasurable experience of reading.

10. The teacher should initiate solicitation of efforts to put up a multimedia center where reading materials are not only limited to printed reading materials but also those that are graphically, artistically and creatively presented.

11. A reading remediation, reinforcement and enhancement program should be planned, proposed and implemented based on the needs of the pupil-respondents.

12. Further researches which aim to examine the reading attitude, reading anxiety and learning environment in English classes should be conducted.

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A P P E N D I C E S

Appendix A

Cover Letter of the Questionnaire

Samar State University
Catbalogan City

November 2010

Dear Respondents,

Good day!

I am PATERNO A. PINO, a graduate student of Samar State University (SSU), Catbalogan City, Samar. I am presently conducting a study entitled "Reading Proficiency Level of Grade V Pupils: Its Relation to their Attitude towards Reading Anxiety, and Classroom Learning Environment". In view of this, you are chosen to be one of the respondents of this study.

Please feel free to answer the items in this questionnaire. Rest assured that your responses would be treated with utmost confidentiality.

Thank you very much and God Bless!

Very truly yours,

(Sgd.) PATERNO A. PINO
Researcher

Appendix B
Questionnaire for the Study

Name _____

Age ___ Sex Male Female Family Size _____

Female

Birth Order (ex 1st, 2nd, 3rd, 4th child, etc) _____

Parentys' Educational Attainment

Father

Mother

- | | | |
|--------------------------|----------------------|--------------------------|
| <input type="checkbox"/> | Elementary Level | <input type="checkbox"/> |
| <input type="checkbox"/> | Elementary Graduate | <input type="checkbox"/> |
| <input type="checkbox"/> | High School Level | <input type="checkbox"/> |
| <input type="checkbox"/> | High School Graduate | <input type="checkbox"/> |
| <input type="checkbox"/> | College Level | <input type="checkbox"/> |
| <input type="checkbox"/> | College Graduate | <input type="checkbox"/> |
| <input type="checkbox"/> | MA/ MAT Units | <input type="checkbox"/> |
| <input type="checkbox"/> | MA/MAT Graduate | <input type="checkbox"/> |
| <input type="checkbox"/> | PhD/EdD Units | <input type="checkbox"/> |
| <input type="checkbox"/> | PhD/EdD Graduate | <input type="checkbox"/> |
| <input type="checkbox"/> | No Schooling | <input type="checkbox"/> |

Parents' Average Monthly Income

- PhP17,000.00 and above
- PhP15,001.00 - PhP17,000.00
- PhP13,001.00 - PhP15,000.00
- PhP11,001.00 - PhP13,000.00
- PhP9,001.00 - PhP11,000.00
- PhP7,001.00 - PhP9,000.00
- PhP5,001.00 - PhP7,000.00
- PhP3,001.00 - PhP5,000.00
- PhP1,001.00 - PhP3,000.00
- Below PhP1,000.00

Part II. Pupils' Attitude towards Reading

Direction: Using the five-point scale below, please indicate whether the statements are favorable or unfavorable to you:

- 5 - Very Favorable Attitude (VFA)
- 4 - Favorable Attitude (FA)
- 3 - Neutral Attitude (NA)
- 2 - Unfavorable Attitude (UA)
- 1 - Very Unfavorable Attitude (VUA)

Attitude towards Reading	Responses				
	VFA (5)	FA (4)	NA (3)	UA (2)	VUA (1)
1. I enjoy my reading lessons in any subjects.					
2. Reading Interesting.					
3. I like to read in front of people.					
4. I learn a lot when I read.					
5. Reading is my best subject in school.					
6. It is easy for me to answer questions about stories I read.					
7. I can read harder books that I used to.					
8. I understand the books that I read.					
9. I read a lot at home.					
10. I would rather than read.					

Part III. Pupils' Attitude towards Reading

Direction: Using the five-point scale below, please indicate your reading anxiety level:

- 5 - Very Much Anxious (VMA)
- 4 - Much Anxious (MA)
- 3 - A Fair Amount of Anxiousness (AFA)
- 2 - A Little Anxious (LA)
- 1 - Not at All Anxious (NAA)

Reading Anxiety Level	Responses				
	VMA (5)	MA (4)	AFA (3)	LA (2)	NAA (1)
1. I get upset when I am not sure whether I understand what I am reading in English.					
2. When reading English, I often understand the words but still cannot understand what the author is saying.					
3. When I'm reading in English, I get so confused I cannot remember what I					

am reading.					
4. I feel intimidated whenever I see a whole page of English in front of me.					
5. I am nervous when I am reading a passage in English when I am not familiar with the topic.					
6. I get upset whenever I encounter unknown grammar when reading English.					
7. When reading English, I get nervous and confused when I do not understand every word.					
8. It bothers me to encounter words I cannot pronounce while reading English.					
9. I usually end up translating word by word when I'm reading English.					
10. By the time you get past the funny letters and symbols in English, it is hard to remember what you're reading about.					
11. I am worried about all the new symbols have to learn in order to read English.					
12. I enjoy reading English.					
13. I feel confident when I am reading English.					
14. Once you get used to it, reading English is not so difficult.					
15. The hardest part of learning English is learned to read.					
16. I would be happy to learn to speak English rather than having to learn to read as well.					
17. I don't mind reading to myself, but I feel very uncomfortable when I have to read English aloud.					
18. I am satisfied with the level of reading ability in English that I have achieved so far.					
19. English culture and ideas seem very foreign to me.					
20. You have to know so much about English history and culture in order to read English.					

Part IV. Pupils' Perceived Classroom Learning Environment in English Classes
Directions: Using the five-point scale below, please indicate your views about your learning environment in your English class:

- 5 - Not Favorable (NF)
- 4 - Partially Favorable (PF)
- 3 - Fairly Favorable (FF)
- 2 - Moderately Favorable (MF)
- 1 - Very Favorable (VF)

Perceived Classroom Learning Environment in English Classes	Responses				
	NF (5)	PF (4)	FF (3)	MF (2)	VF (1)
1. The teachers treats some pupils better than she/he treats others.					
2. Each pupil is given a chance to read aloud in class.					
3. The teacher treats everybody in the class equally.					
4. The teacher embarrasses or insult the pupils for NOT knowing the right answer after a reading activity.					
5. The teacher shows the class how much fun it is to read English in a challenging way..					
6. Many pupils are sleepy during class.					
7. Pupils enjoy their class work.					
8. It bothers me to encounter words i cannot pronounce while reading english					
9. The teachers is fair in giving grades.					
10. The teacher gives time for pupils to read.					
11. Most pupils in this class really pay attention to what					

the teacher is saying.					
12. There are plenty of reading materials inside the classroom.					
13. The teacher embarrasses the pupils mistake when a word is not pronounced when reading aloud.					
14. The classroom is overcrowded. The class finds it difficult to keep					
15.					
16. The teacher reads too fast for the pupils to follow.					
17. Many pupils keep talking to their seatmates even silent reading activities.					
18. Pupils are bored in this class.					
19. Pupils do not want to be absent from this class.					
20. Pupils ideas and suggestions are used during class discussions.					
21. The teacher does NOT consistently enforce the class rules on discipline.					
22. The teacher helps pupils to read and write fluently in English.					
23. The teacher helps learners read fluently in English.					
24. The teacher helps pupils the correct pronunciation and intonation.					

Appendix C

Data for Table 9
Pupil-Respondents' Attitude towards Reading

Attitude towards Reading	Responses					Total	Xw	Interpretation
	5 SA	4 MA	3 U	2 MD	1 SD			
1. I enjoy my reading lessons in any subjects.	80	90	33	11	8	230	4.04	
2. Reading Interesting.	67	95	44	19	5	230	3.87	
3. I like to read in front of people.	78	66	49	28	9	230	3.77	
4. I learn a lot when I read.	91	73	30	26	10	230	3.91	
5. Reading is my best subject in school.	53	94	49	17	17	230	3.65	
6. It is easy for me to answer questions about stories I read.	49	85	61	26	9	230	3.60	
7. I can read harder books that I used to.	33	82	61	39	15	230	3.34	
8. I understand the books that I read.	53	84	47	35	11	230	3.58	
9. I read a lot at home.	43	80	55	35	16	229	3.43	
10. I would rather than read.	42	39	48	50	51	230	2.87	

Appendix D

Data for Table 11
Pupil-Respondents' Reading Anxiety Level

Indicators	Responses					Total	Xv	Interpre- tation
	5 SA	4 M A	3 U	2 M D	1 SD			
1. I get upset when I am not sure whether I understand what I am reading in English.	33	65	73	48	11	230	3.27	
2. When reading English, I often understand the words but still cannot understand what the author is saying.	26	76	70	46	12	230	3.25	
3. When I'm reading in English, I get so confused I cannot remember what I am reading.	34	47	86	52	11	230	3.18	
4. I feel intimidated whenever I see a whole page of English in front of me.	28	51	73	56	22	230	3.03	
5. I am nervous when I am reading a passage in English when I am not familiar with the topic.	38	49	56	64	23	230	3.07	
6. I get upset whenever I encounter unknown grammar when reading English.	27	47	78	56	22	230	3.00	
7. When reading English, I get nervous and confused when I do not understand every word.	37	63	52	52	26	230	3.14	
8. It bothers me to encounter words I cannot pronounce while reading English.	28	58	82	46	15	230	3.17	
9. I usually end up	52	44	68	41	25	230	3.25	

Appendix E

Data for Table 13
Pupil-Respondents' Perception Regarding Their Classroom
Learning Environment in English Classes

Perceived Classroom Learning Environment in English Classes	Responses					Total	Xw	interpretation
	(5) SA	(4) MA	(3) U	(2) MD	(1) SD			
1. The teachers treats some pupils better than she/he treats others.	82	52	73	5	19	230	3.75	
2. Each pupil is given a chance to read aloud in class.	65	79	66	11	9	230	3.78	
3.The teacher treats everybody in the class equally.	101	63	50	10	6	230	4.06	
4. The teacher embarrasses or insult the pupils for NOT knowing the right answer after a reading activity.	20	34	40	18	118	230	3.78	
5. The teacher shows the class how much fun it is to read English in a challenging way..	90	57	66	8	9	230	3.92	
6. Many pupils are sleepy during class.	30	35	54	22	89	230	3.46	
7. Pupils enjoy their class work.	94	70	53	4	9	230	4.03	
8. The teachers get along well with the pupils.	81	79	48	14	8	230	3.92	
9. The teachers is fair in giving grades.	83	73	47	9	18	230	3.84	
10.The teacher gives time for pupils to read.	101	70	44	7	8	230	4.08	
11.Most pupils in this class really pay attention to what the teacher is saying.	88	55	67	8	12	230	2.13	
12.There are plenty of reading materials inside the classroom.	91	58	37	21	23	230	3.75	
13.The teacher embarrasses the pupils mistake when a word is not pronounced when reading aloud.	28	40	37	28	97	230	3.55	
14 The classroom is overcrowded. The class finds it difficult to keep	26	28	51	30	95	230	3.61	
15. Up with the reading assignment.	29	60	78	31	32	230	2.90	

16.The teacher reads too fast for the pupils to follow.	26	38	49	40	77	230	3.45	
17.Many pupils keep talking to their seatmates even silent reading activities.	41	39	79	35	36	239	2.94	
18.Pupils are bored in this class.	22	37	76	30	65	230	3.34	
19.Pupils do not want to be absent from this class.	73	58	48	22	29	230	3.54	
20.Pupils ideas and suggestions are used during class discussions.	60	60	67	32	11	230	3.55	
21.The teacher does NOT consistently enforce the class rules on discipline.	32	38	53	18	89	230	2.59	
22. The teacher helps pupils to read and write fluently in English.	117	51	43	9	10	230	4.11	
23. The teacher helps learners read fluently in English.	99	75	43	9	4	230	4.11	
24. The teacher helps pupils the correct pronunciation and intonation.	122	51	37	10	10	230	4.15	
Total								
Grand Mean								

Legend: 4.51 – 5.00 Strongly Agree (SA)

3.51 – 4.50 Moderately Agree (MA)

2.51 – 3.50 Undecided (U)

1.51 – 2.50 Moderately Disagree (MD)

1.00 – 1.50 Strongly Disagree (SD)

CURRICULUM VITAE

CURRICULUM VITAE

I. Personal Background

Name : **Paterno Abalos Pino**

Date of Birth : January 1, 1970

Place of Birth : Banago, Motiong, Samar

Parents

Father's Name : Mr. Policarpio Ybaiguin Pino

Mother's Name : Mrs. Rosario Abalos Pino

Civil Status : Married

Name of Spouse : **Genevive C. Pino**

Place of Birth : Barobaybay, Calbiga, Samar

Children : Nino Angelo C. Pino

: Cielo Avril C. Pino

II. Educational Background:

Elementary Level : Motiong Central Elementary School

Secondary Level : Samar National School

Tertiary Level : Samar State University

Post Graduate : Samar State University

III. Occupation

Public School Teacher

IV. Work Experience

Private

Position	Agency	Inclusive Year
Community Development Worker	Tandaya Foundation	1992-1995
Community Development Supervisor	Tandaya Foundation	1995-1998
Senior Researcher	Tandaya Foundation	1998-1999
Program Manager	Samar-21, Inc.	1999-2002

Government

Position	Agency	Inclusive Year
Political Affairs Officer VI	House Of Representatives	2002-2004
LGU funded teacher	LGU-Calbiga	2004-2005
Elementary Grade Teacher I	DepEd, Calbiga	2005-Feb. 10,2010
Elementary Grade Teacher II	DepEd, Calbiga	Feb.11, 2010-Present

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