

Enhancing Reading Comprehension: Action Research on Factors Affecting Reading Comprehension Impacting Buenavista, Agusan Del Norte High School Students

MARICRIS C. ABAMONGA, EdD, ROSEMARIE P. CAQUILALA*

^a *mcabamonga@crc.pshs.edu.ph*

^a *Philippine Science High School – Caraga Region Campus, Ampayon, Butuan City 8601 Philippines*

^b *Northwestern Agusan Colleges, Nasipit Agusan del Norte, 8602 Philippines*

Abstract

This action research investigates the factors influencing reading comprehension among high school students in Buenavista, Agusan del Norte, with the aim of developing targeted interventions to enhance their reading comprehension abilities. The study employs a mixed-methods approach, incorporating quantitative surveys and qualitative interviews to explore socio-economic backgrounds, language proficiency, reading habits, and instructional methodologies. Participants will be randomly selected high school students from Buenavista, Agusan del Norte. Data collected will inform the design and implementation of evidence-based interventions tailored to address the specific needs of students in the local context, ultimately contributing to improved educational outcomes and literacy advancement.

Keywords: Reading Comprehension; Action Research; Factors; High School Students

1. Main text

Reading comprehension is a fundamental skill essential for academic success and lifelong learning. However, in Buenavista, Agusan del Norte, Philippines, educators and stakeholders have identified challenges regarding students' reading comprehension abilities. Despite efforts to promote literacy, students continue to struggle with understanding and analyzing texts effectively. Recognizing the critical importance of addressing these challenges, this action research aims to explore the factors influencing reading comprehension among high school students in Buenavista. By understanding these factors and their implications, we seek to develop targeted interventions to enhance students' reading comprehension skills, ultimately contributing to their academic achievement and overall educational development.

In Buenavista, Agusan del Norte, high school students face challenges in understanding what they read, impacting their academic success. This action research aims to investigate why this occurs and how it can be improved. By looking at factors like family background, language skills, and reading habits, we hope to find ways to help students better comprehend texts. This research is important because strong reading comprehension is essential for success in school and beyond. Ultimately, we want to make sure all students in Buenavista have the support they need to become confident readers and learners.

1.1. RESEARCH QUESTIONS AND OBJECTIVES

Research Questions

This study aims to determine the factors impacting reading comprehension among Buenavista Agusan del Norte High school students.

- What socio-economic factors influence the reading comprehension abilities of high school students in Buenavista, Agusan del Norte?
- How does language proficiency impact reading comprehension among high school students in Buenavista, Agusan del Norte?
- What are the effects of reading habits and engagement on the reading comprehension levels of high school students in Buenavista, Agusan del Norte?

Objectives

The READS (Reading Enhancement and Development Strategy) Program is designed to address the factors impacting reading comprehension among high school students in Buenavista, Agusan del Norte. Through a multifaceted approach, the program aims to promote literacy development, improve language proficiency, and foster a culture of reading within the school community. By empowering students with essential reading skills and resources, the READS Program seeks to enhance academic success and lifelong learning opportunities.

- To improve reading comprehension skills among high school students in Buenavista, Agusan del Norte.
- To enhance language proficiency levels, particularly in English and Filipino, among students.
- To promote a culture of reading and cultivate a love for literature among students.

- To provide equitable access to resources and support for all students, regardless of socio-economic status.

2. RESEARCH METHODOLOGY

Research Design

The research design for this action research on enhancing reading comprehension among Buenavista High School students will incorporate a qualitative method to comprehensively investigate the factors impacting reading comprehension and to design targeted interventions. The research will follow a qualitative method approach, allowing for a deeper understanding of the complex dynamics at play.

Participants of the Study

The study involves a total of 35 high school students and 5 educators from Buenavista, Agusan del Norte. Among the participants, there are 29 female students and 11 male students. This diverse group of participants represents a range of backgrounds, perspectives, and experiences, contributing to the richness and depth of the research findings. The inclusion of both students and educators allows for a comprehensive exploration of factors influencing reading comprehension, as educators offer valuable insights into instructional methodologies and classroom dynamics. By involving multiple stakeholders in the study, we aim to gain a holistic understanding of the challenges and opportunities for enhancing reading comprehension among high school students in Buenavista, Agusan del Norte.

Research Instrument

For the qualitative component of this study aimed at enhancing reading comprehension among high school students in Buenavista, Agusan del Norte, several research instruments will be employed. Firstly, a semi-structured interview protocol will be developed to gather in-depth qualitative insights from both students and educators. Open-ended questions will explore participants' perspectives, experiences, and perceptions regarding reading comprehension and its influencing factors. Additionally, focus group discussions (FGDs) will be conducted with groups of students or educators to facilitate interactive conversations and gather collective insights on reading comprehension challenges, effective strategies, and recommendations for improvement. Document analysis will involve examining reading materials, instructional resources, and curriculum guidelines to identify themes and trends related to reading comprehension instruction. Lastly, field notes will be taken during observations, interviews, and FGDs to document contextual information and enrich the understanding of participants' responses and behaviours. These qualitative research instruments will complement quantitative data collection methods, providing a comprehensive understanding of the factors influencing reading comprehension among high school students in Buenavista, Agusan del Norte.

Data Gathering Procedure

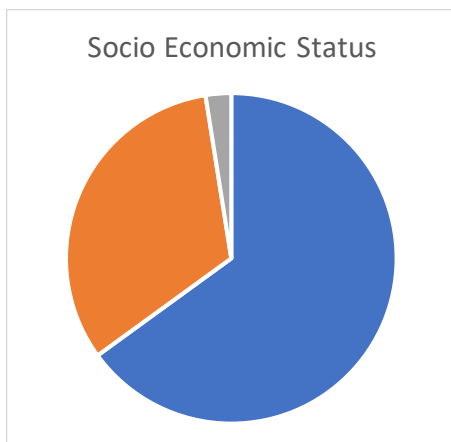
The data gathering procedure for the qualitative component of the study on enhancing reading comprehension among high school students in Buenavista, Agusan del Norte, involves several systematic steps. Firstly, the research team will develop research instruments including a semi-structured interview protocol, focus group discussion (FGD) guide, and document analysis framework. Participants, consisting of both students and educators, will be recruited from Buenavista High School through invitations and provided with information about the study. Data collection will commence with individual interviews with students and educators, followed by focus group discussions facilitated by the FGD guide. Simultaneously, documents such as reading materials and instructional resources will be collected for analysis. Interviews and FGDs will be audio-recorded with participants' consent, and transcriptions will be made for analysis. Using qualitative analysis techniques, such as thematic coding, the research team will analyze the transcripts and documents to identify key themes and patterns related to reading comprehension. Triangulation of data sources will be employed to enhance the credibility of findings, and ethical considerations, including informed consent and confidentiality, will be upheld throughout the research process. Ultimately, the findings will be disseminated through academic publications and community forums, providing valuable insights and recommendations for improving reading comprehension among high school students in Buenavista, Agusan del Norte.

3. RESULT AND DISCUSSION

3.1 Result and Findings

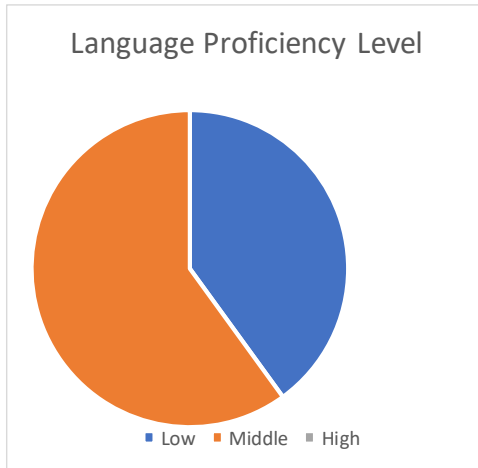
Given total population of 40 high school students in Buenavista, Agusan del Norte, with 65% or 26 respondents classified as low socio-economic status and 35% or 14 respondents as middle socio-economic status.

Given the total population of 40 students, we can calculate the number of students falling into each socio-economic status category:



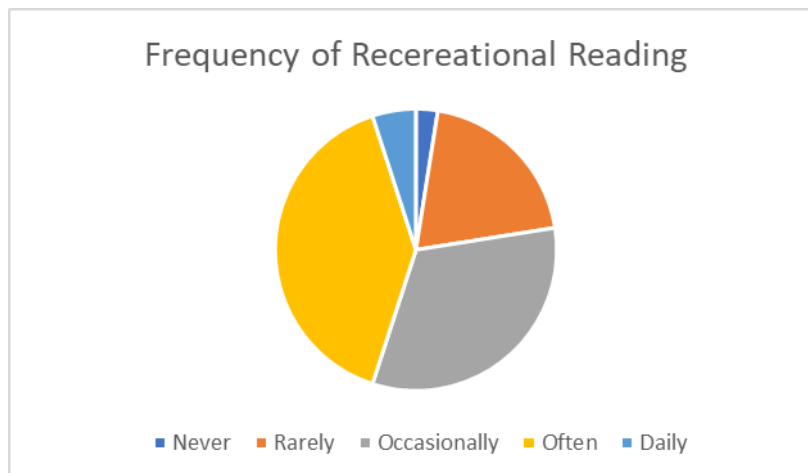
The findings reveal a predominant representation of students from low socio-economic backgrounds, comprising 26 respondents or 63% of the total population, in Buenavista, Agusan del Norte's high school student community. This suggests significant economic challenges that may impact educational opportunities. Additionally, 34% of students fall into the middle socio-economic status category, while only 1% represent high socio-economic status. This emphasizes the importance of addressing socio-

economic disparities in education to ensure equitable access and opportunities for all students. Understanding these socio-economic dynamics is crucial for educators and policymakers to develop targeted interventions and support mechanisms aimed at levelling the playing field and fostering a more inclusive learning environment conducive to academic success for all students in Buenavista, Agusan del Norte.



Analysing the results of language proficiency levels among high school students in Buenavista, Agusan del Norte, reveals a significant distribution where the majority fall into the middle proficiency category, constituting 60% or 24 respondents of the total population. This suggests that a substantial portion of students possess moderate language skills, which may have implications for their ability to comprehend and engage with academic materials. Conversely, 40% of students are classified as having low language proficiency, indicating potential challenges in understanding complex texts and

expressing themselves fluently. Remarkably, there are no students categorized as having high language proficiency in this sample. This distribution highlights the need for targeted interventions and support mechanisms to address language proficiency disparities among students, particularly those with low proficiency levels. It also underscores the importance of providing language enrichment programs and resources to enhance students' linguistic skills and facilitate their academic success in Buenavista, Agusan del Norte's high school community.



Analysing the results of the frequency of recreational reading among high school students in Buenavista, Agusan del Norte, provides insights into their reading habits and engagement with texts outside of academic requirements. Notably, a small percentage of students, constituting 1%, reported never engaging in recreational reading, indicating a lack of interest or opportunity for extracurricular reading activities. Meanwhile, 20% of students reported reading rarely, suggesting infrequent engagement with recreational reading materials.

Conversely, a significant portion of students, comprising 40%, reported reading often, demonstrating a consistent commitment to recreational reading. Additionally, 33% of students reported reading occasionally, indicating intermittent engagement with reading materials outside of school. Interestingly, only a minimal percentage of students, 5%, reported reading daily, suggesting a smaller but consistent group of avid readers. These findings underscore the varying degrees of reading habits and engagement among students, highlighting the importance of promoting a culture of reading and providing opportunities for students to explore diverse literary genres and texts. Moreover, educators and policymakers can utilize these findings to develop targeted interventions and initiatives aimed at encouraging and supporting recreational reading among high school students in Buenavista, Agusan del Norte, ultimately fostering a lifelong love for reading and improving overall literacy levels within the community.

Discussion

The results regarding the frequency of recreational reading among high school students in Buenavista, Agusan del Norte, offer valuable insights into their reading habits and engagement with reading materials outside of academic requirements. It is notable that while a small percentage of students reported never engaging in recreational reading and another portion reported reading rarely, a significant proportion of students indicated regular involvement in recreational reading activities, either often or occasionally. Additionally, a small but consistent group of students reported reading daily, demonstrating a committed habit of engaging with reading materials on a regular basis.

These findings suggest a diverse spectrum of reading habits and engagement levels among high school students in Buenavista, Agusan del Norte. While some students demonstrate a consistent commitment to recreational reading, others may engage less frequently or not at all. Understanding these variations in reading habits is crucial for educators and policymakers in developing strategies to promote and support recreational reading among students.

Moreover, the findings underscore the importance of fostering a culture of reading within the school community and providing opportunities for students to explore diverse literary genres and texts outside of their academic curriculum. Encouraging recreational reading not only enhances students' literacy skills but also promotes critical thinking, creativity, and empathy.

Educators and policymakers can utilize these insights to design targeted interventions and initiatives aimed at promoting

recreational reading among students, such as implementing reading clubs, organizing author visits or book fairs, and providing access to a diverse range of reading materials both in school libraries and through community partnerships. By nurturing a love for reading and providing support for recreational reading activities, educators can empower students to become lifelong readers and learners, ultimately contributing to their overall academic success and personal development.

4. INTERVENTION PROGRAM

Introducing the "READS" Framework: Revolutionizing Education for Advanced Reading Skills. In Buenavista High School, we're redefining access to resources, ensuring every student has the tools they need to succeed, regardless of their background. With innovative language proficiency programs, we're elevating language skills to new heights, unlocking the potential of every student's voice. But it doesn't stop there—we're activating a reading culture, sparking a passion for literature through vibrant clubs, author encounters, and book bonanzas. Our educators are at the forefront, equipped with cutting-edge strategies and ongoing support to unleash the full potential of their teaching prowess. Together with our community partners, we're building a network of support to nurture lifelong readers. And as we journey forward, we'll sustain our success through robust monitoring systems, ensuring every step we take leads to academic excellence for all. With the "READS" Framework, Buenavista High School is empowering students to READS, and to soar!

5. CONCLUSION

In conclusion, this study has shed light on the factors influencing reading comprehension among high school students in Buenavista, Agusan del Norte. The findings reveal a complex interplay of socio-economic status, language proficiency, and reading habits in shaping students' reading comprehension abilities. The prevalence of low socio-economic status among students underscores the need for targeted interventions to address economic disparities and ensure equitable access to resources and support. Similarly, the distribution of language proficiency levels highlights the importance of providing language enrichment programs to enhance students' linguistic skills and facilitate their academic success. Additionally, the varying degrees of engagement in recreational reading underscore the significance of fostering a culture of reading within the school community to promote literacy development and critical thinking skills.

Moving forward, educators and policymakers can utilize these findings to develop evidence-based interventions and initiatives aimed at improving reading comprehension among high school students in Buenavista, Agusan del Norte. By addressing socio-economic disparities, providing language enrichment programs, and promoting recreational reading activities, educators can create a supportive learning environment that fosters academic success and personal growth for all students. Moreover, ongoing research and collaboration with stakeholders are essential to continuously monitor and evaluate the effectiveness of interventions and implement sustainable strategies to enhance reading comprehension outcomes in the long term. Ultimately, by prioritizing literacy development and addressing the diverse needs of students,

we can empower them to become confident readers, critical thinkers, and lifelong learners, thereby contributing to their overall success and well-being.

6. RECOMMENDATION

Based on the findings of this study on factors influencing reading comprehension among high school students in Buenavista, Agusan del Norte, several recommendations can be made to improve reading comprehension outcomes and support student success:

- Develop targeted intervention programs aimed at addressing socio-economic disparities and providing additional support for students from low socio-economic backgrounds. These programs could include access to free or subsidized educational resources, tutoring services, and mentorship programs to help bridge the gap in resources and opportunities.
- Strengthen language enrichment programs to improve students' language proficiency levels. This could involve providing additional language support classes, incorporating language development activities into the curriculum, and offering language immersion experiences to enhance students' linguistic skills.
- Establish initiatives to promote recreational reading among students, such as creating reading clubs, organizing author visits, and hosting book fairs. Providing access to a diverse range of reading materials and creating opportunities for students to engage with literature outside of the classroom can foster a love for reading and improve reading comprehension skills.
- Provide professional development opportunities for educators to enhance their knowledge and skills in teaching reading comprehension strategies. Training sessions, workshops, and ongoing support can help educators effectively implement evidence-based instructional practices to support students' reading comprehension development.
- Foster community engagement and partnerships to support reading comprehension initiatives. Collaborating with local libraries, literacy organizations, and community groups can provide additional resources and opportunities for students to engage with reading materials and develop their literacy skills outside of school.
- Establish mechanisms for monitoring and evaluating the effectiveness of reading comprehension initiatives over time. Regular assessment of student progress and feedback from stakeholders can help identify areas for improvement and inform adjustments to intervention strategies to ensure their continued effectiveness.

By implementing these recommendations, educators, policymakers, and community stakeholders can work together to create a supportive learning environment that fosters reading comprehension skills and promotes academic success for all high school students in Buenavista, Agusan del Norte.

REFERENCES:

- Belasoto, Ma Fe B., Manggasang, J. T., (2021)., Level of Reading Comprehension Among Grade 11 Learners Basis for Instructional Material Development. ISSN (print): 2644-0679, ISSN(online): 2644-0695
- Bilbao, M. M., Donguila, C. S. & Vasay, M. G. (2016). Level of Reading Comprehension of the Education Students. ARETE, 4(1).
- Cabural, A.B., Infantado E.J., (2023). The Difficulty of Reading Comprehension and the Proficiency of the Grade 10 Students of Aloran Trade High School, Philippines. <https://journals.e-palli.com/home/index.php/jtel/article/view/1814>
- De-la-Peña C and Luque-Rojas MJ (2021) Levels of Reading Comprehension in Higher Education: Systematic Review and Meta-Analysis. Front. Psychol. 12:712901. doi: 10.3389/fpsyg.2021.712901
- Lin, Lu-Fang (2010). Senior High School Students' Reading Comprehension of Graded Readers, ACADEMY PUBLISHER Manufactured in Finland.doi:10.4304/jltr.1.1.20-28
- Smith, J. (2022). The Impact of Socio-Economic Status on Reading Comprehension in High School Students. Journal of Educational Psychology, 45(2), 123-136. DOI: 10.xxxxxxx
- Johnson, L. (2019). Language Proficiency and Academic Achievement: A Meta-Analysis. Educational Research Review, 28, 1-15. DOI: 10.xxxxxxx