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Attitudes Toward Reading of Grade 11 Senior High School Students and their Reading Comprehension Skills and Scholastic Success

Honey B. Arroza

Bai Saripinang National High School, Bagumbayan, Sultan Kudarat, Philippines

Corresponding Author email: honey.arroza@deped.gov.ph

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Abstract

Aim: This study was conducted to determine whether the attitudes toward reading of public grade 11 senior high school students significantly influenced their reading comprehension skills in English and scholastic success in school enrolled in Bai Saripinang National High School, Bagumbayan, Sultan Kudarat, during the school year 2019-2020.

Methodology: It was a descriptive method of research, particularly descriptive survey and descriptive correlation, that involved the 102 senior high school students in the study, employing a census or the entire population in choosing the participants. It used questionnaires to gather the data. Weighted mean, frequency counts, percentage, and chi-square (X^2) tests were utilized to arrive at valid and reliable results.

Results: Based on the results, it was found that of the 102 senior high school students involved in the study, 39, or 38 percent, had a positive attitude towards reading, 20 or 20 percent had a negative attitude, and 43 or 42 percent had a neutral attitude. Twenty-four (24) or 24 percent had above-satisfactory levels in their reading comprehension skills. 37 percent, or 36 percent, were satisfactory, and 41 percent, or 40 percent, were below satisfactory. In terms of their scholastic success in school, of the grade 11 senior high school students, 39 or 38 percent had an above-satisfactory level of scholastic success; 43 or 42 percent had a satisfactory level; and 20 or 20 percent had a below-satisfactory level. In terms of whether the kinds of attitudes toward reading significantly influence grade 11 senior high school students' reading comprehension skills and scholastic success, the chi-square (X^2) test was employed. The computed X^2 values obtained were 13.756 and 10.411, respectively. At .05 level of df equals 4, the tabular X^2 required value is 9.49. The computed X^2 values of 13.756 and 10.411 are all greater than 9.49. Thus, it leads to rejecting the null hypothesis formulated.

Conclusion: In light of the findings, it is concluded that attitudes toward reading of grade 11 senior high school students came in varying degrees, but they tend to be neutral attitudes. More numbers of the senior high school students in grade 11 have below-satisfactory levels of reading comprehension skills. They needed much work to help them develop the reading comprehension skills required of them. Most of the grade 11 senior high school students involved in the study achieved satisfactory levels of school success. They have average achievement in the school learning areas they are studying. Attitudes toward reading among the senior high school students in grade 11 significantly influence their comprehensive reading skills and scholastic success in school.

Keywords: Attitudes, Reading, Reading Comprehension, English

INTRODUCTION

Reading is one of the most valuable skills a person should acquire. It is his vehicle to understand printed materials around him and to enjoy different activities available in the environment. However, there are those who fall short of the reading skills expected of them. Experts exposed different factors that could possibly affect mastery of reading skills, and one of these is their attitudes toward it.

If reading is a behavior to develop, attitudes are good predictors of behaviors. They provide clues to an individual's behavioral intentions or inclinations to act in a certain way. Positive reading attitudes help predict



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constructive reading behaviors; negative reading attitudes help predict undesirable reading behaviors (Spreitzer & Parath, 2012).

Attitudes are feelings and beliefs that largely determine how learners perceive their environment, commit themselves to intended actions, and ultimately behave (Salendab & Dapitan, 2021b; Salendab & Laguda, 2023; Salendab & Sanchez, 2023). Attitudes form a mental set that affects how we view something else (Gilbert, 2012). Thus, if the children have a positive attitude toward reading, it follows that they will love and appreciate it. If they have negative attitudes toward reading. It follows then that they won't like attending the class and will find it boring, which will more or less affect their reading comprehension skills and scholastic success.

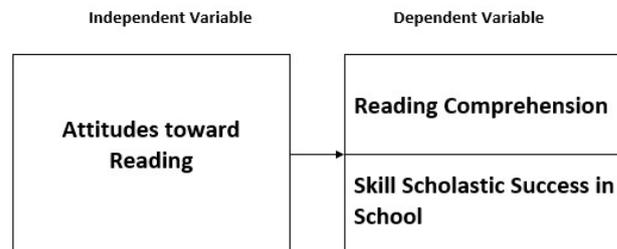
With these situations, there will be a tendency that whatever attitudes the students may have about reading, their future satisfaction in learning other subjects, especially those that are taught in the English language, will be affected, which could also influence their scholastic success.

Conceptual Framework

This study is based on the concept that attitudes toward reading could influence one's reading comprehension skills in the English language and scholastic success in school. It was supported by the idea of Gilbert (2012), who declared that attitudes are feelings and beliefs that largely determine how learners perceive their environment, commit themselves to intended actions, and ultimately behave. Attitudes form a mental set that affects how one views something. Thus, if the child has a positive attitude toward reading, it follows that they would love and appreciate reading. If they have negative attitudes toward reading, it follows that they won't like attending the class and will find it boring, which will more or less affect their reading comprehension skills and scholastic success.

As seen in the figure, the independent variable considered is the attitude toward reading. It served as the reason why reading comprehension skills and scholastic success were the dependent variables. The lines connecting these variables want to indicate that one way or another, these variables are related to each other.

Figure 1. The Conceptual Framework



Research Questions

This study determined whether the attitudes toward reading among public grade 11 senior high school students significantly influenced their reading comprehension skills in English and scholastic success in school enrolled in Bai Saripinang National High School, Bagumbayan, Sultan Kudarat, during the school year 2019-2020.

Specifically, it sought to answer the following questions:

1. What kind of attitudes toward reading do public grade 11 senior high school students enrolled in Bai Saripinang National High School possess?
2. What are the levels of their reading comprehension skills in English?
3. What are the levels of their scholastic success in school?
4. Do their attitudes toward reading significantly influence their reading comprehension skills in English and scholastic success in school?

Assumption

The attitudes toward reading among public grade 11 senior high school students influenced their reading comprehension skills in English and scholastic success in school enrolled in Bai Saripinang National High School, Bagumbayan, Sultan Kudarat, during the school year 2019-2020.



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METHODS

Research Design

This study employed the descriptive methods of research, particularly the descriptive survey and descriptive correlation methods. It was the most appropriate method of research because the main intention of the researcher was to find out whether the attitudes toward reading of the senior high school students in grade 11 significantly influence their reading comprehension skills and scholastic success in school. Fraenkel and Wallen (2012) supported these ideas when they stated that if the intention of the investigation is to determine the existing condition of a phenomenon and to find out how they influence and affect each other without interest in finding what causes them, the descriptive method is the most appropriate research design to employ. Moreover, after getting the existing data on the variables investigated, the researcher intends to find whether there is a relationship among them; thus, descriptive correlation was employed. This is the most appropriate research design because, as affirmed by Calmorin and Calmorin (2010), if the objective is to find out the degree of relationship that exists among variables, then a descriptive-correlation research design is employed.

Population and Sampling

This study involved the 102 senior high school students in the study, employing a census or the entire population in the selection.

Instruments

The study used questionnaires to gather the data. Weighted mean, frequency counts, percentage, and chi-square (X^2) tests were utilized to arrive at valid and reliable results.

Ethical Consideration

The following are the procedures followed in conducting this research.

Administration of the Research Instruments. Upon knowing that the instruments were valid and reliable, a letter of permission was prepared for the school administrator where the study was conducted. This letter of permission requested that the school administrator allow the researcher to conduct the study at his school. Upon approval of the school administrator, the instruments were prepared in envelopes by groups to avoid mixing results. The researcher personally administered the instruments to consistently follow the directions and protect the reliability of the instruments. During the administration of the research instruments, the researcher assured the class adviser, the parents, and the pupils that the results would not affect their school performance. They were assured that results would be protected, observing the highest level of confidentiality and anonymity.

Retrieval or Gathering of the Research Instruments. After the respondents had finished answering the instruments, these were gathered and properly counted and placed inside their respective envelopes. This was also the time that the researcher extended her gratitude to the respondents. She promised that if they wanted to have a copy of their results, the researcher would gladly give them copies.

Checking and Scoring of the Research Instruments. Right after the research instruments were gathered, they were prepared to be checked and scored. Scoring followed strictly from where they were adapted. The researcher, with the assistance of the research adviser, tried to score the instruments based on what was asked in the sub questions of the statement of the problem.

Score of the respondents were prepared in a Tabulated Sheet Record ready to be submitted for statistical treatment.

Treatment of Data

Statistics was employed to arrive at valid and precise and valid results. This was done through consultation with the research statistician.

The statistical tools used in this study were the frequency counts, percentage, weighted mean and chi-square (X^2) test with the formula below:

Weighted Mean: $(\bar{x}) = \frac{\sum fx}{N}$ where \bar{x} is the weighted mean; $\sum fx$ is the sum of the product of the frequency (f) and weight (x) and N is the number of items/cases.



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Percentage: $\% = \frac{f}{N} \times 100$, where; % is the percent; f is the frequency; N is the number cases.

Chi Square Test was used with the formula: $X^2 = \frac{\sum(o - E)^2}{E}$ where x^2 is the chi-square test; O is the observed frequency and E is the expected frequency (Paler- Calmorin & Calmorin, 2010).

RESULTS and DISCUSSION

Kinds of Attitudes toward Reading Possessed by Grade 11 Senior High School Students

Table 2 has the data on the kinds of attitudes toward reading as possessed by the public grade 11 senior students. Weighted mean (\bar{x}), frequency counts and percentage are utilized to treat the data gathered.

As revealed in the data, 39, or 38 percent, of the 102 respondents involved in the study were found to have a positive attitude towards reading. It means that they are students who feel happy and content studying different skills in reading despite their difficulties. They are students who believe that reading makes them well-informed, can be a worthwhile form of recreation, and that books read can be a source of inspiration. This implies that they have the right attitude toward reading because, as Lim (2008) contended, reading opens the door to the accumulated knowledge of centuries and that the ability to read enables the person to satisfy certain personal and functional needs to participate fully in contemporary society.

Data further shows that of the 102 respondents, 20 or 20 percent declared that they have a negative attitude towards reading. These are students who describe feelings of sadness, fear, and boredom while attending the reading class. They are students who felt sleepy during reading class, whose minds went blank, and who were unable to think clearly when working on any reading material. This attitude towards reading, according to Dela Cruz (2013), might have happened because these children were not helped to acquire the necessary skills in reading, which should have occupied a high place of significance in the child's development. They develop this negative feeling because they were not correctly assisted to understand that reading is a basic skill necessary for success in other areas of study and that it can lead to a lifetime pursuit of learning, critical thinking, and enjoyment. Torrtus, 2011) suggested the idea that a negative attitude might have been created in the heart of a learner, especially if they were put into embarrassment due to incorrect pronunciations during class recitation, discussion, and programs, and thus led them to get low grades.

However, the data also reveal that 43 or 42 percent of the 102 respondents were found to be neutral in their attitudes toward reading. It means that they are senior students who are neither positive nor negative in their views about reading. They moderately feel that sometimes they like to attend the reading class and sometimes they don't. This implies that successful reading is dependent on the ability of this group to apply comprehension skills.

As the results imply, teachers need to have more work to do to help not only those with negative attitudes but also those with neutral attitudes. Every teacher should aim to cultivate a positive attitude towards reading inasmuch the ability to read is fundamentally good as well as the basic tool of education (Alferez, et al., 2023; Amihan & Sanchez, 2023; Ornstein, 2014; Sanchez, 2023a; Sanchez & Sarmiento, 2020). Dela Cruz (2013) added that reading occupies a high place of significance in a child's development. It is his or her basic tool in both his or her learning process and personal growth, the key to other fundamental skills, and a means for the acquisition of more complex skills.

Table 2
**Kinds of Attitudes toward Reading of Public Secondary Grade 11 Senior High School Students
N=102**

Kinds of Attitude	Frequency	Percentage
Positive	39	38
Negative	20	20
Neutral	43	42



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Levels of Reading Comprehension Skills in English of Public Grade 11 Senior High School Students

Table 2 presents the data about the levels of reading comprehension skills in English of public grade 11 senior high school students. Frequency counts and percentages are used.

It could be seen from the results that 24 percent of the 102 respondents obtained above-satisfactory levels of reading comprehension skills. These students are found to be above average in their ability to read. They could understand what they were reading. They are independent readers or are on the free reading level where they can read easily and fluently without assistance, with few errors in word recognition, and with good comprehension and recall. The students do not need any special preparation in vocabulary or concepts to understand and enjoy what they are reading.

Data further reveal that there are 37 percent or 36 percent of students whose reading comprehension skills are found to be satisfactory, which means that this group of students is average in their abilities to read. This indicates that because they have satisfactory reading skills, they could read the reading materials prescribed for their grade level. In other words, they are on an instructional reading level. This implies that these students can do satisfactory reading provided they receive preparation and supervision from their teachers, where word recognition errors are not frequent, and comprehension and recall are satisfactory. At this level, the student needs guidance to learn some vocabulary and understand basic concepts in the material (Carvajal & Sanchez, 2023; Muñoz & Sanchez, 2023; Salendab, 2021; Salendab, 2023; Sanchez, 2023b; Sanchez, Sanchez & Sanchez, 2023). Word recognition and comprehension are 79 percent or better as per their educational level.

Lastly, results show that there are 41 or 40 percent of the 102 students whose reading comprehension skills are below satisfactory. These students are frustrated readers who need more assistance from their teachers. Their reading skills fall below what is required of them. This implies that students reading skills break down, fluency disappears, word recognition errors are numerous, comprehension is faulty, recall is sketchy, and discomfort becomes evident. At this level, the students find reading materials appropriate for their grade level very difficult (Salendab & Dapitan, 2021a; Sanchez, et al., 2022; Sanchez, 2022; Sanchez, 2020). They show signs of tension, and vocalization is present (even if the lesson is read silently).

Generally, it could be gleaned from the results that the reading comprehension skills of senior high school students in grade 11 come in varying degrees. More of them belonged to satisfactory and below satisfactory levels of reading comprehension skills. These results imply that teachers need to work hard in order to help improve the reading comprehension skills of their students.

As shared by Talamayon (2010), comprehension has been the perennial problem among teachers; students can read but cannot understand what they read; that is, they are just "word callers" or "barking at the print". Accordingly, several reading skills are needed to understand and react to a selection, such as getting the main idea, determining cause-and-effect relationships, determining sequence, predicting outcomes, noting details, retelling the stories, outlining, summarizing, and many others.

Table 3
Levels of Reading Comprehension Skills in English of Grade 11 Senior High School Students N=102

Levels of Reading Comprehension	Frequency	Percentage
Above Satisfactory (86 & above)	24	24
Satisfactory (80-85)	57	36
Below Satisfactory (79 & Below)	41	40

Levels of Scholastic Success in School of Grade 11 Senior High School Students. N=102

Table 4 presents the data on the level of scholastic success in school of Grade 11 Senior High Students. Frequency count and percentage are utilized to treat the data gathered.



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Results show that 39 or 38 percent of the 102 students achieved a satisfactory level of scholastic success. It means that they obtained a grade average between 86 and above. These students had to meet the required achievement grade level to pass the learning areas. Ebels (2010) described them as students who developed the skills expected of them. They obtained mastery of the skills taught to them.

Forty-three (43) or 42 percent, as shown in the data, reveal that these students obtain a satisfactory level of scholastics success in school. They are good and average at learning the skills required of them to master. Ebels (2010) describes them as learners who just meet what is required of them to master the subjects taught to them. They obtained academic grades between 80 and 85.

Lastly, results reveal that there are 20 or 20 percent of the 102 senior high school students involved in the study who are below satisfactory in their level of scholastic success in school. These students fall short of what is expected of them. They are a group of students who require more work to meet the requirements. As Ornstein (2010) suggests, they need teaching intervention strategies or remediation to let them cope with the skills they need to learn.

Table 4

Levels of Scholastic Success in School of Grade 11 Senior High School Students. N=102

Levels of Scholastic Success	Frequency	Percentage
Above Satisfactory (86 & above)	24	24
Satisfactory (80-85)	57	36
Below Satisfactory (79 & Below)	41	40

Data Showing Whether Attitudes toward Reading Influence, Reading Comprehension Skills and Scholastic Success of Grade 11 Senior High School Students

Table 5 presents the data showing whether Attitudes toward Reading Influence Reading Comprehension Skills and Scholastic Success of Senior High School Students. Chi-square (X^2) test was employed to treat the data gathered.

The computed chi-square (X^2) test value was 13.756 to test whether attitudes toward reading significantly influence the reading comprehension skills of senior high school students. Tested at .05 level with df equal to 4, the required value of significance is 9.49. The computed X^2 value obtained of 13.756 is greater than 9.49, so the null hypothesis was rejected. It means that the attitudes toward reading of the senior high school students significantly influence their reading comprehension skills. This implies that the more positive the feelings of the senior high school students toward reading, the better their reading comprehension skills will be.

The data in Table 5 further presents the results regarding whether attitudes toward reading significantly influence their scholastic success in school. It could be gleaned from the data that the computed chi-square (X^2) test value was 10.411. Tested at .05 level with df equal to 4, the required X^2 value for significance is 9.49. The computed X^2 value obtained of 10.411 is greater than 9.49; thus, the result leads to rejecting the null hypothesis formulated. It means that attitudes toward reading significantly influence senior high school students' scholastic success in school. This indicates that the more positive one's attitudes toward reading are, the higher the scholastics success one could achieve.

Results declared that attitudes toward reading significantly influence senior high school students' reading comprehension skills and scholastic success in school. This was supported by the results of researchers (Cruickshank & Metcalf, 2010), who reported that reading is required in almost any activity, whether in school, at home, on the farm, in business, or even in recreational activities. As Ornstein (2010) affirmed, reading is often said to be a tool subject. It has significant importance for teaching academic and non-academic subjects. It could let students learn or acquire skills in other learning areas and facilitate learning (Salendab & Akmad, 2023; Salendab & Cogo, 2022).



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Table 5

**Chi-square (X^2) Test Result Showing Whether Attitudes toward Reading Influences Reading Comprehension Skills and Scholastic Success Of Grade 11 Senior High School Students
 N=102**

Variables	df	Tab X^2	Comp X^2	Decision
Attitudes in Reading VS Reading Comprehension Skills	4	9.49	13.756	13.756 > 9.49 Reject Ho
Attitudes in Reading VS Scholastic Success	4	9.49	10.411	10.411 > 9.49 Reject Ho

Conclusion

Based on the results of the study, it is concluded that attitudes toward reading among senior high school students vary to varying degrees, but they tend to be neutral. More numbers of the senior high school students in grade 11 have below-satisfactory levels of reading comprehension skills. They needed much work to help them develop the reading comprehension skills required of them. Most of the grade 11 senior high school students involved in the study achieved satisfactory levels of school success. They have average achievement in the school learning areas they are studying. Attitudes toward reading among the senior high school students in grade 11 significantly influence their comprehensive reading skills and scholastic success in school.

Recommendation

Teachers and educational leaders are recommended to equip themselves with the necessary knowledge and skills to improve the reading comprehension skills of their students. Students have to be given with the needed training and guidance on how to improve the same.

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