



## READING PROFICIENCY OF GRADE ONE PUPILS IN THE SELECTED SOUTH DISTRICT SCHOOLS, DIVISION OF GUIHULNGAN CITY

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### Abstract:

This study assessed the reading proficiency of 141 Grade One pupils in the South District of Guihulngan City Division, Negros Oriental, during the 2016-2017 school year to develop a proposed Remediation and Enrichment reading program. The study employed a descriptive research design using the Early Grade Reading Assessment (EGRA) as the data collection tool. Pupils were classified by age, sex, average family monthly income, and distance of school from home. Analysis utilized Frequency Count, Percentage Scoring, Weighted Mean formula, and Z-test. Results indicated significant correlations between reading proficiency and age, sex, and family income, while distance from school negatively impacted most areas of reading proficiency except listening comprehension. This suggests a need for targeted interventions to enhance reading skills, particularly in disadvantaged geographic contexts.

**Keywords:** Reading proficiency, Grade One pupils, Remediation and Enrichment program, Early Grade Reading Assessment (EGRA)

### Introduction:

#### *Nature of the Problem*

The nature of the problem revolves around the prevalence of non-readers among Grade One pupils in the South District of Guihulngan City Division. Despite the Department of Education's efforts to improve literacy skills through the implementation of programs like the Early Grade Reading Assessment (EGRA) and the Every Child a Reader Program (ECARP), a significant number of pupils struggle with foundational reading skills. This issue is critical as reading proficiency is fundamental for academic success in all subject areas. Early interventions are necessary to address the gaps in reading ability among young learners, as deficiencies at this stage could have long-term effects on their academic progress and overall learning outcomes. Understanding the reading proficiency level of these pupils, as well as the factors influencing it, is vital for developing targeted enrichment and remediation programs.

#### **Current State of Knowledge**

Research on early literacy development highlights the importance of early reading proficiency as a predictor of future academic success. The Department of Education has implemented several initiatives to address literacy gaps, such as EGRA, which assesses key reading skills like orientation to print, letter sound knowledge, and reading comprehension. Studies on early literacy interventions suggest that targeted reading programs, when implemented at a young age, can significantly improve reading outcomes. However, challenges such as lack of parental involvement, socioeconomic barriers, and limited access to learning resources continue to hinder efforts to achieve universal reading proficiency. In the context of the Philippines, research shows that early literacy programs are essential, yet the effectiveness of these interventions can vary depending on the implementation quality and support from teachers and school administrators.

#### **Theoretical Underpinnings**

This study is anchored on several foundational theories of reading, including Schema Theory, Mental Model Theory, and Proposition Theory (Gunning, 1996). Schema Theory emphasizes the interaction between a reader's prior knowledge and the new information they encounter in texts. According to this theory, comprehension occurs when readers relate new content to their existing knowledge structures or schemas. For Grade One pupils, this means that their ability to understand new reading materials depends on the strength and extent of their previous reading experiences.

#### **Objectives**



This study assesses the reading proficiency level of the Grade One Pupils in the South District of Guihulngan City Division, School Year 2016 – 2017 as basis in formulating a proposed Enrichment reading program. It specifically seeks to answer in terms of the following variables:

1. What is the profile of the pupils in terms of: a. age; b. sex; c. average monthly family income; and d. distance of home from school 2. What is the level of the reading proficiency of Grade One Pupils according to the following areas? a. orientation to print; b. letter name knowledge; c. letter sound knowledge; d. initial sound identification; e. familiar word reading; f. invented word decoding; g. oral passage reading; h. reading comprehension; i. listening comprehension; and j. Dictation 3. What is the level of reading proficiency of the Grade One pupils when grouped according the aforementioned variables? 4. Is there significant difference in the level of reading proficiency of Grade One pupils when grouped and compared according to the aforementioned variables? 5. Based on the results of the study, what are remedial and enrichment reading program could be formulated?

### **Methodology:**

The study's methodology-related components, such as the research design, respondents, research instrument, data collection process, and ethical issues, are described in this part.

### **Research Design**

This study employed a descriptive research design to examine the reading proficiency levels of Grade One pupils in the South District of Guihulngan City Division for the School Year 2016–2017. The descriptive approach was chosen because it allows for a detailed examination of the present conditions and relationships among variables (Bueno, 2016). Specifically, this study used the Early Grade Reading Assessment (EGRA) as the primary tool for measuring pupils' reading proficiency. Data were gathered, tabulated, analyzed, and interpreted to determine the pupils' reading abilities and to inform the development of a proposed enrichment reading program.

### **Respondents**

The respondents of this study were Grade One pupils from five selected elementary schools in the South District of Guihulngan City Division. The schools were purposively selected to ensure a manageable sample size. The total population of respondents was 141 pupils, distributed across the five schools. The purposive sampling technique was used to select participants who were appropriate for the objectives of the study, given that the sample size was manageable, and the focus was on specific characteristics related to reading proficiency.

### **Procedures**

#### **Data Collection**

Following the distribution of the EGRA tool, the researcher personally retrieved the completed assessments to ensure data completeness and accuracy. The process was done efficiently to avoid disruptions to the pupils' regular school activities. All data were collected within a specified timeframe to facilitate prompt analysis.

#### **Data Analysis and Statistical Treatment**

The study used descriptive statistics, including frequency counts and percentage scoring, to describe the respondents' demographic profiles and performance on each EGRA component. The weighted mean was used to determine the pupils' overall reading proficiency level, classified into three categories: Independent (83–100%), Instructional (50–82%), and Frustration (Below 50%). A Z-test was employed to analyze significant differences in reading proficiency based on demographic factors.

### **Ethical Considerations**

The study ensured ethical compliance by obtaining informed consent from the school head, teachers, and parents. Confidentiality was maintained by anonymizing respondent identities, and the study ensured that no harm or discomfort was caused during the assessments. All participants were treated with respect, and ample time was given to complete the tests.

### **Results and Discussion:**

This section presents the data gathered that were further treated, presented, analyzed, and interpreted to carry out the objectives of this study. All these are made possible by following certain appropriate procedures to give the exact data and solution to each specific problem.



**Table 1. Profile of the Respondents**

Variable	Category	Frequency	Percentage
Age	Younger (below 8years)	45	31.9
	Older (8 years old and above)	96	68.1
	<b>Total</b>	<b>141</b>	<b>100.0</b>
Sex	Male	77	54.6
	Female	64	45.4
	<b>Total</b>	<b>141</b>	<b>100.0</b>
Average Monthly Family Income	Low (below 10,000)	78	55.3
	High (10,000 and above)	63	44.7
	<b>Total</b>	<b>141</b>	<b>100.0</b>
Distance of School from Home	Near (below 5 kilometers)	81	57.4
	Far (5 kilometers and above)	60	42.6
	<b>Total</b>	<b>141</b>	<b>100.0</b>

A total of 141 pupils were surveyed for this study on the level of grade 1 pupils in the South District of Guihulngan Division, Guihulngan City, Negros Oriental, School Year 2016-2017 as basis for remediation and enrichment reading program. Four (4) variables were used in determining the profile of the respondents namely: Age, sex, Average Monthly Family and Distance of School from Home. When grouped according to age, 45 Grade One pupil or 31.9% belong to the younger group 6 years and below, while 96 or 68.1% belong to the older 7 years old and above. In terms of sex of the pupils, 77 or 54.6% are male while 64 or 45.4% are female. In terms of Average Monthly Family Income 78 or 55.3% are lower 8,000 and below while 63. or 44.7% are higher 9,000 and above. In terms of Distance of School from Home 81 or 57.4% near 2kms and below while 60 Or 42.6% far 3 kms. and above.

Table 1 shows that the profile of the respondents in terms of the variables of age, sex, average monthly family income and distance of school from home. With regards to age 45 respondents or 31.9% belong to the younger group (6 years old and below) and 96 or 68.1% of the Grade One pupils belong to the older group (7 years old and above). This means that there were more respondents from the older group participating in the study.

As to sex, Grade One pupils were group into "male" and "female". The table reveals that bigger number is represented by male, which is 77 or 54.6%, while there are only 64 Grade One pupil's female or 45.6 %. This means that there are more male respondents participated in this study. With regards to average monthly family income, all those who has a family monthly income with 9,000 pesos above were considered with "higher monthly family income", while those with a monthly income of 8, 000 pesos was considered "lower monthly family income". The table reveals that 78 or 55.3% has a "higher monthly income", while those who has 63 or 44.7% belongs as "lower monthly family income". Finally, as to the distance to school from home, 81 or 57.4% of Grade one pupils belongs to the "near school" (2 kms and below) and 60 or 42.6% belongs to the "far school" (3 kms and above).

**Table 2. Level of the Reading Proficiency of Grade One Pupils**

Areas	Mean	Interpretation
Orientation to Print	82.09	Instructional
Letter Name Knowledge	85.82	Independent
Letter Sound Knowledge	85.46	Independent
Initial Sound Identification	84.04	Independent
Familiar Word Reading	81.21	Instructional
Inverted Word Decoding	82.27	Instructional
Oral Passage Reading	85.56	Independent
Reading Comprehension	82.96	Instructional
Listening Comprehension	85.25	Independent
Dictation	64.51	Instructional
Overall Mean	82.08	Instructional

The Level of the Reading Proficiency of Grade One pupils obtained an overall mean score of 82.08, interpreted as "Instructional". When items were considered individually, there are five (5) areas that are interpreted as "Independent". (1) "Letter Name Knowledge" with a mean score of 85.82. (2) "Oral Passage Reading" with a mean score of 85.56. (3) "Letter Sound Knowledge", with a mean score of 85.46. (4) "Listening Comprehension" with a mean score of 85.25. (5) "Initial Sound Identification" with a mean score of 84.04. All the rest of the areas obtained instructional mean scores. The overall mean score is interpreted as "Instructional".



**Table 3. Level of the Reading Proficiency of Grade One Pupils According to Age**

The level of the reading proficiency of Grade One pupils according to age, younger pupils yielded an overall

Areas	Younger		Older	
	Mean	Interpretation	Mean	Interpretation
Orientation to Print	83.07	Independent	81.64	Instructional
Letter Name Knowledge	80.00	Instructional	88.54	Independent
Letter Sound Knowledge	80.00	Instructional	88.02	Independent
Initial Sound Identification	82.22	Instructional	84.90	Independent
Familiar Word Reading	77.78	Instructional	82.81	Instructional
Inverted Word Decoding	84.44	Independent	81.25	Instructional
Oral Passage Reading	86.67	Independent	85.04	Independent
Reading Comprehension	81.89	Instructional	83.46	Independent
Listening Comprehension	87.11	Independent	84.38	Independent
Dictation	62.20	Instructional	65.59	Instructional
<b>Overall Mean</b>	<b>80.56</b>	<b>Instructional</b>	<b>82.79</b>	<b>Instructional</b>

mean score of 80.56, interpreted as "Instructional", while older pupils obtained overall mean score of 82.79, interpreted as "Instructional." When items were taken individually in the category of younger, items number 1, 6, 7 & 8 are interpreted as "Independent". Such as follows, "listening Comprehension" with the highest mean score of 87.11, "Oral Passage" with a mean score of 86.67, "Inverted Word Decoding" with the mean score of 84.44, and "Orientation To Print" with the mean score of 83.07. All the rest of items were interpreted as "Instructional". On the other hand, in older category there were 6 areas, interpreted as "Independent" such items as numbered 2, 3, 4, 6, 7 & 8, obtained the mean scores of 88.54, 88.02, 85.04, 84.90, 84.28 & 83.46. The rest of the items were interpreted as "Instructional". This reveals, that the Grade One younger and older pupils has the same overall interpretation as "Instructional".

**Table 4. Level of the Reading Proficiency of Grade One Pupils According to Sex**

Areas	Male		Female	
	Mean	Interpretation	Mean	Interpretation
Orientation to Print	81.88	Instructional	82.34	Instructional
Letter Name Knowledge	86.36	Independent	85.16	Independent
Letter Sound Knowledge	86.36	Independent	84.38	Independent
Initial Sound Identification	84.42	Independent	83.59	Independent
Familiar Word Reading	81.17	Instructional	81.25	Instructional
Inverted Word Decoding	80.52	Instructional	84.38	Independent
Oral Passage Reading	83.97	Independent	87.47	Independent
Reading Comprehension	81.58	Instructional	84.61	Independent
Listening Comprehension	82.60	Instructional	88.44	Independent
Dictation	62.73	Instructional	66.66	Instructional
<b>Overall Mean</b>	<b>81.18</b>	<b>Instructional</b>	<b>83.16</b>	<b>Independent</b>

The level of the reading proficiency of Grade One pupils according to sex. Male category has three items interpreted as "Independent", as follows; "Letter Knowledge", "Sound Knowledge" & "Initial Sound Identification", obtained the overall mean score of 81.18 and interpreted as "Instructional". While the female category, yielded the overall mean score of 83.16, interpreted as "Independent". This implies that the Grade One pupils, female shows the greater proficiency in reading than male.

**Table 5. Level of the Reading Proficiency of Grade One Pupils According to Average Monthly Income**

Areas	Lower		Higher	
	Mean	Interpretation	Mean	Interpretation
Orientation to Print	71.88	Instructional	94.73	Independent
Letter Name Knowledge	81.41	Instructional	91.27	Independent
Letter Sound Knowledge	80.13	Instructional	92.06	Independent
Initial Sound Identification	81.41	Instructional	87.30	Independent
Familiar Word Reading	75.00	Instructional	88.89	Independent
Inverted Word Decoding	74.36	Instructional	92.06	Independent
Oral Passage Reading	78.41	Instructional	94.41	Independent
Reading Comprehension	75.64	Instructional	92.02	Independent
Listening Comprehension	77.44	Instructional	94.92	Independent
Dictation	53.77	Instructional	77.81	Independent
<b>Overall Mean</b>	<b>75.10</b>	<b>Instructional</b>	<b>90.71</b>	<b>Independent</b>

Table 5 shows, that the result of the reading proficiency of Grade One pupils according to lower monthly income. Item numbers 2 and 4, have the same highest mean score of 81.41 and interpreted as "Instructional", while the lowest average monthly income obtained a mean score of 53.77, interpreted as "Instructional". In the higher



monthly income, the highest mean score is 94.92 under "Listening Comprehension" and interpreted as "Independent", while the Lowest mean score is 77.81 under "Dictation" and interpreted as "Independent". This implies that, the lower monthly income of the family of Grade One pupils cannot be a factor for lower reading proficiency.

**Table 6. Level of the Reading Proficiency of Grade One Pupils According to Distance of School From Home**

Areas	Near		Far	
	Mean	Interpretation	Mean	Interpretation
Orientation to Print	82.38	Instructional	81.70	Instructional
Letter Name Knowledge	89.51	Independent	80.83	Instructional
Sound Knowledge	93.83	Independent	74.17	Instructional
Initial Sound Identification	88.89	Independent	77.50	Instructional
Familiar Word Reading	84.57	Independent	76.67	Instructional
Inverted Word Decoding	87.65	Independent	75.00	Instructional
Oral Passage Reading	86.19	Independent	84.72	Independent
Reading Comprehension	84.15	Independent	81.35	Instructional
Listening Comprehension	84.94	Independent	85.67	Independent
Dictation	65.79	Instructional	62.78	Instructional
<b>Overall Mean</b>	84.84	Independent	78.35	Instructional

Table 6 shows, that the distance of school from home of the near in school category, only one of the areas is interpreted as "Instructional" with the mean score of 82.38 and the overall mean score obtained 84.84, while in the category of far to school from home, there were two areas interpreted as "Independent" the "Listening Comprehension" with the mean score of 85.67 and "Oral Passage Reading" with the mean score of 84.72. This implies, that there is a greater chance for Grade One pupils with the near to school distance to improve their reading skills compared to those who live far from school.

**Table 7. Difference in the Level of Reading Proficiency of Grade One Pupils in Terms of Orientation to Print According to Variables**

Variable	Category	Mean	Z	p-value	Sig level	Interpretation
Age	Younger	83.07	.311	.756		Not Significant
	Older	81.64				
Sex	Male	81.88	-.107	.915		Not Significant
	Female	82.34				
Average Family Monthly Income	Lower	71.88	-5.93	.000	.05	Significant
	Higher	94.73				
Distance of School from Home	Near	82.38	.157	.875		Not Significant
	Far	81.70				

As shown in the given table 7, in the level of reading proficiency of Grade One pupils in terms of orientation to print according to age, results showed that there is "No significant" difference since the p-value .756, which is greater than the sigma p-value of .05. Thus, the null hypothesis which states that "No significant" difference in the extent of level of reading proficiency of Grade One pupils in terms of orientation to print according to age is "accepted".

In addition to this, the result of variable according to sex showed that "No significant" difference since the p-value .915 which is greater than the sigma p-value of .05. Thus, the null hypothesis which states, there is "No significant" difference in the extent of level of reading proficiency of Grade One pupils in terms of orientation to print according to sex is "accepted".

Also, the result of variable according to distance of school from home showed that there is "No significant" difference since the p-value .875, which is greater than the sigma p value of .05. Thus, the null hypothesis which states, there is "No significant" difference in the extent of level of reading proficiency of Grade One pupils in terms of orientation to print according to distance of school from home is "accepted".

On table 8, the statistical results revealed that there is a significant difference between those lower and higher average family monthly income. It states that there is a "significant" difference since the p-value .593, which is lesser than the sigma value of .05. Thus, the null hypothesis states that there is a "Significant difference in the extent of level of reading proficiency of Grade One pupils in terms of orientation to print according to average family monthly income" is "rejected".



It also revealed that the variable distance of school from home matters on reading proficiency of Grade One pupils in terms of "orientation to print", compared to lower family income. It shows that the monthly income varies or differs whether higher or lower.

This implies that the lower family monthly income would affect the reading proficiency of Grade One pupils. There is a need to educate the parents with regards to maximizing the monthly family income by looking for other means or augmentation of livelihood.

**Table 8. Difference in the Level of Reading Proficiency of Grade One Pupils in Terms of Letter Name Knowledge According to Variables**

Variable	Category	Mean	Z	p-value	Sig level	Interpretation		
Age	Younger	80.00	-1.81	.072	.05	Not Significant		
	Older	88.54						
Sex	Male	86.36	.271	.787		.05	Not Significant	
	Female	85.16						
Average Family Monthly Income	Lower	81.41	-2.25	.026			.05	Significant
	Higher	91.27						
Distance of School from Home	Near	89.51	1.96	.050	.05			Significant
	Far	80.83						

Table 8 shows in the level of reading proficiency of Grade One pupils in terms of letter name knowledge as to age. There is "No significant" difference since the p-value is -1.81, which is greater than the sigma value of .05. Thus, the null hypothesis states that there is "No significant" difference in the extent of level of reading proficiency of Grade One pupils in terms of letter name knowledge according to age is "accepted".

In addition to this, the result of variable according to sex showed that there is "No significant" difference since the p-value is .787, which is greater than the sigma p-value of .05. Thus, the null hypothesis which states that there is "No significant" difference in the extent of level of reading proficiency of Grade One pupils in terms of orientation to print according to sex is "accepted".

On Table 7, the statistical results revealed that there is a "Significant" difference between those lower and higher average family monthly income. It showed that the p-value -2.25, is lesser than the sigma p-value of .05. Thus, the null hypothesis states that there is a "significant" difference in the extent of level of reading proficiency of Grade One pupils in terms of orientation to print according to average family monthly income is "rejected".

Also, the result of variable according to distance of school from home showed that there is a "significant" difference since the p-value .875, is lesser than the sigma value of .05, thus, the null hypothesis which states that there is "Significant difference" is "rejected".

It also revealed that the variable near distance to school from home matters on reading proficiency of Grade One pupils in terms of letter name knowledge, compared to far distance to school from home. It showed that there is a variation of significance of the distances, if it is near or far. There is a need for the parents of the respondents to be aware of this variable to make them sensitive to time management.

**Table 9. Difference in the Level of Reading Proficiency of Grade One Pupils in Terms of Letter Sound Knowledge According to Variables**

Variable	Category	Mean	Z	p-value	Sig level	Interpretation		
Age	Younger	80.00	-1.69	.093	.05	Not Significant		
	Older	88.02						
Sex	Male	86.36	.444	.658		.05	Not Significant	
	Female	84.38						
Average Family Monthly Income	Lower	80.13	-2.73	.007			.05	Significant
	Higher	92.06						
Distance of School from Home	Near	93.83	4.68	.000	.05			Significant
	Far	74.17						

Table 9 shows the level of reading proficiency of Grade One pupils in terms of letter sound knowledge compared to age. The results showed that there is "No significant" difference since the p-value -1.69, is greater than the sigma value of .05. Thus, the null hypothesis states that there is "No significant" difference in the extent of level of reading proficiency of Grade One pupils in terms of letter sound knowledge according to age is "accepted".

In addition to this, the result of variable according to sex showed that there is "No significant" difference since the p-value .444, is greater than the sigma value of .05. Thus, the null hypothesis states that there is "No significant" difference in the extent of level of reading proficiency of Grade One pupils in terms of letter sound knowledge according to sex is "accepted".

Furthermore, Table 9 revealed that there is a "Significant" difference between those lower and higher average family monthly income. It shows that there is "significant" difference since the p-value -2.73, is lesser than



the sigma value of .007. Thus, the null hypothesis which states that “there is a significant difference in the extent of level of reading proficiency of Grade One pupils in terms of letter sound knowledge according to average family monthly income” is “rejected”.

Also, the result of variable according to distance of school from home showed that “significant” difference since the p-value .468, is lesser than the sigma value of .05. Thus, the null hypothesis states that there is a “Significant” difference is “rejected”.

It also revealed that the variable higher average family monthly income matters on reading proficiency of Grade One pupils in terms of letter sound knowledge, compared to lower family income. It shows that the monthly income varies or differs, whether higher or lower. In addition, the variable distance of school from home matters. This implies that the nearer the distance of a school from home is more advantageous to pupils with regards to reading proficiency.

**Table 10. Difference in the Level of Reading Proficiency of Grade One Pupils in Terms of Initial Sound Identification According to Variables**

Variable	Category	Mean	Z	p-value	Sig level	Interpretation		
Age	Younger	82.22	-.511	.610	.05	Not Significant		
	Older	84.90						
Sex	Male	84.42	.168	.867		.05	Not Significant	
	Female	83.59						
Average Family Monthly Income	Lower	81.41	-1.21	.229			.05	Not Significant
	Higher	87.30						
Distance of School from Home	Near	88.89	2.35	.020	.05			Significant
	Far	77.50						

Table 10 shows the level of reading proficiency of Grade One pupils in terms of initial sound identification according to age. The results showed that there is “No significant” difference since the p-value -.511, which is greater than the sigma value of .05. Thus, the null hypothesis states that there is “No significant” difference in the extent of level of reading proficiency of Grade One pupils in terms of initial sound identification according to age is “accepted”.

In addition to this, the result of variable according to sex showed that there is “No significant” difference since the p-value .168, is greater than the sigma value of .05. Thus, the null hypothesis states that there is “No significant” difference in the extent of level of reading proficiency of Grade One pupils in terms of initial sound identification according to sex is “accepted”.

On the same table, the statistical results revealed that there is “No significant” difference since the p-value .229, is greater than the sigma value of .05. Thus, the null hypothesis states that “There is no significant difference in the extent of level of reading proficiency of Grade One pupils in terms of initial sound identification according to average family monthly income” is “accepted”.

Also, the result of variable according to distance of school from home showed that there is a “significant” difference since the p-value 2.35, which is lesser than the sigma value of .05. Thus, the null hypothesis which states that there is “Significant” difference is “rejected”. It also revealed that the variable near distance to school from home matters on reading proficiency of Grade One pupils in terms of initial sound identification as compared to far distance. This implies that Grade One pupils who live a near distance have the advantage of enhancing their reading skills under the area of initial sound identification.

**Table 11. Difference in the Level of Reading Proficiency of Grade One Pupils in Terms of Familiar Word Reading According to Variables**

Variable	Category	Mean	Z	p-value	Sig level	Interpretation		
Age	Younger	77.78	-.982	.328	.05	Not Significant		
	Older	82.81						
Sex	Male	81.17	-.017	.987		.05	Not Significant	
	Female	81.25						
Average Family Monthly Income	Lower	75.00	-2.97	.004			.05	Significant
	Higher	88.89						
Distance of School from Home	Near	84.57	1.65	.102	.05			Not Significant
	Far	76.67						

Table 11 shows the level of reading proficiency of Grade One pupils in terms of familiar word reading according to age. The results showed that there is “No Significant” difference since the p-value .328, is greater than the sigma value of .05. Thus, the null hypothesis which states the there is “No significant” difference in the extent of level of reading proficiency of Grade One pupils in terms of familiar word reading according to age is “accepted”.

In addition to this, the result of variable according to sex showed that there is “No significant” difference since the p-value is .987 is greater than the sigma p-value of .05. Thus, the null hypothesis states that there is “No



significant" difference in the level of reading proficiency of Grade One pupils in terms of familiar word reading according to sex is "accepted".

On the other hand, on table 11 the statistical results revealed that there is "No significant difference" since the p-value is .987 is greater than the sigma p-value of .05. Thus, the null hypothesis states that there is no "significant" difference in the level of reading proficiency of Grade One pupils in terms of familiar word reading according to sex is accepted.

Also, the result according to average family income showed that there is "significant" difference since the p-value -.297 is lesser than the sigma p-value of .05. Thus, the null hypothesis which states that there is "significant" is "rejected". It also revealed that the variable near distance of school from home on reading proficiency of grade one pupils in familiar word reading according to distance of school from home showed advantage to Grade One pupils.

This implies that parents will be more sensitive with regards to the distance of their children to school affecting their reading performance.

**Table 12. Difference in the Level of Reading Proficiency of Grade One Pupils in Terms of Inverted Word Decoding According to Variables**

Variable	Category	Mean	Z	p-value	Sig level	Interpretation
Age	Younger	84.44	.460	.646	.05	Not Significant
	Older	81.25				
Sex	Male	80.52	-.593	.554		Not Significant
	Female	84.38				
Average Family Monthly Income	Lower	74.36	-2.79	.006		Significant
	Higher	92.06				
Distance of School from Home	Near	87.65	1.96	.050	Significant	
	Far	75.00				

Table 12 shows the area of level of reading proficiency of Grade One pupils in terms of inverted word decoding according to age. The results showed that there is "No significant" difference since the p-value .646, is greater than the sigma value of .05. Thus, the null hypothesis states that there is "No significant" difference in the extent of level of reading proficiency of Grade One pupils in terms of inverted word decoding according to sex is "accepted".

In addition, the result of variable to age showed that there is "No significant" difference since the p-value.646 is greater than the sigma p-value is .05. Thus, the null hypothesis which states that there is "No significant" difference in the level of reading proficiency of Grade One pupils in terms of inverted word decoding according to sex is "accepted".

On the other hand, the statistical results revealed that there is no significant difference since the p-value .554, is greater than the sigma p-value of .05. The null hypothesis which states there is "No significant" difference in the level of reading proficiency of Grade One pupils in terms of inverted word decoding is "accepted".

Moreover, the results in the average family income states that there is "Significant" difference since the p-value -.297 which lesser than the sigma p-value of .05. The null hypothesis which states that there is "Significant" difference in the level of grade one pupils in terms of inverted word decoding is "rejected".

Lastly, the results revealed that the distance of school from home which states "significant difference in the level of Grade One pupils since the p-value -.196 is lesser than the sigma value of .05. The null hypothesis which states that there is a "Significant" difference in the level of Grade One pupils in terms of inverted word decoding is "rejected".

This implies that there is a need for the parents to be made aware of the effect of the distance to their pupils' reading performance and find ways and means to address the need.

**Table 13. Difference in the Level of Reading Proficiency of Grade One Pupils in Terms of Oral Passage Reading According to Variables**

Variable	Category	Mean	Z	p-value	Sig level	Interpretation
Age	Younger	86.67	.413	.680	.05	Not Significant
	Older	85.04				
Sex	Male	83.79	-.951	.343		Not Significant
	Female	87.47				
Average Family Monthly Income	Lower	78.41	-4.66	.000		Significant
	Higher	94.41				
Distance of School from Home	Near	86.19	.396	.693	Not Significant	
	Far	84.72				

Table 13 reflects the level of reading proficiency of Grade One pupils in terms of oral passage reading according to age. The result showed that there is "No significant" difference since the p-value is .683 is greater than the sigma value .05. Thus, the null hypothesis which states that there is "No significant" difference in the level of Grade One pupils in terms of age is "Accepted."





In addition to this, the result revealed according to sex showed that there is "No significant" difference since the p-value .343 which is greater than the sigma value of .05. The null hypothesis which states there is "No significant" difference in the level of reading proficiency of Grade One pupils when it terms of sex is "Accepted".

The results revealed the level of reading proficiency according to average family income showed that there is "significant" difference since the p-value is .496 is lesser than the sigma value of .05. The null hypothesis which states there is "significant" difference in the level of reading proficiency of Grade One pupils when it terms of average family monthly income is "rejected".

Finally, the results revealed that the level of reading proficiency according to the distance of school from home reflected that there is "Significant" difference since the p-value .693, which is greater than the sigma value of .05. The null hypothesis which state "Significant" difference in the level of reading proficiency according to distance of school from home is "accepted". It implies that the parents would find ways and means to respond to this need after they are made aware of it.

**Table 14. Difference in the Level of Reading Proficiency of Grade One Pupils in Terms of Reading Comprehension According to Variables**

Variables	Category	Mean	Z	p-value	Sig level	Interpretation		
Age	Younger	81.89	-.374	.709	.05	Not Significant		
	Older	83.46						
Sex	Male	81.58	-.770	.442		.05	Not Significant	
	Female	84.61						
Average Monthly Income	Lower	75.64	-4.44	.000			.05	Significant
	Higher	92.02						
Distance of School from Home	Near	84.15	.707	.481	.05			Not Significant
	Far	81.35						

Table 14 presents the level of reading proficiency of Grade One pupils in terms of reading comprehension across various factors. The results show no significant difference based on age, with a p-value of .709, greater than the sigma value of .05. This supports the acceptance of the null hypothesis, indicating that age does not significantly affect the pupils' reading comprehension proficiency. Likewise, no significant difference is observed based on sex, with a p-value of .442, also exceeding the .05 threshold, leading to the acceptance of the null hypothesis that sex does not influence reading comprehension proficiency.

However, when examining the variable of average family monthly income, a significant difference is noted, as the p-value of .444 is less than the sigma value of .05. This results in the rejection of the null hypothesis, suggesting that family income levels do impact reading comprehension proficiency. Lastly, the distance of the school from home does not show a significant effect on reading comprehension, as reflected by a p-value of .481, which is greater than .05. Consequently, the null hypothesis is accepted, implying that the distance between home and school does not significantly affect pupils' reading comprehension abilities.

**Table 15. Difference in the Level of Reading Proficiency of Grade One Pupils in Terms of Listening Comprehension According to Variables**

Variable	Category	Mean	Z	p-value	Sig level	Interpretation		
Age	Younger	87.11	.657	.512	.05	Not Significant		
	Older	84.38						
Sex	Male	82.60	-1.51	.134		.05	Not Significant	
	Female	88.44						
Average Family Monthly Income	Lower	77.44	-4.83	.000			.05	Significant
	Higher	94.92						
Distance of School from Home	Near	84.94	-.185	.853	.05			Not Significant
	Far	85.67						

Based on Table 15, the analysis of Grade One pupils' reading proficiency in terms of listening comprehension reveals varying outcomes based on different variables. Firstly, the study finds no significant difference in reading proficiency related to age ( $p = .512$ , greater than .05), supporting the acceptance of the null hypothesis that age does not significantly affect listening comprehension skills. Similarly, there is no significant difference based on sex ( $p = 1.34$ , greater than .05), also leading to the acceptance of the null hypothesis in this regard.

However, significant differences emerge when considering average family income ( $p = .483$ , less than .05). This rejects the null hypothesis, indicating that family income levels significantly impact reading proficiency in listening comprehension among Grade One pupils. Conversely, the distance of the school from home shows no significant difference ( $p = .853$ , greater than .05), leading to the acceptance of the null hypothesis. This suggests that the proximity of the school to home does not hinder students' listening comprehension abilities. These findings underscore the influence of socioeconomic factors like family income on early literacy skills, highlighting potential areas for targeted support and intervention in educational settings.



**Table 16. Difference in the Level of Reading Proficiency of Grade One Pupils in Terms of Dictation According to Variables**

Variable	Category	Mean	Z	p-value	Sig level	Interpretation
Age	Younger	62.20	-.556	.499		Not Significant
	Older	65.59				
Sex	Male	62.73	-.688	.493		Not Significant
	Female	66.66				
Average Monthly Income	Family Lower	53.77	-4.49	.000	.05	Significant
	Higher	77.81				
Distance of School from Home	Near	65.79	.522	.602		Not Significant
	Far	62.78				

Table 16 presents the level of reading proficiency of Grade One pupils in terms of dictation according to various factors. The results indicate that there is no significant difference in dictation proficiency based on age, with a p-value of .499, which is greater than the sigma value of .05. Consequently, the null hypothesis, which states that age does not significantly affect reading proficiency in dictation, is accepted. Similarly, there is no significant difference according to sex, as the p-value of .449 also exceeds the .05 threshold, leading to the acceptance of the null hypothesis that sex does not influence dictation proficiency.

However, a significant difference is observed when analyzing average family income, as the p-value of .449 is less than the sigma value of .05. This leads to the rejection of the null hypothesis, suggesting that family income does play a role in dictation proficiency. On the other hand, the distance of the school from home does not show a significant effect, with a p-value of .602, greater than .05, resulting in the acceptance of the null hypothesis. Despite this, the findings imply that the distance between home and school may still indirectly affect the pupils' reading proficiency, warranting the need for parental awareness and potential intervention.

**Conclusion:**

Among all areas considered there is a significant difference in the reading proficiency level of the Grade One pupils. Results showed that only distance from home to school showed a significant effect in all areas except listening comprehension. The farther the distance of the pupils from home to school the greater is the effect because children living far from school have to wake up early and come home late so that they don't have time to read their books and study their lessons.

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