READING COMPREHENSION LEVEL AMONG FIRST YEAR STUDENTS OF GUIMARAS STATE COLLEGE-MOSQUEDA CAMPUS

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ABSTRACT

This study was conducted to determine the level of reading comprehension of Guimaras State College - Mosqueda Campus students. The respondents of the study were the freshmen students of the GSC Mosqueda Campus. Descriptive research design was used. Results revealed that most of the respondents were BIT students, female, aging from 15-20. Most of their households had a monthly family income of less than 10,000.00. The respondents' level of reading comprehension when classified as to profile, exposure to English reading materials at home and monthly income was interpreted as "good". Results further revealed that age, sex, course and exposure to English reading materials had a significant difference in the level of reading comprehension of the students. No significant difference was found when they were classified according to monthly income.

INTRODUCTION

Background of the study

Reading comprehension is defined as the level of understanding of a text/message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text/message. (Wikipedia, the free encyclopedia, retrieved May 5, 2013).

Proficient reading depends on the ability to recognize words quickly and effortlessly. (Wikipedia, the free encyclopedia, retrieved May 5, 2013) If the word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read.

Many educators in USA and other parts of the world believe that the students need to learn to analyze text (comprehend it) even before they can read it on their own. Comprehension and instruction generally begin in pre-Kindergarten or Kindergarten. But other US educators consider this reading approach to be completely backward for very young children, arguing that the children must learn how to decode the words in a story through phonics before they can analyze the story itself.

Instruction in comprehension strategy use often involves the gradual release of responsibility, wherein teachers initially explain and model strategies. Over time, they give students more and more responsibility for using the strategies until they can use them independently. This technique is generally associated with the idea of self-regulation and reflects social cognitive theory, originally conceptualized by Albert Bandura. (Wikipedia, the free encyclopedia, retrieved May 5, 2013)

Strong foundation is a basic development of one's life. Thus, this foundation is essential and one way of doing this is through reading. The first experience in school should create a foundation for successful reading by fostering favorable impression of what is to be derived from the books the language use.

It is great edge for us to learn how to read. It explores literacy rate and decrease illiteracy problem .It also brings quality education. So, it is an imperative for us to have an education that will help us attain our goal.

Therefore, the researchers would like to investigate the level of students' reading comprehension when classified as to profile, exposure to English reading materials at home and monthly family income. Furthermore, the researchers would like also to investigate if there is significant difference in the level of reading comprehension of the students when classified as to age, sex, exposure to English reading materials at home and monthly family income.

Statement of the problem

This study was conducted to determine the level of reading comprehension of Guimaras State College - Mosqueda Campus students. Specifically, this study sought answers to the following questions:

1.   What is the profile of the students during the first semester in terms of age, sex, course, and monthly family income?
2.   What is the level of the students' reading comprehension skills when classified as to profile, exposure to English reading materials at home and family monthly income?
3.   Is there a significant difference in the level of reading comprehension of the students when classified as to age, sex, exposure to English reading materials at home and family income?

Research paradigm

Independent Variables   Dependent Variables

Persona; Profile
   Age
   Sex
   Course
   Monthly Family Income

Exposure to English
Reading Materials
   Newspaper
   Textbook
   Journals/Magazines
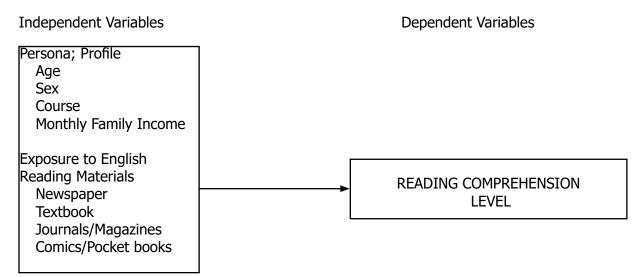   Comics/Pocket books

→ READING COMPREHENSION LEVEL

Figure 1. Reading Comprehension level associated with the respondent's personal and socio-economic profile, and exposure to English reading materials at home.

METHODOLOGY

This study aimed to determine the reading comprehension level of freshmen students of GSC-Mosqueda Campus. The respondents of this study were all freshmen students of Guimaras State College - Mosqueda Campus during the first semester of school year 2013-20014. The study used the descriptive research design. The needed data in this study were gathered using a researcher-made questionnaire. The questionnaire is composed of three (3) parts, the first part consists of the personal information of the respondents; second part is the vocabulary and the third part focuses on the information about the respondent's level of English reading comprehension. The data were gathered through the use of a test items taken from selected reading comprehension test taken from Career Service Examination Reviewer for Professional and Sub-professional levels. It underwent item analysis. The draft of the Test questionnaire was presented to the panel of experts for

comments and suggestions. Their comments and suggestions were highly considered in preparing the final draft. The same instrument was presented to the panel of examiners during the proposal defense which was approved with suggestions for refinements further its organization and content. With the suggestions, the survey was reproduced and was personally distributed to the respondents. The following statistical tools were used in analyzing and evaluating the data gathered from the questionnaires using Statistical Package for Social Sciences (SPSS) program for windows: frequency counts, mean, percentages t-test and ANOVA (f-ratio).

RESULTS AND DISCUSSIONS

Profile of the respondents

Table 1 presents the profile of the respondents in terms of age, sex and course. Results showed that out of 283 respondents, majority (182 or 64.3%) were female. When grouped according to age, 251 (88.7%) belong to age bracket 15-20 years old. As to their course, most of them were BIT students (122 or 43.1%) followed by the BSBA (80 or 28.3%). BSEd has the least population with 18 or 6.4%.

Table 1. Profile of the respondents

Categories	f	%
Age		
15 to 20 years old	251	88.7
21 to 27 years old	32	11.3
Total	283	100
Sex		
Male	101	35.7
Female	182	64.3
Total	283	100.0
Course		
BEEd	40	14.1
BSEd	18	6.4
BIT	122	43.1
BSBA	80	28.3
SCS	23	8.1
Total	283	100.0

Monthly family income

Table 2 presents the respondents' monthly family income. Results showed that out of 283 respondents, 217 (76.7%) earned less than 10,000.00 a month which is categorized under low family income. Fifty six (19.8%) of them had an average monthly income (15,000.00) and only 10 earned 20,000.00 and above a month.

Table 2. Monthly family income

Monthly income	f	%
Low (less than 10,000.00)	217	76.6
Average (15,000.00 to 20,000.00)	56	19.8
High (20,000.00 and above)	10	3.5
Total	283	100.0

Respondents' level of comprehension when categorized according to profile

Table 3 presents the respondents' level of comprehension when categorized according to age. Results revealed that those who were aging 15-20, has a mean of 16.22 and for those who were 21-27 years old, 14.63 both interpreted as "good".

Table 3. Level of comprehension when categorized according to age

Age	mean	N	SD	Interpretation
15 to 20 years old	16.22	251	3.95	Good
21 to 27 years old	14.63	32	3.51	Good
Total	16.03	283	3.93	Good

Scale: 24-35 very good; 12-23 good; 0-11 poor

Table 4 presents the respondents' level of comprehension when categorized according to sex. The mean score for the males is 14.3 and 17.00 for the females, both interpreted as "good".

Table 4. Level of comprehension when categorized according to sex

Sex	Mean	N	SD	Interpretation
Male	14.30	101	3.71	Good
Female	17.00	182	3.71	Good
Total	16.04	283	3.93	Good

Scale: 24-35 very good; 12-23 good; 0-11 poor

Table 5 presents the respondents' level of comprehension when categorized according to course. Results showed that the mean for every course is interpreted as "good" (BEEd-19.55; BSEd- 18.39; BIT-13.98; BSBA- 16.79; SCS- 16.35).

Table 5. Level of comprehension when categorized according to course

Course	mean	N	SD	Interpretation
BEEd	19.55	40	2.45	Good
BSEd	18.39	18	3.63	Good
BIT	13.98	122	3.67	Good
BSBA	16.79	80	3.34	Good
SCS	16.35	23	3.19	Good
Total	16.04	283	3.93	Good

Scale: 24-35 very good; 12-23 good; 0-11 poor

Respondents' level of comprehension when categorized according to reading materials found at home

Table 6 presents the respondents' level of reading comprehension when categorized according to the number of available English reading materials at home. The respondents were asked to identify the kind of reading materials they have at home (newspaper, textbooks, journals/magazines, comics/pocketbooks). Results showed that of the two who responded that they don't have any reading materials at home, one has a poor level of reading comprehension and the other one has a satisfactory level of reading comprehension. There were 119 who had two kinds of reading materials at home. Out of these 119, 103 had a satisfactory level of reading comprehension and the other 16 had a reading comprehension described as poor. On the other hand, 47 said that they have three (3) reading materials at home 40 of which had a satisfactory level of reading comprehension and 7 were poor in reading comprehension. Of the 44 who responded that they have 4 reading materials at home, 40 had a satisfactory level of reading comprehension.

Table 6. Level of comprehension when categorized according to the number of reading materials found at home

No. of Reading materials	Poor (0-11)	Good (12-23)	Very good (24-35)	Total
None	1	1	0	2
1	16	103	0	119
2	13	58	0	71
3	7	40	0	47
4	2	39	3	44
Total	39	241	3	283

Multiple response*

Respondents' level of comprehension when categorized according to monthly family income

Those who have low family income (M=15.94), average monthly income (M=16.13) and high family income (M=17.6) had a "very good" level of reading comprehension.

Table 7. Level of comprehension when categorized according to monthly family income

Monthly income	Mean	N	SD	Interpretation
Low (less than 10,000.00)	15.94	217	3.79	Good
Average (15,000.00 to 20,000.00)	16.13	4.34	4.34	Good
High (20,000.00 and above)	17.6	4.43	4.43	Good
Total	16.04	283	3.93	Good

Scale: 24-35 very good; 12-23 good; 0-11 poor

Difference in reading comprehension level when classified according to profile

Table 8 shows the difference in the reading comprehension level of the respondents when classified according to age. Result showed that there was a significant difference in their reading comprehension level when they were classified according to age. This implies that the level of reading comprehension varies with age. Even though both of the categories of age have the level of reading comprehension interpreted as very good, those who were younger have higher level of comprehension than the older ones as shown in the mean of their scores with 16.22 and 14.63 respectively.

Table 8. Difference in reading comprehension level and age

	t	df	Sig. (2-tailed)
Equal variances assumed	2.17*	281	0.031

Table 9 shows the difference in the level of reading comprehension of the respondents and their sex. It was found out that there was a significant difference in the respondents' level of reading comprehension and sex. This implies that one's level of reading comprehension varies with age. Even though both of the sexes obtained a mean interpreted as "Very good" (male-14.3, female-17.0), Females have higher level of reading comprehension than the males as shown in their respective means. This is because females are more studious and wide reader compared to males.

Table 9. Difference in reading comprehension level and sex

	t	df	Sig. (2-tailed)
Equal variances assumed	-5.87*	281	.000

Data showed that there was a significant difference in the respondents' level of reading comprehension when they are classified according to their course. Using Post Hoc analysis, BEEd was highly significant to the BIT, BSBA and SCS. BSEd was highly significant to BIT and BEEd. This implies that an individual's course affects his/her level of comprehension. Those who enrolled in courses with more on readings/reporting and vocabulary use have higher level of reading comprehension compared to those which do not.

Table 10. Difference in course reading comprehension level and course

	Sum of squares	Df	Mean square	F	Sig.
Between Groups	1154.897	4	288.72	25.	.000
Within Groups	3190.750	278	11.48	16	
Total	4345.647	282			

Data showed that there was a significant difference in the English reading materials found at home and the respondents' level of reading comprehension. Using Post Hoc analysis, there was a high significance between those who have 2-3 reading materials and those with more than 3 reading materials at home. This means that the more you are exposed to English reading materials; the better is your reading comprehension

Table 11. Difference in reading comprehension level and reading materials

	Sum of squares	Df	Mean square	F	Sig.
Between Groups	1.041	2	.521	3.993*	.019
Within Groups	36.36	279	.13		
Total	37.40	281			

Result showed that when classified according to the respondents' monthly family income, no significant difference existed between the level of reading comprehension and monthly income. This implies that the family's monthly income does not affect the individuals' level of reading comprehension. Whether the family is earning a small or big amount, this does not affect one's level of reading comprehension.

Table 12. Difference in reading comprehension level monthly family income

	Sum of squares	Df	Mean square	F	Sig.
Between Groups	26.90	2	13.45	.872	.419
Within Groups	4318.73	280	15.424		
Total	4345.63	282			

CONCLUSIONS

Based on the findings of the study, the following conclusions were made:

1. Majority of the respondents were BIT students, female and belong to age bracket 15-20 years old. Most of the households had a monthly family income less than 10,000.00.

2. The level of reading comprehension of the respondents when classified according to profile, exposure to English reading materials at home and monthly family income was interpreted as "good".

3. There was a significant difference in the level of the respondents' reading comprehension when classified according to age, sex, and course and English reading materials available at home. However, no significant difference was found out when they were classified according to monthly family income, thus, the null hypothesis is rejected.

RECOMMENDATIONS

Based on the study, the researchers would like to recommend the following:

1. **School Administrator and Faculty**
   There is a need of rigid monitoring, revisiting and implementing of the course program about reading development, comprehension, and skill. Revision and enhancement of the old course/curriculum program is also necessary to prepare students for their chosen field of endeavor. Moreover, integration of vocabulary skills for students' enhancement should be emphasized in the subjects taught regardless of specializations as well as more innovative and artistic techniques and strategies should be used in the classroom for reading comprehension and skills improvement.

2. **Future researchers**
   A follow-up study should be done by conducting another study that covers the people in the community who are have not undergone formal schooling.

3. **Parents of Students**
   Support the academic needs of their children especially in terms of reading materials to be available at home.

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