

Factors Influencing Reading Comprehension and Academic Performance in English Among Grade 6 Learners

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Abstract

Reading is a fundamental life skill essential across all disciplines, enabling individuals to derive meaning from text and solve real-life problems. This study aimed to identify factors affecting the reading comprehension of Grade 6 pupils about their English academic performance in a large school division in Central Visayas during the 2020-2021 school year. Using descriptive research, data were collected from 30 officially enrolled Grade 6 learners through a validated, self-developed instrument. The findings revealed that various factors significantly influenced students' reading comprehension. Notably, students were not reliant on the internet or television for learning English and showed little interest in using online resources. Some teachers were observed to lack engagement in assisting low-performing students and often skipped post-assessment discussions. Additionally, students reported minimal parental support in managing their time at home. Despite these influences, the study found no significant differences in reading comprehension when students were grouped according to profile variables. Furthermore, there was no significant relationship between the extent of the identified factors and learners' academic performance in English. Based on these findings, the study recommends further research to explore strategies for increasing student engagement with online learning tools, improving teacher support for struggling learners, and enhancing parental involvement in time management. These efforts aim to support the development of reading comprehension and improve academic outcomes in English.

Keywords: *English language, academic performance, intermediate learners, reading comprehension skills*

Bio-profile

Nilda Tubil holds a teacher three position at San Isidro Elementary School. Her passion for teaching using effective and strategic pedagogies led to this collaborative study. She consistently adhered to her advocacy to provide quality education for every child. She has endeavored some school programs to address literacy and reading issues.

Giefred Steph L. Galas is a native of Negros Oriental, and his career as an educator started early, right after earning his Bachelor's Degree. At a very young age, he was promoted to the Teacher 3 position because of his dedication and passion for educating young learners. He



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serves as Teacher-in-Charge of Tanglad Elementary School and has moved the school forward from various academic challenges with innovative strategies.



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Introduction

Rationale

Reading is the multi-part process of extracting meaning from written or printed material. One of life's fundamental abilities is reading. It is an essential tool for learning in any field. This ability inspires people to find the solutions to their life's questions. It is the foundation for a person's prosperity and personal development throughout their lifetime (Cristobal, 2015).

Echaure and Torno (2017) assert that reading proficiency is vital in this generation due to the advent of industrialization, a potent force in human affairs. Since most knowledge is easily accessible to everyone, it would be regrettable if someone illiterate were unable to benefit from the experiences and accomplishments of others.

There are many different types of elements that have an impact on students' reading comprehension. A few of these causes include students' poor study habits, a lack of interaction during class, the obvious distractions of technology and gadgets, and, to a lesser extent, the absence of parental supervision to encourage them to be intellectually engaged, especially in reading. As a former English teacher, the researcher has seen how these elements influence students' reading comprehension.

According to a 2018 Program for International Assessment (PISA) assessment of 600,000 students globally, Filipino pupils aged 15 received a reading comprehension score 340, below the average of 487 points. As a result, the Philippines came in last out of 79 countries in the survey (Manaog, 2020).

According to the Summary of Grades (DepEd School Form 5), the overall academic performance of students in her school for the 2019–2020 school year barely reached the satisfactory level at 83.73. This shows how much work needs to be done to raise students' overall academic achievement, and it should begin with their reading comprehension. Reading is essential because it is the foundation of much learning in math, science, or even home economics. To address the poor academic performance year after year, the researchers aim to identify the most prevalent elements influencing students' reading comprehension.

Literature Review

Hart (2018) asserts that reading comprehension is a cognitive process that calls for various abilities and techniques. Summer reading, read to Succeed, student book clubs, and the Battle of the Books are just a few initiatives that aim to enhance reading comprehension. That being said, the U.S. According to the Department of Education, millions of kids fail to make progress each year because they lack the requisite reading



abilities. Reading comprehension requires several interrelated components, including prior knowledge, vocabulary and fluency, active reading abilities, and critical thinking.

According to Kurgat (2014), numerous studies on teacher characteristics have shown that age, sex, teaching attitudes, and teacher quality have received much attention. It emphasized the professional experience, education, and proficiency of instructors. Kenya's educational system is assessed by administering national exams that students take. When the results of these tests are announced, the public typically blames the teachers of the underperforming schools for failing the country and accuses them of not working hard enough. Put another way, many individuals compare the quality of teachers' contributions to the learning process with their students' performance. A teacher's effectiveness in the classroom should be demonstrated by the student's learning of the abilities outlined in the subject syllabus and their professional records.

According to Pantziara and Philippou (2015), the large body of research on the teaching and learning process reflects students' motivation. The function of motivation in the context of teaching and learning is an effort to comprehend why some students appear to learn and achieve in educational settings. In contrast, others have difficulty achieving comparable results. In this regard, a sizable amount of research emphasizes the significance of the social context and the interactions with other factors in developing students' motivation, in addition to the numerous cognitive, motivational, and regulatory constructs. As a result, the field of mathematics education, which views motivation as a desired result and a way to improve understanding, reflects the significance of student motivation. The field's research supports the strong relationship between cognitive, motivational, and emotional elements in students' learning, as well as the significance of the particular classroom environment and the sociohistorical background of the students in shaping their affect. However, further study is required to understand the relationships and interactions between these constructs.

Reading might signify different things to different people, according to Paje (2018). It can be one of the most fulfilling things a person can do, expanding their horizons and enabling them to benefit from their experiences and accomplishments over the years. It is also essential to one's academic achievement. Reading is one of the most crucial English language skills a person should acquire. Since it is a prerequisite for all subject areas, it is a toll subject. It acts as a springboard for all students to develop various subjects since if a student struggles with reading, he may struggle with all subjects.

In addition to increasing student engagement with tasks that promote learning growth, mastery goal orientation may promote a way of thinking essential to maintaining student involvement in learning. One significant predictor of students' usage of the methods that direct and control learning activities was the extent to which a mastery orientation characterizes the classroom learning environment.

Moss (2018) investigated whether goal orientation—defined as an individual's desire to acquire new abilities, garner positive evaluations, or reduce negative ones—impacts whether transformational leadership enhances worker performance, creativity,



and attitudes. According to his research, learning orientation increased the advantages of dependent reward, a strategy managers use to encourage staff members to adhere to norms. Additionally, intellectual stimulation was more likely to promote normative commitment when workers tried to win positive evaluations. Lastly, inspiring motivation reduced affective commitment to the company when workers tried to reduce negative assessment. These results imply that strategies to promote transformative leadership and institute should maximize employees' goal orientation.

Theoretical Underpinnings

Sir Frederic Bartlett's (1886–1969) Schemata for Reading and Reading Comprehension Performance Schema for Reading theory is the foundation for this study. According to Bartlett, a schema is a knowledge "structure" that includes slots, or placeholders, for each constituent information incorporated into the larger concept or structure. According to this hypothesis, when people acquire knowledge, they try to organize it into a mental framework to help them understand it.

In psychology and cognitive science, "schema" refers to a methodical way of thinking and acting. It has an impact on paying attention and assimilating new information. According to Carrell's 1984 work, there are three kinds of schema: formal, content, and linguistic. The term "linguistic schema" describes readers' prior knowledge, which includes phonetic, grammatical, and vocabulary knowledge (Pankin, 2015).

According to this idea, people categorically store knowledge in the brain for later recollection after breaking it into generalizable chunks. This makes it applicable to the current investigation. One active strategy coding method essential for improving knowledge recall is schema theory. New information is grouped into a new script or coded into an existing schema as it is perceived. Schemata are structured mental models that help students comprehend and relate the information being presented to them.

Schemata are typically described as abstract knowledge structures that could be useful in problem-solving, and this idea aligns with the study. According to this view, readers comprehend a text by connecting its content with their prior knowledge. Every reader has unique prior information, many of which are cultural. However, "relevant schemata must be activated" contributes to reading difficulties and schema inadequacies.

According to this theory and this study, a prevalent issue for students who struggle with comprehension is their restricted vocabulary and prior knowledge. A reader's background, expertise, history, and cultural views affect how they understand the book they read. A reader's ability to decipher a text can be significantly impacted by inadequate background knowledge, which may limit the range of possible interpretations.

The schema theory is relevant to this study because it has highlighted new aspects of the teaching process, such as the value of using readers' prior knowledge to retrieve or



construct meaning and comprehend the text in an interactive process by asking pertinent questions before and after reading. Significant abilities like speaking and listening are also covered by this idea, as they are essential for making connections to readers' past knowledge.

Teachers are essential when it comes to reading education and pupils' understanding. Teachers must be prepared to help students develop their reading abilities, committed to assisting students to form cognitive structure, and imaginative enough to help students create new schemata and make connections between them.

Objectives

This study aimed to determine the extent of factors affecting the reading comprehension of Grade 6 pupils about their academic performance in English in one of the schools of big-sized divisions in Central Visayas for the School Year 2020-2021. Specifically, this study sought to determine 1) the extent of factors affecting the reading comprehension of Grade 6 learners according to the areas: Learners' Study Habits, Teacher-related factors, and Home-Related Factors, 2) if there is a significant difference in the extent of factors affecting the reading comprehension of Grade 6 learners when they are grouped and compared according to variables above, and 3) determine if there is a significant relationship between the factors affecting the reading comprehension of Grades 6 learners and their level of academic performance.

Methodology

Research Design

This research study utilized the descriptive research method, which aims to determine the extent of factors affecting the reading comprehension of Grade 6 learners about their academic performance in English. Summary data, including the mean, median, mode, variance, percentage, correlation between variables, and measures of central tendency, are reported in a descriptive study like this one. This survey study used such a measurement, but in conclusion, it deviated slightly from the standard descriptive statistics (Bueno, 2016).

Respondents

The study's respondents were 30 Grade 6 learners officially enrolled at the school in a big division in Central Philippines. Since the total number of the target respondents is manageable, total enumeration will be employed.

Instrument



To determine the factors affecting the reading comprehension of Grade 6 learners, the study will use a self-made instrument to gather all the necessary data. The instrument was validated by three (3) experts in education and research, and the validation score was 4.15, interpreted as "Excellent." The instrument was also tested for reliability, and the reliability index was 0.716, interpreted as 'good.' The questionnaire consisted of two parts: Part 1 gathered the respondents' socio-economic information, such as sex, parents' highest educational attainment, Family Income, and number of siblings. Part 2 consisted of 30-line-item questionnaires to measure the factors affecting the reading comprehension of Grade 6 learners.

Procedure for Data Collection

After completing the Validity and Reliability tests for the instrument, the researcher sent a formal request to the Schools Division Superintendent asking permission to conduct the study. The approved letter was sent to the school head. The printed copy of the data-gathering instrument was given to target respondents outside school hours not to distract the students and the school from its routine. The respondents were given three to four days to fill out and return the instrument. Finally, the accomplished data-gathering instrument was encoded and tallied to the pre-formatted Excel file for an orderly tabulation.

Data Analysis and Statistical Treatment

Objective No. 1 used a descriptive-correlational analytical scheme and mean as a statistical tool to determine the extent of factors affecting intermediate learners' performance in English in terms of learners' study habits, teacher-related factors, and home-related factors. Objective No. 2 used a comparative analytical scheme and the Mann-Whitney U Test as a statistical tool to determine the significant difference in the extent of factors affecting intermediate learners' performance in English when grouped according to the variables above. Objective No. 3 used a relational analytical scheme and Spearman's rho as a statistical tool to determine if there is a significant relationship between the reading comprehension of Grade 6 learners and their level of academic performance.

Ethical Considerations

The researcher made sure that no personal information that could compromise the identity of the respondents was stored on any device per the Data Privacy Act of 2012, particularly regarding the researcher's and analyst's access to the data. All of the collected data was solely accessible to the researcher. As a result, participants were fully informed



about the methods used throughout the research and were urged to sign a consent form to participate. Participants were also assured that no one, including the public, would learn of the information they disclosed. Furthermore, all materials gathered were disposed of properly. Lastly, participants can withdraw from this research study voluntarily at any time during its duration. A study report would guarantee anonymity.

Results and Discussions

The Extent of Factors Affecting Reading Comprehension of Grade 6 Learners in the Area of Learners' Study Habit, Teacher Related Factors, and Home Related Factors

Table 1

The Extent of Factors Affecting Reading Comprehension of Grade 6

| ITEMS | Mean | Interpretation |
|--|-------------|---------------------|
| A. LEARNERS' STUDY HABITS | | |
| 1. By studying on my own, I easily understand English well. | 4.23 | Great Extent |
| 2. I learn English by watching TV shows and English programs. | 3.90 | Great Extent |
| 3. I spend time reading my notes every day after class. | 4.13 | Great Extent |
| 4. I do not need to memorize everything; constant practice helps me. | 3.97 | Great Extent |
| 5. Paying attention during lectures makes it easier for me to understand and pass the subject. | 4.20 | Great Extent |
| 6. By always being present in the class, it is easier to understand our lessons in English. | 3.97 | Great Extent |
| 7. I am fully determined to achieve fluency in English. | 3.83 | Great Extent |
| 8. I spend time to self-review lessons in English before exams. | 3.97 | Great Extent |
| 9. I read books or check online for additional lessons in English. | 3.80 | Great Extent |
| 10. I do not consider the subject of English as difficult; I train my mind to consider it a challenge. | 4.10 | Great Extent |
| Sub-mean | 4.01 | Great Extent |
| B. TEACHER-RELATED FACTORS | | |
| 1. English teachers are very patient in explaining our lessons. | 4.27 | Great Extent |
| 2. English teachers help us understand concepts and ideas. | 3.97 | Great Extent |
| 3. English teachers provide clearer examples to help us understand grammar lessons. | 4.13 | Great Extent |
| 4. Teachers ask back questions after each discussion to check if we understand something. | 4.07 | Great Extent |
| 5. The attitude of our English teachers encourages us to study well and appreciate English as a subject. | 4.23 | Great Extent |
| 6. English teachers are very cordial and accommodating to questions. | 4.03 | Great Extent |
| 7. Students are constantly being attended to by English teachers when they score low on exams. | 3.80 | Great Extent |
| 8. Receiving tips on how to score high in Exams is a good morale booster for all students. | 3.80 | Great Extent |
| 9. English teachers always provide coaching sessions for low scores on tests and exams. | 3.76 | Great Extent |



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| | | |
|--|-------------|---------------------|
| 10. Exams are being discussed with the class to ensure students understand the concepts. | 3.83 | Great Extent |
| Sub-mean | 3.93 | Great Extent |
| C. HOME-RELATED FACTORS | | |
| 1. My parents taught me how to read and understood what I read correctly. | 4.13 | Great Extent |
| 2. I have a fixed study hour at home. | 3.97 | Great Extent |
| 3. My parents always check on my notebook and assignments. | 4.17 | Great Extent |
| 4. When my parents are not at home, my older brother and sister help me. | 4.03 | Great Extent |
| 5. I can easily ask any family member for assistance if there is anything that I need to understand. | 4.27 | Great Extent |
| 6. I always feel strong family support, which greatly helps me. | 4.07 | Great Extent |
| 7. I am influenced to study hard because my parents encourage me. | 3.97 | Great Extent |
| 8. At home, my parents always ask me to study before playing. | 3.77 | Great Extent |
| 9. Before leaving home, my parents always ensure my assignments and projects are ready. | 3.87 | Great Extent |
| 10. My parents always teach me how to organize my study time. | 3.83 | Great Extent |
| Sub-mean | 4.01 | Great Extent |
| Overall mean | 4.00 | Great Extent |

Table 1 shows the extent of factors affecting reading comprehension of grade 6 learners in the area of learners' study habits, teacher-related factors, and home-related factors.

In the Area of Learners' Study Habit, Item No. 1, which states, "By studying on my own, I easily understand English well," got the highest mean score of 4.23, interpreted as "great extent." In contrast, Item No. 9, which states, "I read books or check online additional lessons in English," got the lowest mean score of 3.80, interpreted as "great extent." The sub-mean score was 4.01, interpreted as "great extent."

Regarding Teacher-Related Factors, Item No. 1, which states, "English teachers are very patient in explaining our lessons," got the highest mean score of 4.27, interpreted as "great extent." In contrast, Item No. 9, which states, "English teachers always provide coaching sessions for those who score low in tests and exams," got the lowest mean score of 3.76, interpreted as "great extent." The sub-mean score was 3.93, interpreted as "great extent."

This implies that the ability of English teachers to explain their lessons is widely hailed, but on the one hand, some students are not satisfied with the absence of coaching sessions for learners who garnered low scores on assessments. This means the learners expect to be called out by their teachers whenever they score low on exams.

According to an analysis of how teacher quality affects student achievement, there is a mixed link between academic success and training in emerging nations. Of the twenty-four developing countries examined, about half (54%) indicated a positive



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relationship between training and accomplishment, whereas over one-third (37%) reported null relationships, and the remaining nine percent (9%) showed negative associations (Ignacio, 2016).

In Home-Related Factors, Item No. 1 states, "My parents teach me how to read and understand what I read properly," got the highest mean score of 4.13, interpreted as "great extent." In contrast, Item No. 10, which states, "My parents always teach me how to organize my study time," got the lowest mean score of 3.83, interpreted as "great extent." The sub-mean score was 4.01, interpreted as "great extent."

The revelation of the table speaks of the actual thoughts of the learners who are the respondents. As it appears, the parents are up to their responsibilities of teaching their children how to read. However, learners are not being disciplined or taught by their parents how to manage their own time while still young to prioritize their studies properly. The very reason why there is a need for parents to teach their children how to manage their time is to have a clear map of the amount of time spent on specific activities. The ability of the children to manage their time is indeed very critical as they grow.

Parental involvement, according to Ochoa (2015), is the degree to which a parent participates in their children's education. While some schools encourage parents to be involved in their children's education, there are instances where parents are hesitant to do so. In Western nations, it has been promoted. Nonetheless, a corpus of research examines the importance of social and cultural factors and the consequences of parents' expectations and involvement in their kids' growth and education. Because parents from different backgrounds have different opinions about how, when, and why they should be active in their children's education, schools must acknowledge the presence of cultural disparities in parent engagement.

Comparative Analysis in the Extent of Factors Affecting the Reading Comprehension of Grade 6 Learners when grouped according to Variables

Table 2

Significant Difference in the Extent of Learners' Study Habits as Factors Affecting the Reading Comprehension of Grade 6 Learners when Grouped according to Variables

| Variable | Category | N | Mean Rank | Mann-Whitney U | p-value | Sig. level | Interpretation |
|---------------------------------|-------------------------------------|----|-----------|----------------|---------|------------|-----------------|
| Sex | Male | 16 | 14.16 | 90.50 | 0.377 | | Not Significant |
| | Female | 14 | 17.04 | | | | |
| Parents' Educational Background | Lower (Elementary Level/Graduate) | 8 | 10.69 | 49.50 | 0.070 | 0.05 | Not Significant |
| | Higher (High School Level/Graduate) | 22 | 17.25 | | | | |



| | | | | | | |
|--------------------|---------------------------------|----|-------|-------|-------|-----------------|
| Family Income | Lower (below Php 8,500) | 13 | 13.62 | 86.00 | 0.320 | Not Significant |
| | Higher (Php 8,500 and above) | 17 | 16.94 | | | |
| Number of Siblings | Lower (below 4) | 12 | 17.00 | 90.00 | 0.465 | Not Significant |
| | Higher (4 and above) | 18 | 14.50 | | | |

The study showed that learners share some everyday experiences, particularly in this pandemic. Recalling the results in the earlier tables presented in this chapter, the results showed that learners revealed consistently that they are not dependent on the internet or English programming on television to learn English proficiency. They all indicated that they depend on the available reading materials and on the help of their parents to study. This shows that learners' motivation in learning English outside the convenience of the internet and television set is pretty amazing.

The findings of this study were consistent with those of Pantziara and Philippou (2015), who found that the large body of research on the teaching and learning process reflects students' motivation. The function of motivation in the context of teaching and learning is an effort to comprehend why some students appear to learn and achieve in educational settings. In contrast, others appear to have difficulty achieving comparable results. In this regard, a sizable amount of research emphasizes the significance of the social context and the interactions with other factors in developing students' motivation, in addition to the numerous cognitive, motivational, and regulatory constructs. As a result, the field of mathematics education, which views motivation as a desired result and a way to improve understanding, reflects the significance of student motivation. The field's research supports the strong relationship between cognitive, motivational, and emotional elements in students' learning, as well as the significance of the particular classroom environment and the sociohistorical background of the students in shaping their affect. However, further study is required to understand the relationships and interactions between these constructs.

Table 3

Significant Difference in the Extent of Teacher-Related Factors as Factor Affecting in the Extent Factors Affecting the Reading Comprehension of Grade 6 Learners when Grouped according to Variables

| Variable | Category | N | Mean Rank | Mann-Whitney U | p-value | Sig. level | Interpretation |
|----------|----------|----|-----------|----------------|---------|------------|-----------------|
| Sex | Male | 16 | 15.03 | 1004.50 | 0.759 | | Not Significant |



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|---------------------------------|-------------------------------------|----|-------|--------|-------|-------------------------|
| | Female | 14 | 16.04 | | | |
| Parents' Educational Background | Lower (Elementary Level/Graduate) | 8 | 16.25 | 82.00 | 0.801 | Not Significant |
| | Higher (High School Level/Graduate) | 22 | 15.23 | | | |
| Family Income | Lower (below Php 8,500) | 13 | 15.42 | 109.50 | 0.967 | 0.05 Not Significant |
| | Higher (Php 8,500 and above) | 17 | 15.56 | | | |
| Number of Siblings | Lower (below 4) | 12 | 16.17 | 100.00 | 0.755 | Not Significant |
| | Higher (4 and above) | 18 | 15.06 | | | |

The result of the study showed that sex, parents' highest educational attainment, Family Income, and no. of siblings do not significantly affect the reading comprehension of grade 6 learners regarding teacher-related factors. Furthermore, the study's result showed that the respondents' opinions about teachers are the same; no significant difference divides the opinions even if they are grouped according to different variables. This can be attributed to the fact that the learners share some commonalities in their experiences with teachers' roles in their academic performances. As indicated in the previous results, the learners consistently indicated that some teachers do not give coaching sessions with students after assessments, particularly those who performed poorly in exams. To a certain level, the learners also expect a review session with their teachers a day or two before actual assessment dates. In cases like this, teachers must have some exceptional training and qualifications as they need to multi-task at times – coaching and exam review.

Ignacio (2016) found similar results in his research. He claimed that years of education and professional certifications were used to gauge a teacher's qualifications. Research conducted in Malaysia, India, and the Philippines showed a positive relationship between exam scores and teachers' qualifications. Egypt, Paraguay, and Kenya all observed negative relationships. This research on the impact of teacher attributes on academic achievement has yielded conflicting findings across nations. According to one source, better pupils are produced by better teachers. The combined results of these studies significantly support the idea that educated teachers make a difference in more advanced grades, especially for more difficult subjects, even though there may be evidence that untrained teachers can teach children literacy and numerals effectively (Ignacio, 2016).



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Table 4

Significant Difference in the Extent of Home-Related Factors as Factors Affecting the Reading Comprehension of Grade 6 Learners when grouped according to Variables

| Variable | Category | N | Mean Rank | Mann-Whitney U | p-value | Sig. level | Interpretation |
|---------------------------------|-------------------------------------|----|-----------|----------------|---------|------------|-----------------|
| Sex | Male | 16 | 16.19 | 101.00 | 0.667 | | Not Significant |
| | Female | 14 | 14.71 | | | | |
| Parents' Educational Background | Lower (Elementary Level/Graduate) | 8 | 18.91 | 66.50 | 0.320 | | Not Significant |
| | Higher (High School Level/Graduate) | 22 | 14.52 | | | | |
| Family Income | Lower (below Php 8,500) | 13 | 14.04 | 91.50 | 0.432 | 0.05 | Not Significant |
| | Higher (Php 8,500 and above) | 17 | 16.62 | | | | |
| Number of Siblings | Lower (below 4) | 12 | 18.54 | 71.50 | 0.124 | | Not Significant |
| | Higher (4 and above) | 18 | 13.47 | | | | |

The result showed that sex, parents' highest educational attainment, Family Income, and no. of siblings do not significantly affect the reading comprehension of grade 6 learners in terms of home-related factors. This result further proves that the learners' opinions in assessing home-related factors are uniformly the same regardless of their gender, parents' highest educational attainment, family income, or number of siblings. In the preceding tables, the respondents revealed that their parents' participation in managing their time at home, study versus playtime, is inconsistent, and to some, it is lacking. This shared experience among learners is actual across all groupings.

Khan (2016) came to a similar conclusion, parallel to this one. He investigated the effects of parental educational assistance on fourth-grade public school pupils' academic performance and self-perception. The study's conclusions showed that parental involvement in their kids' education consistently and favorably affects academic performance and self-perception.

Table 5



Significant Difference in the Level of Learners' Academic Performance in English when grouped according to Variables

| Variable | Category | t-value | p-value | Sig. level | Interpretation |
|---------------------------------|-------------------------------------|---------|---------|------------|-----------------|
| Sex | Male | -1.903 | 0.067 | | Not Significant |
| | Female | | | | |
| Parents' Educational Background | Lower (Elementary Level/Graduate) | 1.395 | 0.174 | | Not Significant |
| | Higher (High School Level/Graduate) | | | | |
| Family Income | Lower (below Php 8,500) | -0.285 | 0.777 | 0.05 | Not Significant |
| | Higher (Php 8,500 and above) | | | | |
| Number of Siblings | Lower (below 4) | -1.595 | 0.122 | | Not Significant |
| | Higher (4 and above) | | | | |

Across all groupings, the results indicated that learners' performance was almost equal across all levels. This can be attributed to the fact that learners in rural areas lack the necessary support to improve their performance. Unlike in cities, there is no or minimal internet connection in remote areas; there is minimal opportunity to watch good English programs aired on television. Another thing is that some parents in rural areas who are mainly doing agricultural work have limited time at home to help their children as they are primarily engaged in farming activities.

Topor (2016) asserts a persistent positive correlation between a child's academic achievement and parental involvement in their schooling. The processes behind this relationship, however, have not received much attention. The quality of the student-teacher relationship and the child's impression of cognitive capacity were the two possible explanations of this association that Topor's study looked at. Beyond the influence of a child's IQ, the results showed a statistically significant correlation between parental participation and academic achievement. According to a multiple mediation model, the relationship between parent participation and the child's performance on a standardized achievement exam was fully mediated by the child's judgment of cognitive competence.



Relational Analysis Between the Extent of Factors Affecting the Reading Comprehension of Grades 6 Learners and Their Level of Academic Performance

Table 6

Significant Relationship Between the Extent of Factors Affecting the Reading Comprehension of Grades 6 Learners and their Level of Academic Performance

| Correlates | N | <i>rho</i> | Level of Sig | <i>p</i> -value | Interpretation |
|---|----|------------|--------------|-----------------|-----------------|
| The extent of Factors Affecting Reading Comprehension | 30 | -0.190 | 0.05 | 0.314 | Not Significant |
| Level of Academic Performance | | | | | |

The result of the study shows that learners can perform independently, no matter how high or low the said factors may be. In the grand scheme, learners are meant to perform regardless of their teacher support or home learning environment, among others.

The same findings were found by Hijazi (2018) in this study on the connection between students' reading comprehension and their English proficiency at Yarmouk University in Irbid, Jordan. The results showed that pupils' English proficiency and reading comprehension were at a medium level. Furthermore, neither the pupils' achievement nor reading comprehension showed statistically significant changes.

Conclusion

The factors affecting the reading comprehension level of Grade 6 learners were greatly affected. However, the home factor appeared to be the strongest and most influential factor, followed by their study habits and teacher factor. The home factor is indeed the strongest because it is where learners begin their education, and it is their home where they stay because of the distance learning program in the new normal. Parents and older siblings in every home are looked up to as role models of the young learners. Thus, they are easily influenced by whatever they see at home. Parents who take time to study with their kids or help with their required outputs and projects may have children with good academic performance compared to those who do not share their time with children. Their study habit is the second-factor affecting learners' reading comprehension levels. This factor is usually associated with learners' motivation, self-



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worth, and outlook. The least effective is the teacher factor. This could be attributed to the fact that, at present, learners are distanced from the school and their teachers.

When grouped according to the aforementioned variables, the factors affecting Grade 6 pupils' reading comprehension level were all to a great extent. However, each of the aforementioned areas has its share of issues. Regarding home factors, the results showed that parents are not teaching their children how to manage their time. This is critical because the learners' academic performance will be significantly affected if they cannot balance their study time and playtime. Too much study time may deprive the children of their chance to be children, which, of course, requires recreation, fun, and play. On the other hand, too much playing may result in no longer having any study time. Parental control on time management is crucially needed in this sense.



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