

## **Determinants of Reading Interest and Cognitive Development in Adolescents: Implications for Mental Health**

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### **Abstract**

This study aimed to determine the extent of influence of the reading interest contingencies of high school students in relation to their reading comprehension skills. It utilized the descriptive-correlational research design. Data were gathered through survey and reading comprehension test to 230 respondents. The study showed that students did not meet the expectations required of them of their reading comprehension skills. The reading interest contingencies (attitude, intention, and subjective norms) were assessed to have high influence on students' reading interest. Findings also revealed that there was a significant relationship between the students' reading interest contingencies and their reading comprehension skills. However, the degree of relationship was weak which means that the three reading interest contingencies were not strong predictors of their comprehension skills. Moreover, a significant relationship was found between students' profile (sex and family monthly income) and their over-all reading comprehension skills. However, the degree of relationship was weak which implied that the profile variable of the students slightly contributed to the reading comprehension skills. Meanwhile, the mean percentage score indicated in sex revealed that female students had a slightly higher level of reading comprehension skills compared to male. Finally, the data revealed that the sex of the students was not significantly related to their over-all reading interest contingencies. This implied that male and female students had more or less the same

reading interest. On the other hand, the family monthly income of the students was significantly and directly related to the over-all reading interest contingencies. However, the degree of relationship was weak which means that their income slightly predicted their over-all reading interest contingencies.

*Keywords: reading interest contingencies, reading comprehension skill*

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## **Chapter I**

### **The Problem and Its Scope**

#### **Introduction**

Reading is an indispensable 21<sup>st</sup> century skill. It establishes the acquisition of knowledge and empowers men with various skills and experiences. Hence, its significance should not be underrated (Kavi, Tackie, & Bugyei, 2015). Similarly, the US Department of Education (2005) stated that reading is a prime factor to success in school and life. One who has the inability to read tends to decline from achieving success. Thus, reading is considered as a highly valued competency in our technology-driven world today. However, the process of learning to read is considered effortless and enjoyable for some students but boring and grueling for others. Some students read in order to learn while others desert from it because they find it complicated.

Research reveals that students' attitude towards reading is influenced by a lot of factors that affect them. Walab as cited by Khairuddin (2013) stated that secondary school students spend much of their time in extracurricular activities. Students also encounter personal problems such as they need to look after their younger siblings or help their parents do the household chores. Students nowadays have easy access to various leisure activities. Instead of engaging in reading activities, most of the students' time is squandered in watching TV, films, and in playing computer and video games which become detrimental to recreational reading (Kavi, Tackie, & Bugyei, 2015).

Teachers nowadays face the challenge of improving students' reading ability and comprehension. Only very few students visit libraries now as compared to a couple of decades back. This is may be because any information can now readily be accessible

through the help of technology such as computers, smart phones, laptops, and tablets. According to Kavi, Tackie, and Bugyei (2015), students' attention is lured on the recent innovative and tempting gadgets like TV, computer and videogames, thereby leaving the books in just the corner of the libraries or homes. This is augmented by Hindu as cited by Igbokwe and Obidike (2012) who noted that the reading habits of students are fast changing and seem gone due to technological development. They added that students spend their time in watching TV, films, in playing computer and video games instead of reading their books, learning and doing assignments assigned to them in school. Students spend more hours on electronic media. Browsing the net, watching videos, and playing online games seem to be the routine of the day ignoring the importance of reading. For most school children and adults, reading becomes an archaic idea. It is clear that there is an intense competition now between books and these gadgets which resulted to the decline in the reading interest of students.

Though this advancement in technology may be seen as a boon in the education system in the 21st century, when it comes to classroom setting, a lot of students are still struggling in reading and this is especially true in comprehension based on the result of oral reading verification (ORV) program conducted every school year where the four quadrants or categories, independent, instructional, frustration, and non-reader determine students' reading level. Most students belong to the third quadrant which means that they can read fast but they lack comprehension. This is supported by Coutant and Perchemlides (2005) who reveal that many adolescents can read, but the problem in their reading is that they fail to understand the words.

This may be true for it is said that though many can read, very few succeed in comprehension (Abbot, 2001). This is a matter of concern because comprehension is an important skill that must be developed not only in English classes but also in other subject areas.

On the other hand, it is also said that most people strive to do a good job of what they enjoy or what they are interested in (Abbot, 2001). According to Seitz (2010), reading is imperative, yet it often entails choice; hence interest is vital to engage students in reading. Guthrie and Wigfield as cited by Seitz (2010) noted that interest stimulates behavior towards reading.

The preceding aspects give light on the idea that interest may influence reading comprehension which is the main focus of this study. If students are interested in reading and find it enjoyable, then they would spend time engaging in this activity where they can learn new vocabularies, gain insights, and gather pieces of information.

If only students are motivated and interested in reading, comprehending the text will not be a problem. In addition, improving comprehension starts with the ability to comprehend text and meaning and it is only possible if one relates with the reading text itself. Thus, if one has interest in reading, then understanding the text would less likely be a problem. Determining the extent of influence of reading interest of the students in relation to their reading comprehension skill is the basis of the conduct of this study.

### **Theoretical Background of the Study**

This study is anchored on Icek Ajzen's Theory of Planned Behavior which proposed that attitude towards behavior, subjective norms, and perceived behavioral control together shape an individual's behavioral intentions and behaviors (Ajzen, 1985). The theory supports the purpose of this study which is to investigate the influence of students' reading interest towards their reading comprehension skills.

The theory upholds the assumption that the intentions of the individual largely reflect his personal attitudes or their perception on the extent of favorability of an act. This theory also assumes that the subjective norms that the individual is exposed to will also have an impact on his intentions. If society demonstrates general favorability towards an act, it is likely that the individual will think the same, his intentions largely shaped by the extent of approval (and disapproval) by family, friends, co-workers, or pretty much any person he trusts. Moreover, the intentions and the resulting behaviors of the individual are affected by their perceived behavioral control, or what they think and believe to be their ability to actually perform or engage in the said behaviors (Ajzen and Fishbein, 1980).

In relation to the study, the researcher is committed to find out if the key elements (attitude, intention and subjective norms) affect students' behavior towards reading.

Fishbein and Ajzen (1980) postulated that the important causal role accorded the belief system of an individual. In their straightforward conceptualization, causation was seen to proceed in general from beliefs to attitudes to intentions and then to behaviors.

Matthewson postulated that the decision to read is the joint effect of intention, attitude, and subjective norms, all three of which are subject to contingencies (1985).

Attitude towards reading is contingent on the strength of attitude, personal purposes for reading, and importance ascribed to specific reading activity being considered.

Furthermore, intention to read is contingent on the availability of help, availability of materials, interest in topic, time constraints, physical environment, presence of competing options, physiological state, and nature of specific text. Moreover, subjective norm is contingent on identity of others, possible conflicts among expectations, nature of specific expectations, and externally imposed purposes for reading (Mckenna,1994).

Relative to the study, the elements: attitude, intention, and subjective norms are used as indicators of the students' reading interest contingencies that are assumed to have direct influence in their reading comprehension skills.

## **Review of Related Literature and Studies**

Reading materials and literature related to the study which give emphasis on students' reading interest and reading comprehension skills are hereby cited to provide framework and support to this investigation.

**Importance of reading.** It is said that one of the fundamental skills that must be developed in every learner is reading. It is an essential factor for students' success in school. According to Mckool (2007), there is a relationship between students' reading habits and their success in school. It has been found that students' academic levels actually decrease if they do not read during their free time.

Palani (2012) postulates that effective reading is the gateway to effective learning. Reading is intertwined with the total educational process; hence educational success requires successful reading habit. He believes that reading requires comprehension.

**Reading interest.** It is said that interest is the persistent tendency to feel interested and excited to do something. Hence, it can be established, learned and developed; likewise it may arise because of a habit. Interest brings solid influence on learning. As it has been said that people stay positive, more persistent, and engaged in tasks they find interesting (Ainley, Hidi & Berndorff, 2002). Similarly the research conducted by Clark and Rumbold (2006), showed that students' effort, learning, motivation and attitude improve when they are being taught and have access to many different reading materials that they enjoy.

Based on the fourth principle of reading comprehension by McLaughlin, motivation is an essential factor in reading comprehension. Students are motivated to read if teachers create the right environment, make compelling texts available, and

instill intrinsic motivation (McLaughlin, 2012). Interest also has a strong influence on learning. Individuals are more persistent, engaged, and positive towards tasks they find interesting (Ainley, Hidi & Berndorff, 2002). Since interest has an influence on learning, it should also be noted that interest in reading may have an influence on reading comprehension.

Researchers like Kavi, Tackie and Bugyei (2015) posited that a child must have an interest in something so that he can learn in earnest. Furthermore, the size of interest will greatly affect a person's attitude towards the activity he was doing. For some people, reading is construed as part of the daily routines; hence it is interpreted as a hobby. Interest in reading for some students is very necessary especially when it is something that facilitates the learning process. With self-interest in reading, students will be motivated to learn independently, thereby attaining the heights of learning achievement.

Consequently, reading interest has also an influence in the academic success, for students who love to read will gain more ideas which in turn make them more innovative and creative (Grabe, 2003). This is further supported by Khairuddin who propagates that the students who have little or no interest in reading will not be able to force themselves to pick up a book and read for academic purposes, let alone to read for pleasure (Khairuddin, 2013).

Research shows that individual interests and situational interests bring a great impact to students' learning and reading comprehension. Several studies have confirmed that personally high-interesting topics, text segments, and passages ease children's as well as college students' understanding of the text, inferencing, and retention.

In a study of Guthrie and colleagues (2006), they established that a high number of appealing tasks increased students' interest and that motivation has a positive effect on reading comprehension. The tasks and the reading materials assigned to the students must be something that they can contextually relate to increase motivation.

Students have several reasons that motivate or demotivate themselves to read. This is confirmed in a study of Guthrie, Wigfield, and colleagues as cited by Klauda (2008) who have found that children have a variety of motivations for reading (or not reading). Their motivations include but not limited to their beliefs about themselves as readers and their reading ability, how important they find reading and the outcomes they might satisfy through reading.

There are three categories of interest which include situational interest, individual interest and topic interest. Situational interest is an emotional state stimulated by the different aspects of environmental or textual stimuli. These aspects include textual comprehensibility and coherence, personal relevance, and novelty (Hidi & Renniger, 2006).

Individual interest is considered to be a steady and lasting inclination to engage in activities or objects (Hidi, 2001). Hidi and Renninger (2006) postulated that when situational interest will be provided with social support, it can develop into increasingly committed levels of individual interest.

Eidswick (2009) underscored in his study that high interest in reading did not result in enhanced reading comprehension. Individual interest in a topic increased significantly upon reading a text whose contents contained interesting but unrelated elements. He further added that the difference between evaluation of topic interest before

and after reading a text was found to be significant. He further suggested that less informative text titles might not generate reaction to the readers as compared to highly interesting text or topic.

Topic interest is the third category which refers to interest driven by a certain topic or theme. It somehow appears to share qualities of both situational and individual interest with contributions of either depending on individuals' perceived value of a topic, knowledge, and experiences (Ainley, et al., 2002).

Squires (2014), revealed the result of his study on "The Effects of Reading Interest, Reading Purpose, and Reading Maturity on Reading Comprehension of High School Students" that there is statistically significant relationship between reading interest and reading comprehension. He emphasized that as the reading interest of the 11<sup>th</sup> grade students become more positive or higher, their reading comprehension tends to increase more.

**Attitude towards reading.** Attitudes towards reading are defined as individual's feelings about reading. It is a system of feelings related to reading which causes the learner to approach or avoid a reading situation (McKenna, 1994).

Van Wyk (2002) as cited by Lukhele (2010) posited that the affective factors like attitudes, motivations, and interest directly affect reading activity. A reader engages his senses and emotions in every reading act. The propensity to read started from one's curiosity and motivation and the factors that influence them. Since inner motivation is essential in the reading process, one should become intrinsically motivated and interested to read to acquire the necessary skill. When one is able to read, it then leads to accuracy

of word recognition and pronunciation which later on gives focus more to the most important skill – comprehension.

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In a study conducted by Crosby (2013), reading attitude has been found to be an important component in reading comprehension. He based his research on earlier works which emphasized the need to explore the affective components of reading as predictors of comprehension. He conducted a study addressing this need and found out that, after controlling for language and vocabulary skills, reading attitudes were able to independently influence reading comprehension. Adolescents with more positive attitudes to reading also had better comprehension scores.

Karim and Hassan (2007) revealed that the reading habits and reading attitudes of male and female Bachelor of Arts and Bachelor of IT were noticeably different.

In the study of Mahato, he revealed that majority of his respondents strongly agree that reading is an enjoyable activity. He disclosed that the students found reading not as an anxiety or a difficult task but more enjoyable in the present to future life and professional life.

**Intention to read.** This refers to the individual's conviction to successfully execute the behavior or action which intends to produce outcomes (Bandura). Fishbein and Ajzen (1980) added that intention or behavioral intention refers to the cognitive indication of the readiness of an individual to perform a specific behavior. It is seen as the precursor immediately leading up to actual behavior, meaning a person will react or decide, depending on the behavioral intention formed or developed (Fishbein and Ajzen, 1980). Sanacore and Palumbo (2009) noted that when children read materials that interest them, the more they are apt to read. Children are more apt to read often due to many

purposes and reasons. One reason is that children want to increase their awareness of text structure, content-specific concepts, and general world knowledge. Another reason they have is to improve their fluency, vocabulary, phonics, writing, grammar, and spelling skills. Some children read for the purpose of attaining competence and confidence in reading more challenging materials. In addition, they continue reading as a lifetime activity.

**Subjective norms.** This element of reading interest refers to an individual's perception about the particular behavior, which is influenced by the judgment of significant others (e.g., parents, spouse, friends, teachers). According to Mckool (2007), a positive home environment from any income bracket is a significant factor to reading fluency and success. He added that children who came from homes where voluntary reading was promoted had parents who read aloud to them, discussed books at home that they and their children were reading, modeled reading themselves for recreational purposes, and recommended good books. In the same interviews, it was discovered that those students who were exposed to read self-selected materials in schools and those who were given opportunities to access to materials that they were personally interested in were more likely to engage in voluntary reading than those students who were in classrooms or in schools where these practices were not prevalent. It was also found out in this study that attention should be taken when applying external rewards to promote and motivate voluntary reading.

Another factor also is the type of reading materials. The study conducted by Hughes-Hassell and Rodge (2007) indicated that the reading materials used by most adolescents during their leisure time came from their homes, classes, and school and

public libraries. Most reading materials found in these places are periodicals which students enjoy especially stories about “people like them” (Hughes-Hassell and Lutz, 2006). It is important to foster this enjoyment because periodicals such as magazines are legitimate reading materials and they have many pictures, and these increase one’s ability to read the piece of literature quickly (Smith, 2009). These types of reading materials are also more readily available to all students. Periodicals are also important pieces of literature because they are typically written on a lower reading level. These help to increase the fluency and comprehension levels of adolescents, and periodicals such as magazines are more socially acceptable among their peer group than traditional books (Hughes-Hassell & Lutz, 2006; Hughes-Hassell & Rodge, 2007). In contrast to these, Hughes-Hassell and Rodge (2006) added that a lack of good resources also inhibits their motivation to participate in leisure reading.

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In a study conducted by Tolin (1989), he found out that Grade 8 students read all kinds of reading materials like books, newspapers, magazines, and others as long as they are simple, interesting, easy to understand, and informative.

According to Abbot (2001), one of the factors that had a great influence or effect on the pupil’s reading comprehension skills is classroom reading instruction.

Another factor that affects reading interest is the social influence which usually comes from the people surrounding the students such as parents, siblings, teachers, friends, and others. Parents have always remained a great influence on an adolescent’s reading habits, and leisure reading interests (Abeyrantha & Zainab, 2004; Nippold et al., 2005). Meanwhile, teachers, school librarians, and siblings have brought also influence on the adolescents’ reading habits for they help in encouraging the latter to engage in

reading (Abeyrantha & Zainab, 2004; Hughes-Hassell & Lutz, 2006; Hughes-Hassell & Rodge, 2007). Furthermore, McKool (2007) agreed and added that peer recommendations also rank highly among adolescents' literature choices. Indeed, social influences may have influenced reading interest of students.

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The last factor that is given consideration is the extracurricular activities of students. It is because students take time away instead of engaging in leisure reading. They become involved into sports, music, video games, computers, and others (Abeyrantha & Zainab, 2004). Hughes-Hassell and Rodge supported this statement and added that television, the Internet, dating, and flirting also take away the time that students would have used for leisure reading (2007). In many instances, students go home to an empty house, do household chores or care for their younger siblings instead of participating in leisure reading (McKool, 2007). Consequently, these circumstances would interfere and bring impact to the positive attitude of students towards reading that was established during elementary school. Students' attitude towards reading may decline due to this interference (McKool, 2007). These are the factors that play important role in the reading interest of students.

**Reading and socio-economic status.** According to Hughes-Hassell and Rodge (2007), reading influences all areas of the curriculum; yet, children from low income families, about 70% of them, comprehend at basic or below basic reading levels. Subsequently, these children are below the appropriate reading level for their age. One significant factor that account for this was confirmed by McKool (2007) who said that low-income families only have very minimal reading materials at home, and that the children then get most of their reading texts from their teachers in school and in their

school libraries which many times do not have the resources that the children are interested in reading in their leisure time. Bailey (2006) also confirmed that children from families with low income typically go to underprivileged schools with inadequate supplies, resources and funding.

In the comparative study of Maglinao in 2007 on “the Reading Comprehension of Pupils in PROBE and Non PROBE Schools,” she pointed out that the socio-economic status of the students is significantly related to their reading comprehension skills.

Cornelia in her study entitled “Reading Comprehension Proficiency of the Fourth Year Students in Relation to their National Achievement Test (NAT) Performance in English” revealed that the respondents’ profile in terms of combined family income had no significant relationship on the respondents’ over-all reading comprehension proficiency in English (2012).

In a study on reading comprehension of first year high school in relation to selected variables, Sevilla (2009) stressed that there is a positive correlation between the two variables on reading comprehension proficiency and the combined family income. This means that the socio-economic status of the students is one that affects their reading comprehension proficiency.

Tolin (1989) revealed that socio-economic status did not significantly influence the reading interest of the students; they have more or less the same tastes, needs, and interests.

On the other hand, Abbot (2001) concluded in her study on the reading comprehension skills of the students in relation to selected variables that personal and socio-economic profile of students may influence or affect their reading comprehension.

**Students' reading interest and sex.** One important matter to look at in terms of students' reading interests is the difference based on sex. Coles and Hall (2002) revealed that there are more female students who read frequently compared to males. They revealed that 10 to 14 year-old male students engage in reading less frequently than female students. In a separate study conducted by Gambell and Hunter, they revealed that more female students reported that they enjoy reading and rate themselves as confident and independent readers (2000). The female students in this study also described that they read for pleasure for 15 minutes or more every day. These researches illustrate that female students have higher reading interest compared to male students. In a study conducted by Sapiyah (1987) as cited by Khairuddin (2013), in the Malaysian context on reading interests among students in year four, she discovered that there is no significant difference between male and female students in terms of how many books they read in a month. The result was taken from a sample of 166 students. However, in the same study, the researcher discovered that there is a significant difference in terms of preference of genres based on gender.

Jardiniano (2016) revealed that students' profile in terms of sex is significantly related to their level of reading comprehension skills and academic performance.

Tolin (1989) revealed that sex did not significantly influence the reading interest of the students; they have more or less the same tastes, needs, and interests.

**Specific processes on how interest influences learning.** Gregg Schraw and colleagues advocated that interest should be thought of as a multifaceted cognitive phenomenon which is directly affected by various texts and reader qualities and traits. A

critical question is posted as to how the elicitation of interest leads to improved recall. One possibility is that interest activates text-processing strategies that result in readers being engaged in deeper-level processing (1995). According to Wade and colleagues (1999), students' interest increases when they can make connections or interactions with the new information using their prior knowledge or background experience.

Attention is another accompanying factor of interest, reading, and increased learning. Hidi (2001) disputed that interest is associated with spontaneous attention that aids learning.

**Students' reading comprehension skills.** Comprehension is a concept that refers to the amount of understanding a person has obtained after reading a text and making interpretation of what has been read. In order to understand accurately the written material, children must be able to decode symbols and decipher what they read; interact with the text by connecting the new information with what they already know; and reflect sincerely about what they have read Gagen (2007).

According to Hamra and Syatriana (2010), the main purpose of reading is to understand meaning. This is supported by Sevilla when she stressed that comprehension is the major purpose of reading. Without comprehension, reading becomes a meaningless activity (2009). Comprehension depends greatly on one's ability to grasp word meanings. Good readers must learn to decipher word meanings according to the context. They have to get the meaning of words through its use in the phrases, clauses, and sentences. Both vocabulary and word knowledge are greatly associated to comprehension. Comprehension relates with the connection of meaning with the choice of correct meaning based on the context, word symbols, and the ability to understand meanings

from words, phrases, clauses, and sentences. One very essential part of comprehension is acquiring adequate vocabulary or knowing the meanings of many words. Students need to understand language syntax in order to comprehend the text with ease (Hamra & Syatriana, 2010).

In a study of Lisondra (2013), she found out that there was a significant relationship between the respondents' English reading comprehension proficiency level and their academic performance in English. The results showed that those students who are proficient in English have better academic performance in English than those who are not. Furthermore, the study showed that the respondent's profile in terms of sex is significantly related to their English reading comprehension proficiency. The female respondents have higher extent of reading comprehension proficiency level than the male ones.

In a study of Cornelia, (2012) on the reading comprehension proficiency of the fourth year students in relation to their National Achievement Test (NAT) performance in English, she showed that the over-all respondents garnered a "poor" over-all score which means that the respondents had a "poor" over-all proficiency level in reading comprehension. Furthermore, the findings revealed that there was indeed a significant relationship between the respondents' reading comprehension proficiency and respondents' NAT performance in English. The results showed that the higher the students' comprehension proficiency level, the better is the performance in English and vice versa.

Sevilla (2009) revealed that the student respondents did not have the basic reading comprehension skills which they ought to have had acquired in the elementary level and

that high school level served only as reinforcement. She added that comprehension is the major purpose of reading. Without comprehension, reading becomes a meaningless activity.

In the study of Banua (2004), relative to the reading comprehension skills and the reading performance of the Fourth Year High School students of Dumaguete City, she disclosed that students' actual reading comprehension and English performance were rated satisfactorily. She also revealed that students' grades in English are significantly related to their reading comprehension skills. She recommended that the reading comprehension skills of the students should be given more concern as these can be determinants of their academic performance in all subject areas in the curriculum.

Jardiniano (2016) in her study on the reading comprehension skills of Grade 10 students in relation to their academic performance revealed that the reading comprehension skills of the respondents are on the "Satisfactory" which means that the Grade 10 students fall short of development of the different reading skills expected of them for the grade level. Students are expected to have reached their level of maturity in the different reading comprehension skills. She stressed that the results imply that the high school students are inadequately equipped of the lifelong skills which they will use in the acquisition of other skills for other subject areas in the senior high or in the tertiary level. She further added that the reading comprehension level of the students is a determining factor of their academic performance.

Comprehension is a process that involves significant acts of reading combined with thinking and reasoning. Thus, readers who have high comprehension skills are able to elicit conclusions about what they read. They can easily extract the important details of

the story such as what is fact, what is important, which characters are funny, what causes an event to happen (Denton et al, 2007).

According to Smith (2009), reading is a language process that includes the reader's past experience, expectations about meaning, and word recognition strategies that assist in formulating meaning from the printed symbol.

On the other hand, (Denton et al, 2007), defined comprehension as acquiring meaning from the text. According to him, comprehension is a complex higher level skill. It is critically important to the development of students' reading.

According to Denton and colleagues, the ultimate goal of every reading instruction is the ability to comprehend text, whereas effective reading comprises word recognition, fluency, and decoding. Students must be able to comprehend text to express ideas and opinions and to acquire content knowledge (2007).

Comprehension is apparent when readers can connect ideas or information to what they already know; identify the main idea or most important points in the reading; read "between the lines" to get the primary and underlying meanings; can decipher and evaluate events, ideas, dialogue, and information; connect current knowledge to new ideas or look at those ideas in a different way Gagen (2007).

Comprehension strategies work logically and comprehensively like a finely tuned machine. The reader decodes the text and constructs meaning by choosing and previewing the text. During reading, comprehension develops through drawing conclusion, analyzing, inferring, evaluating, synthesizing, and extracting answers to questions that arise. After reading, in-depth meaning is built through discussion, rereading portions of the text, discussion, reviewing, and attentive reflection. During each

stage, the reader interacts with the text using his background knowledge and connects it to his own experiences (Beers, 1987).

Comprehension is a forceful and powerful process since the ability to make meaning comes from the reader's mind. Consequently, specific comprehension strategy or instruction like targeted mini-lessons, modeling during read-alouds and shared reading, and varying opportunities for exercises during small-group and independent reading—is vital to the development of strategic, effective readers (Beers, 1987).

Harvey and Goudvis (2000) postulated six main types of reading comprehension strategies.

***Make connections.*** Readers interact and connect the topic or information to their prior knowledge about themselves, about the world, and about other topics or information.

***Ask questions.*** Readers elicit questions and draw conclusions about the text, their reactions to it, and the author's purpose for writing it.

***Visualize.*** Readers create a picture or image in their minds about the printed word to make it concrete or real.

***Determine text importance.*** Readers identify the importance of the text through distinguishing between what is important and essential versus what is interesting; determining cause-and-effect relationships; distinguishing between fact and opinion; locating information that answers specific questions; naming steps in a process; comparing and contrasting ideas or information; discerning themes, opinions, or perspectives; pinpointing problems and solutions, or summarizing. According to Beers

(1987), summarizing theme can help readers to analyze and to evaluate the message the writer is communicating.

***Make inferences.*** Readers make inferences through combining information in the text with what they already know in order to understand things the writer has not stated directly in the text. When the readers use information in the text and information, they already know how to make an inference that is specific to the text, they are drawing a conclusion. When readers use information in the text and information they already know to make inference that extends beyond a specific text to the general world, they are making a generalization.

***Synthesize.*** Readers merge new information with current content knowledge to form innovative ideas, new creations, or new perspective of thinking.

Beers (1987) promulgated that recognizing the main idea of a text is fundamental to comprehension. The main idea is the most central idea that the writer wants readers to remember about the topic. It is the primary message, opinion, insight, or lesson of the text. The supporting details, on the other hand, are the bits of information that the writer includes to further explain, or to elucidate the main idea.

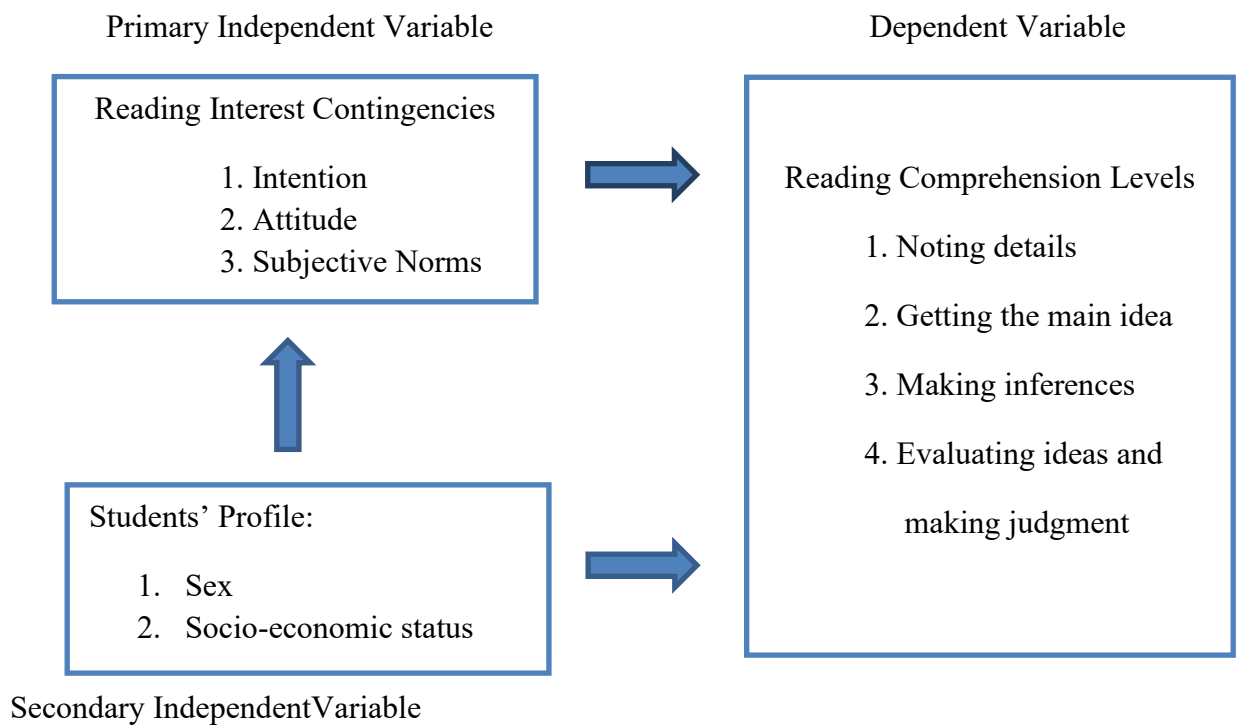
There is no problem on students' quick grasp on making connections, asking questions, and visualizing. However, they often struggle in identifying what is most important in the text, in determining clues and evidence to make inferences, and in combining information into new thoughts. All these strategies should be modelled in isolation many times so that students get a firm grasp of what the strategy is and how it helps them comprehend text.

However, students must recognize that good readers use various strategies every time they read. Students must discern when and how to collectively use these strategies.

### **Conceptual Framework of the Study**

The conceptual framework in Figure 2 shows the relationships and assumptions of the different variables included in this study. It is assumed that the primary independent variable which is the reading interest contingencies that includes attitude, intention, and subjective norms in one way or another affects the dependent variable which is the reading comprehension levels of the students in terms of noting details, getting the main idea, making inferences, evaluating ideas and making judgment.

The secondary independent variable considered in this study is the students' profile in terms of sex and socio-economic status. These profile items are also assumed to have an influence to reading comprehension skills and to reading interest contingencies.



**Figure 2: The Conceptual Framework of the Study**

### **Statement of the Problem**

This study aims to determine the extent of influence of the reading interest contingencies of high school students in relation to their reading comprehension skills.

Specifically, this study endeavors to answer the following research questions:

1. What is the reading comprehension level of students in terms of:
  - 1.1. noting details;
  - 1.2. getting the main idea;
  - 1.3. making inferences; and
  - 1.4. evaluating ideas and making judgment?
2. To what extent do the following contingencies influence high school students' reading interests?
  - 2.1 attitude;
  - 2.2 intention;and
  - 2.3 subjective norms?
3. Is there a significant relationship between the extent to which the above-enumerated reading interest contingencies influence students' reading interest and their reading comprehension skills?
4. Is there a significant relationship between the students' profile (sex and socio-economic status) and their
  - 4.1 reading comprehension skills;
  - 4.2 extent to which the above-enumerated contingencies influence students' reading interest?

### **Statement of the Null Hypotheses**

**H01:** There is no significant relationship between the extent to which the enumerated reading interest contingencies influence students' reading interest and their reading comprehension skills.

**H02:** There is no significant relationship between the students' profile (sex and socio-economic status) and their

2.1 reading comprehension skills;

2.2 extent to which the enumerated contingencies influence students' reading interest

### **Significance of the Study**

It is hoped that the pedagogical implications generated from this study will facilitate incorporation of interesting texts that will suit students' motivation to read and comprehend.

For policy makers, this study is significant as it will find out if sex and socio-economic status of students affect their reading interest in relation to their reading comprehension skills. This information shall be considered when planning programs that will be instituted to educate parents and children about the importance of reading success regardless of their sex or socio-economic status as a way to advance themselves.

For educators, the findings will be significant as they provide motivation to further encourage students to love reading and in turn to develop reading comprehension skills. These findings will provide a look into the lives of the students in a school setting. As a result educators will be aware of the factors that affect students' reading interest and work them into the instructional strategies making reading a meaningful experience.

For parents, this study is significant as they motivate their children to have study habits and to guide them throughout the tasks which in turn develop their love for reading.

### **Scope and Limitations of the Study**

**Scope of the study.** This study focused on determining the reading interest contingencies (attitude, intention, subjective norms) of Grade 10 students in relation to their reading comprehension levels. The reading comprehension levels covered the skills in noting details, getting the main idea, making inferences, and evaluating ideas and making judgment. The personal profile of the students in terms of sex, and socio-economic status was considered as secondary independent variable.

**Limitations of the study.** This study was limited only to the Grade 10 students of Bais City National High School in the North District of Bais City Division. Findings might be different from those in other schools in the division. Hence, its findings do not represent all secondary schools in the entire division.

Since the researcher did not look at the transcript of records or other documents, the report depended upon the honesty and knowledge of the students.

Factors such as classroom setting, atmosphere, time, and the emotional aspect of the students were greatly considered during the administration of the test as they might have bearings on the findings.

### **Research Methodology**

**Research design.** This study utilized the descriptive-correlational research design. It was categorized under descriptive method since it intended to determine the reading interest contingencies of Grade 10 students. Variances for students' profile such

as sex and socio-economic background were detailed. Correlational research design was also utilized in determining the relationship between the reading interest contingencies of Grade 10 students and their reading comprehension levels as well as the students' personal profile.

**Research environment.** The study was conducted in BaisCity National High School, the main high school in Bais City Division, Negros Oriental. Annual enrolment in this school ranged from 3000 to 3500 students where majority of the student population were females. The school catered to students from predominantly lower middle-class and middle-class background.

**Research respondents.** The participants of the study were the Grade 10 students of BaisCity National High School, Bais City Division. The samples were distributed equally to the different sections of the Grade 10 classes.

The following data reflect the distribution of the respondents by section.

**Distribution of Respondents**

<b>Grade 10 Sections</b>	<b>Population</b>	<b>No. of Representatives</b>
<b>Colossians</b>	59	25
<b>Corinthians</b>	50	21
<b>Ephesians</b>	59	25
<b>Galatians</b>	60	26
<b>Hebrews</b>	53	23
<b>Leviticus</b>	60	26
<b>Philippians</b>	57	24
<b>Revelation</b>	31	13
<b>Romans</b>	60	26
<b>Titus</b>	49	21
<b>Total</b>	<b>575</b>	<b>230</b>

**Research instruments.** The researcher administered pencil-paper survey questionnaire adopted from Reading Attitude Survey. Items related to the attitude, intention, and subjective norms of students towards reading were included in the questionnaire. It dealt primarily on students' perceptions of the attitudes towards reading, intention to read, subjective norms and their beliefs on the outcomes of reading.

It also utilized a researcher-made test adopted from the test items of the Regional Achievement Test (RAT) and National Achievement Test (NAT) comprising the different reading comprehension skills focused in the study. The reading comprehension test was not standardized but was validated by experts. It was nonetheless understood that since the survey questionnaire was constructed by the teacher and reading comprehension test was not standardized, there might have been errors in the construction of the test. Inasmuch as this tool was a researcher-made, it was pre-tested to a sample of 30 students and results were subjected for statistical analysis to ensure validity. To validate the test items, the researcher utilized the Item Analysis Norm-Referenced Tests. Test result of the top 30% and the same lowest 30% were subjected to the test. The index of difficulty and discrimination power of every item was determined. Items that did not conform to the standard set were discarded and revised

**Research procedures.** The researcher sought permission from the school administrators including the higher DepEd officials and the school head of the school. After the request was granted, the researcher informed the respondents concerned about their selection to participate in the study. Upon their agreement, they were informed about the importance of their participation and the purpose of the study. The researcher conducted the survey and administered the reading test personally to the respondents.

Data were collected in high school setting through the completion of survey questionnaires. The questionnaires focused on the students' profiles (sex and socio-economic status), reading interest contingencies (attitude, intention, and subjective norms) and reading comprehension skills (noting details, getting the main idea, making inferences, and evaluating ideas and making judgment). The reading comprehension test results were analyzed statistically. Variances for students' profiles such as sex, and socio-economic background were detailed. Furthermore, students' profiles and their reading comprehension skills were correlated as well as the students' profile and the reading interest contingencies. In addition, the reading comprehension skills and reading interest contingencies were also correlated.

#### **Statistical Treatment of the Data**

The researcher used the following statistical tools in analyzing the data:

**Percent.** This was used to show how a part is related to a whole. It was used in presenting the profiles of the students in terms of sex and socio-economic status. This was also used in presenting the profiles of students' reading comprehension skills in terms of noting details, getting the main idea, making inferences, and evaluating ideas and making judgment.

**Weighted mean.** This was used in getting the extent of the reading interest contingencies of high school students' reading.

**Mean .** This was used in getting the extent of the reading comprehension level of students in terms of noting details, getting the main idea, making inferences, and evaluating ideas and making judgment.

**Spearman rank correlation coefficient.** This was utilized to identify the degree of relationship between the extent of students' reading interest contingencies and their

reading comprehension skills and the following variables: students' sex and socio-economic status.

**Pearson product moment coefficient of correlation.** This was used in identifying the relationship between reading interest contingencies and reading comprehension skills.

**Point-Biserial Correlation ( $r_{pbi}$ ).** This was used to measure the relationship between two variables when one or both of the variables are dichotomous. A dichotomous variable is one for which there are exactly two categories (Gravetter and Wallnay 252). This will be used to measure students' profile in terms of sex and socio-economic status and the students' reading comprehension skills in terms of noting details, getting the main idea, making inferences, and evaluating ideas and making judgment.

The following verbal description was utilized to interpret the scores in every reading comprehension skill.

The proficiency level or academic performance at which the students were performing was based on the following criteria (DepEd Order No. 8, s 2015).

<b>Rating</b>	<b>Verbal Equivalent</b>	<b>*Explanations</b>
90% and above	Outstanding	The student at this level exceeds the core requirements in terms of knowledge, skills and understanding, and can transfer them automatically and flexibly through authentic performance tasks.
85% - 89%	Very Satisfactory	The student at this level has developed the fundamental knowledge and skills and core understandings, and can transfer them independently through authentic

		performance tasks.
80% - 84%	Satisfactory	The student at this level has developed the fundamental knowledge and skills and core understandings, and with little guidance from the teacher and/or with some assistance from peers, and can transfer these understandings through authentic performance tasks.
75% - 79%	Fairly Satisfactory	The student at this level possesses the minimum knowledge and skills and core understandings, but needs help throughout the performance of authentic tasks.
74% down	Did Not Meet Expectations	The student at this level struggles with his/her understanding; prerequisite and fundamental knowledge and/or skills have not been acquired or developed adequately to aid understanding.

\*The explanation is based on DepEd Order No. 73, s. 2012

### **Operational Definition of Terms**

**Attitude** – This refers to an individual’s feeling or perception on the extent of favorability of reading.

**Contingencies** – These refer to the factors that affect the reading interests of students.

**Getting the main idea** – This is the skill of identifying or getting the central theme of the selection.

**Intention** - This refers to the individual’s conviction to successfully execute the behavior or action which intends to produce outcomes

**Internal Motivation** – (also called intrinsic motivation) This refers to the concept introduced by Bandura which means “an inner drive to action.”

**Making inferences** – This term refers to the skill of answering questions that are not directly answered in the text.

**Noting details** – This term refers to the skill of finding one or more detailed pieces of information.

**Reading attitude** – This refers to the perception, feeling or way of thinking of students towards reading which affects their behavior.

**Reading comprehension skills** – These refer to the set of skills based on Rosa Tadena’s Comprehension Skill Development such as noting details, getting the main idea, following direction, sequencing events, predicting outcomes, making inferences, evaluating ideas and making judgment.

**Reading habits** – These refer to tendencies of students’ to behave in a particular way or do particular thing which involves reading.

**Reading interest**– This refers to the needs, desires, inclination, and likes which can reinforce or motivate students to read. Why they read and what they read or do not read were also considered when examining their reading interests.

**SES** – This refers to the socio-economic status, economic, financial, occupational, professional capabilities of students’ parents or guardians.

**Social influence**– This refers to desirable or undesirable action of people such as family members, friends, peers, classmates, teachers, and school librarian who affect or influence students to engage in and to love reading.

**Subjective norms** – These refer to individual's perception about the particular behavior, which is influenced by the judgment of significant others (e.g., parents, spouse, friends, teachers).

## Chapter II

### Presentation, Data Analysis, and Interpretation

This chapter provides information about the students' reading comprehension level based on the result of the reading comprehension test given to the respondents. It also provides information on the extent of influence of the students' reading interest contingencies to their reading comprehension level and their profile. This chapter further presents the gathered data through presentation, analysis, and interpretation based on the identified problems in the preceding chapter. Appropriate statistical tools are used to validate the data. To facilitate better understanding, the researcher presents the results in tabular and textual forms.

Table 1  
*Students' Reading Comprehension Level*

Reading Comprehension Skills	Rating (%)	Verbal Equivalent
Noting Details	75.69	Fairly Satisfactory
Getting the Main Idea	72.19	Did Not Meet Expectations
Making Inferences	72.84	Did Not Meet Expectations
Evaluating Ideas and Making Judgment	71.54	Did Not Meet Expectations
Overall	73.06	Did Not Meet Expectations

The data in table 1 show the reading comprehension level of the students in the four tested skills: noting details, getting the main idea, making inferences, and evaluating ideas and making judgment.

The data clearly show that the students reading comprehension level in terms of noting details is "Fairly Satisfactory" with the rating of 75.69%. This means that the

students possess the minimum knowledge and skills and core understandings, but need help throughout the performance of authentic tasks.

Students fall short and do not meet the expectations in the three reading comprehension skills, getting the main idea (72.19%), making inferences (72.84%), and evaluating ideas and making judgment (71.54%). This means that students struggle in understanding the texts for they have not acquired or developed adequately the prerequisite and fundamental knowledge and/or skills needed to aid understanding.

Summing it up, the results reveal that the students do not meet the expectations required of them of their reading comprehension skills as shown in the over-all rating of 73.06%.

This is similar to the study of Jardimiano (2016), which revealed that students' reading comprehension skill is on the "Satisfactory" level. According to her, Grade 10 students fall short of development of the different reading skills expected of them for the grade level. She added that students are supposed to have reached their level of maturity in terms of the different reading comprehension skills. She further stressed that high school students are not adequately equipped of the lifelong skills which they will use in the acquisition of other skills for the rest of their subjects in the senior high or in the tertiary level.

This is also supported by Abbot (2001) who disclosed that the Grade V pupils fall short of development in reading comprehension skills. He said that it is manifested in the current study that today's students have not achieved mastery in terms of the various reading comprehension skills.

Table 2  
*Extent of Influence of Students' Attitude towards Reading*

The following beliefs/behaviors influence my reading interest...	w $\bar{x}$	Verbal Description	Extent of Influence
1. Reading is an important part of my life.	4.10	Agree	High
2. Reading is an enjoyable way to learn.	4.01	Agree	High
3. Reading books is not a waste of time.	4.00	Agree	High
4. Reading is not boring.	4.00	Agree	High
5. Reading makes me feel good.	3.73	Agree	High
6. Reading is relaxing.	3.61	Agree	High
7. I like to share a good book with a friend.	3.16	Moderately Agree	Moderate
8. I would rather read a book than watch TV.	3.13	Moderately Agree	Moderate
9. I like to buy books and have a place to keep them at home.	2.89	Moderately Agree	Moderate
10. I like to read before I go to bed.	2.88	Moderately Agree	Moderate
<b>Composite</b>	<b>3.55</b>	<b>Agree</b>	<b>High</b>

Legend:	Scale	Verbal Description	Extent of Influence
	4.21 – 5.00	Strongly Agree	Very High
	3.41 – 4.20	Agree	High
	2.61 – 3.40	Moderately Agree	Moderate
	1.81 – 2.60	Disagree	Low
	1.00 – 1.80	Strongly Disagree	Very Low

Table 2 shows the extent of influence of students' attitude on their reading interest. The result indicates that the over-all weighted mean (3.55) for students' attitude is high which means that the respondents agree on the enumerated beliefs or behaviors which directly affect their attitude towards their interest in reading.

In consonance to the study of Mahato (2016), he revealed that majority of his respondents strongly agree that reading is an enjoyable activity. He disclosed that the students find reading not as an anxiety or a difficult task but more enjoyable in the present to future life and professional life.

It is further supported by the study of Seitz (2010), in which the researcher found out that the students exhibit positive attitudes toward reading. However, students'

attitudes are multi-faceted. She unveiled that although students may be provided with high interest and/or challenging activities, they may not remain engaged in reading. She further suggested that students need additional support to remain engaged in reading.

This study conforms to the ideas of the researchers like Kavi, Tackie and Bugyei (2015) who posited that the size of interest will greatly affect a person's attitude toward the activity he is doing. For some people, reading is construed as part of the daily routines; hence it is interpreted as a hobby. Interest in reading, for some students is very necessary especially when it is something that facilitates the learning process. With self-interest in reading, students will be motivated to learn independently, thereby attaining the heights of learning achievement (2015).

Table 3  
*Extent of Influence of Students' Intention towards Reading*

The following beliefs/behaviors influence my reading interest...	$w\bar{x}$	Verbal Description	Extent of Influence
1. I want to develop reading skills.	4.26	Strongly Agree	Very High
2. I read because I want to learn.	4.23	Strongly Agree	Very High
3. Reading helps me improve my English language command.	4.17	Agree	High
4. Reading helps me widen my knowledge.	4.09	Agree	High
5. I read because I want to widen my vocabulary.	3.70	Agree	High
6. Reading helps me find out what I want to know/need to know.	3.54	Agree	High
7. I read to learn new things on my own.	3.10	Moderately Agree	Moderate
8. I read just for fun.	2.97	Moderately Agree	Moderate
9. I read because it helps me understand more about myself.	2.60	Disagree	Low
10. I read for personal development	2.55	Disagree	Low
<b>Composite</b>	<b>3.52</b>	<b>Agree</b>	<b>High</b>

Legend: Scale	Verbal Description	Extent of Influence
4.21 – 5.00	Strongly Agree	Very High
3.41 – 4.20	Agree	High
2.61 – 3.40	Moderately Agree	Moderate
1.81 – 2.60	Disagree	Low
1.00 – 1.80	Strongly Disagree	Very Low

Table 3 shows that the extent of influence of students' intention towards reading is high which comprises the weighted mean of 3.52. This means that the respondents agree on the enumerated beliefs or behaviors that signify their intentions to read.

Students have a lot of reasons and purposes in reading. Sanacore and Palumbo (2009) postulated that children are more apt to read often due to many purposes and reasons. One reason is that children want to increase their awareness of text structure, content-specific concepts, and general world knowledge. Another reason they have is to improve their fluency, vocabulary, phonics, writing grammar, and spelling skills. Some children read for the purpose of attaining competence and confidence in reading more challenging materials. In addition, they continue reading as a lifetime

activity. Consequently, reading interest has also an influence on the academic success, for students who love to read will gain more ideas which in turn make them more innovative and creative (Grabe, 2003).

Table 4  
*Extent of Influence of Students' Subjective Norms towards Reading*

The following beliefs/behaviors influence my reading interest...	$w\bar{x}$	Verbal Description	Extent of Influence
1. I like to read because I get attached to the characters in the books, etc.	4.25	Strongly Agree	Very High
2. Reading gives me an opportunity to learn about myself and the world.	4.05	Agree	High
3. When I find the kind of books I like, reading can be enjoyable.	3.96	Agree	High
4. Everyone in the family is interested in reading.	3.91	Agree	High
5. I read because my teacher or school librarian recommends materials to me.	3.87	Agree	High
6. I believe that better jobs are available to those with good reading skills.	3.68	Agree	High
7. I read because my friends read.	3.66	Agree	High
8. I read because I have to for school.	3.62	Agree	High
9. My parents encourage me to read in my leisure time.	3.39	Moderately Agree	Moderate
10. I read because I get bored and have nothing else to do.	3.24	Moderately Agree	Moderate
Composite	3.76	Agree	High
Legend: Scale	Verbal Description	Extent of Influence	
4.21 – 5.00	Strongly Agree	Very High	
3.41 – 4.20	Agree	High	
2.61 – 3.40	Moderately Agree	Moderate	
1.81 – 2.60	Disagree	Low	
1.00 – 1.80	Strongly Disagree	Very Low	

Table 4 indicates the students' subjective norms towards reading. Most of the respondents agree that the enumerated beliefs or behaviors influence their reading interest. A weighted mean of 3.76 is collected from the students' responses, thus, it can be interpreted that the subjective norms have high influence on students' reading interest.

This result is supported by Abeyrantha and Zainab (2004), and Nippold et al. (2005), who postulates that one of the factors that affect reading interest is the social

influence which usually comes from the people surrounding the students such as parents, siblings, teachers, friends, and others. Parents have always remained a great influence on adolescents' reading habits, and leisure reading interests. Meanwhile, teachers, school librarians, and siblings have brought also influence on the adolescents' reading habits for they help in encouraging the latter to engage in reading.

Furthermore, Mckool (2007) postulates that a positive home environment is a significant factor to reading fluency and success. He adds that children who come from homes where voluntary reading is promoted have parents who read aloud to them; discuss books at home that they and their children are reading, model reading themselves for recreational purposes, and recommend good books. In the same study, he discovered that students who are exposed to read self-selected materials in schools and those who are given opportunities to access to materials that they are personally interested in are more likely to engage in voluntary reading than those students who are in classrooms or schools where these practices are not prevalent. He also found out in this study that attention should be taken when applying external rewards to promote and motivate voluntary reading.

Table 5  
*Relationship between the Students' Reading Interest Contingencies and Their Reading Comprehension Skills*

Variables Correlated to Students' Reading Comprehension Skills	Computed $r_s$	p-value	Decision	Remark
Attitude	0.244	0.000	Reject $H_0$	Significant
Intention	0.170	0.010	Reject $H_0$	Significant
Subjective Norms	0.169	0.010	Reject $H_0$	Significant

**Level of significance = 0.05**  
**Legend:**                      **Value of r**                      **Strength of Relationship** (Statistical Correlation, 2009)

Between	± 0.50 to ± 1.00	± strong relationship
Between	± 0.30 to ± 0.49	± moderate relationship
Between	± 0.10 to ± 0.29	± weak relationship
Between	± 0.01 to ± 0.09	± very weak relationship

Table 5 shows the relationship between the students' reading interest contingencies and their reading comprehension skills. The result states that all the p-values are less than the level of significance (0.05) which means that a significant relationship exists between the three reading interest contingencies (attitude, intention, and subjective norms) and their reading comprehension skills. This finding will warrant rejection of the null hypothesis which states that there is no significant relationship between the extent to which the enumerated reading interest contingencies and their reading comprehension skills. However, the degree of relationship is weak which means that the three reading interest contingencies are not strong predictors of their reading comprehension skills.

This result is similar to the study of Eidswick (2009) who underscores that high interest in reading does not result in enhanced reading comprehension. He stresses that individual interest in a topic increase significantly upon reading a text whose contents contain interesting but unrelated elements. He further adds that the difference between

evaluation of topic interest before and after reading a text is found to be significant. He further suggests that less informative text titles might not generate reaction to the readers as compared to highly interesting text or topic.

This is also relative to the study conducted by Crosby (2013), which emphasizes that reading attitude is found to be an important component in reading comprehension. He bases his research on earlier works which emphasize the need to explore the affective components of reading as predictors of comprehension. He conducts a study addressing this need and found out that after controlling for language and vocabulary skills, reading attitudes are able to independently influence reading comprehension. Adolescents with more positive attitudes to reading also have better comprehension scores.

The study of Squires (2014) also supports the result of this study which reveals that there is statistically significant relationship between reading interest and reading comprehension. He emphasized that as the reading interest of the 11<sup>th</sup> grade students become more positive or higher, their reading comprehension tends to increase. Moreover, in a study of Guthrie and colleagues (2006), they established that a high number of appealing tasks increased students' interest and that motivation had positive effect on reading comprehension. The tasks and the reading materials assigned to the students must be something that they can contextually relate to increase motivation.

Table 6  
*Relationship between the Students' Profile and Their Reading Comprehension Skills*

Profile Correlated to Students' Overall Reading Comprehension Skills	Computed r	p-value	Decision	Remark
Sex	$r_{pbi}=0.138$ Male: $\bar{x}=72.48\%$ Female: $\bar{x}=73.60\%$	0.036	Reject $H_0$	Significant
Monthly Income	$r_s=0.143$	0.030	Reject $H_0$	Significant

Level of significance = 0.05; df = 228

Legend:	Value of r	Strength of Relationship (Statistical Correlation, 2009)
	Between $\pm 0.50$ to $\pm 1.00$	$\pm$ strong relationship
	Between $\pm 0.30$ to $\pm 0.49$	$\pm$ moderate relationship
	Between $\pm 0.10$ to $\pm 0.29$	$\pm$ weak relationship
	Between $\pm 0.01$ to $\pm 0.09$	$\pm$ very weak relationship

Table 6 shows the relationship between the students' profile and their reading comprehension skills. The result reveals that all the p-values are less than the level of significance (0.05) which means that a significant relationship exists between the students' profile (sex and family monthly income) and their overall reading comprehension skills. This result will allow rejection of the null hypothesis which states that there is no significant relationship between the students' profile (sex and family monthly income) and their reading comprehension skills. However, the degree of relationship is categorized as weak. This may imply that these profile variables of the students slightly contribute to the reading comprehension skills. Moreover the mean percentage score indicated in sex reveals that female students have a slightly higher level of reading comprehension skills than the male students.

This is similar to the study of Jardiniano (2016), in which she revealed that sex is significantly related, though weak, to the level of students' reading comprehension skills

which means that sex is a determinant of the level of students' reading comprehension skills.

As revealed in the study of Lisondra (2013), the respondent's profile in terms of sex is significantly related to their English reading comprehension proficiency which shows similarity to this study. The female respondents have higher extent of reading comprehension proficiency level than the male ones.

On the other hand, socio-economic profile of students may influence or affect their reading comprehension as concluded by Abbot (2001) in her study on the reading comprehension skills of the students in relation to selected variables. He concluded that classroom reading instruction has a great influence or effect on the pupils' reading comprehension skills.

Relative to the study of Sevilla (2009), she disclosed that there is a positive correlation between the two variables on reading comprehension proficiency and the combined family income. This means that the socio-economic status of the students is one that affects their reading comprehension proficiency. She further revealed that the student respondents did not have the basic reading comprehension skills which they ought to have acquired in the elementary level and that high school level serves only as reinforcement. She added that comprehension is the major purpose of reading. Without comprehension, reading becomes a meaningless activity.

Table 7  
*Relationship between the Students' Profile and Their Reading Interest Contingencies*

Profile Correlated to Students' Overall Reading Interest Contingencies	Computed $r_s$	p-value	Decision	Remark
Sex	$r_{pbi} = 0.046$ Male: $w\bar{x} = 3.59$ Female: $w\bar{x} = 3.63$	0.491	Do not reject $H_0$	Not significant
Monthly Income	$r_s = 0.151$	0.022	Reject $H_0$	Not significant

Level of significance = 0.05; df = 228

Legend:	Value of r	Strength of Relationship (Statistical Correlation, 2009)
Between	$\pm 0.50$ to $\pm 1.00$	$\pm$ strong relationship
Between	$\pm 0.30$ to $\pm 0.49$	$\pm$ moderate relationship
Between	$\pm 0.10$ to $\pm 0.29$	$\pm$ weak relationship
Between	$\pm 0.01$ to $\pm 0.09$	$\pm$ very weak relationship

Table 7 reveals that the sex of the students is not significantly related to their over-all reading interest contingencies. This may imply that male and female have more or less the same reading interest.

Similar to the study conducted by Tolin (1989), he found out that sex does not significantly influence the reading interest of the students; they have more or less the same tastes, needs, and interests.

Relatively, in the study conducted by Sapia (1987) as cited by Khairuddin (2013), in the Malaysian context on reading interests among students in year four, she discovered that there is no significant difference between male and female students in terms of the number of books they read in a month.

The study conducted by Coles and Hall (2002) revealed that there are more female students who read frequently than the male students. They revealed that 10 to 14 year-old

male students engage in reading less frequently than female students. Moreover, in a separate study conducted by Gambell and Hunter, they revealed that more female students reported that they enjoy reading and rate themselves as confident and independent readers (2000). The female students in this study also describe that they read for pleasure for 15 minutes or more every day. These researches illustrate that female students have higher reading interest than the male students.

According to Bandura, female shows higher interest in reading than the boys. Either cognitive and affective development or maturation happens at an early age for female. Males may tend to bloom in a later stage. This also reflects their social thought and action (43).

On the other hand, the family monthly income of the students is significantly and directly related to the over-all reading interest contingencies. However, the degree of relationship is weak which means that their income slightly predicts their overall reading interest contingencies.

This result shows similarity to the study of Maglinao (2007), which pointed out that the socio-economic status of the students is significantly related to their reading comprehension skills.

According to Hughes-Hassell and Rodge (2007), reading influences all areas of the curriculum; yet, children from low income families, about 70% of them, comprehend at basic or below basic reading levels. Subsequently, these children are below the appropriate reading level for their age. One significant factor that accounts for this was confirmed by McKool (2007) who said that low-income families only have very minimal reading materials at home, and the children then get most of their reading texts from their

teachers in school and in their school libraries which many times do not have the resources that the children are interested in reading in their leisure time. Bailey (2006) also confirmed that children from families with low income typically go to underprivileged schools with inadequate supplies, resources, and funding.

This result negates the study of Cornelia, (2012) which showed that the respondents' profile in terms of combined family income have no significant relationship on the respondents' over-all reading comprehension proficiency in English. Moreover, in a study conducted by Tolin (1989), he found out that socio-economic status do not significantly influence the reading interest of the students.

### Chapter III

#### Summary, Findings, Conclusions, and Recommendations

To give a brief overview of the results of the study, the researcher spelled out the summary, findings, conclusions, and recommendations.

#### Restatement of the Problem

This study aimed to determine the extent of influence of the reading interest contingencies of high school students in relation to their reading comprehension skills.

Specifically, this study endeavors to answer the following research questions:

1. What is the reading comprehension level of students in terms of:
  - 1.1. noting details;
  - 1.2. getting the main idea;
  - 1.3. making inferences; and
  - 1.4. evaluating ideas and making judgment?
2. To what extent do the following contingencies influence high school students' reading interests?
  - 2.1 attitude;
  - 2.2 intention; and
  - 2.3 subjective norms?
3. Is there a significant relationship between the extent to which the above-enumerated reading interest contingencies influence students' reading interest and their reading comprehension skills?
4. Is there a significant relationship between the students' profile (sex and socio-economic status) and their

4.1 reading comprehension skills;

4.2 extent to which the above-enumerated contingencies influence students' reading interest?

### **Statement of the Null Hypotheses**

**H<sub>01</sub>:** There is no significant relationship between the extent to which the enumerated reading interest contingencies influence students' reading interest and their reading comprehension skills.

**H<sub>02</sub>:** There is no significant relationship between the students' profile (sex and socio-economic status) and their

2.1 reading comprehension skills;

2.2 extent to which the enumerated contingencies influence students' reading interest

### **Summary of Findings**

From the data gathered in the study, the following findings of the researcher are presented:

#### **1. Students' reading comprehension level**

The data revealed that for the four reading comprehension skills that were tested, the students got the rating of 75.69% in noting details which classified their reading comprehension level in this skill as "Fairly Satisfactory". Meanwhile, the students got the rating of 72.19% in the skill getting the main idea, 72.84% in making inferences, and 71.54% in evaluating ideas and making judgment. The students did not meet expectations for these three skills. Moreover, the data showed that the over-all comprehension level of

the students was 73.06 which means that the students did not meet the expectations for their level.

## **2. Extent of influence of the reading interest contingencies**

**2.1 Attitude.** The data revealed that the extent of influence of students' attitude on their reading interest was high which means that majority of the respondents agreed on the enumerated beliefs or behaviors which directly affected their attitude towards their interest in reading.

**2.2 Intention.** The data revealed that the extent of influence of students' intention towards reading was high which comprised the weighted mean of 3.52. This means that majority of the respondents agreed on the enumerated beliefs or behaviors that signify their intentions to read.

**2.3 Subjective Norms.** The enumerated beliefs or behaviors indicated in the subjective norms collected a weighted mean of 3.76 from the over-all responses of the students. This means that majority of the respondents agreed that the enumerated beliefs or behaviors indicated in the subjective norms affected their reading interest.

## **3. Relationship between the students' reading interest contingencies and their reading comprehension skills**

The result stated that all the p-values of the reading interest contingencies (attitude, intention and subjective norms) were less than the level of significance (0.05) which means that a significant relationship existed between the three reading interest contingencies and their reading comprehension skills. However, the degree of relationship was weak.

#### **4. Relationship between the students' profile and their reading comprehension skills and reading interest contingencies**

**4.1 Reading comprehension skills.** The students' profile (sex and family monthly income) and their reading comprehension skills were correlated and the result revealed that all the p-values were less than the level of significance (0.05) which means that a significant relationship existed between the profile of the students and their overall reading comprehension skills. However, the degree of relationship was categorized as weak.

**4.2 Reading interest contingencies.** The data in Table 7 revealed that the sex of the students was not significantly related to their overall reading interest contingencies. On the other hand, the family monthly income of the students was significantly and directly related to the overall reading interest contingencies. However, the degree of relationship was weak.

#### **Conclusions**

The following conclusions are drawn based on the findings of the study:

1. The students did not meet the expectations required of them of their reading comprehension skills. They struggled in understanding the given text for they had not acquired or developed adequately the prerequisite and fundamental skills in reading comprehension.
2. The reading interest contingencies (attitude, intention, and subjective norms) had high influence on the students' reading interest.
3. There was a significant relationship between the reading interest contingencies and their reading comprehension skills. However, the degree of relationship was weak

which means that the three reading interest contingencies were not strong predictors of their comprehension skills.

4. There was a significant relationship between students' profile (sex and family monthly income) and their over-all reading comprehension skills. However, the degree of relationship was weak which implied that the profile variable of the students slightly contributed to the reading comprehension skills. Moreover, the mean percentage score indicated in sex revealed that female students had a slightly higher level of reading comprehension skills than the male students. On the other hand, the data revealed that the sex of the students was not significantly related to their over-all reading interest contingencies. This might imply that male and female students had more or less the same reading interest. On the other hand, the family monthly income of the students was significantly and directly related to the over-all reading interest contingencies. However, the degree of relationship was weak which means that their income slightly predicted their over-all reading interest contingencies.

In general, the reading interest contingencies (attitude, interest, and subjective norms) slightly influenced the reading comprehension skills of the students.

### **Recommendations**

In the light of the findings and conclusions drawn, the following recommendations are hereby suggested and furthermore adopted for an action plan:

1. That the oral Reading Verification Program (ORV) be continued to assess students' reading abilities. After assessing students reading level, appropriate interventions be given to the students especially to those categorized under non-reading level, and frustration level.
2. That the remedial reading programs be implemented to help struggling readers develop their skills in reading comprehension.

3. That reading activities be strengthened in English classes where teachers provide some time for students to read either on their own silently or with the whole class before starting the lesson and that students answer comprehension questions to improve their reading comprehension skills.
4. That the school provide functional library and establish reading corners within the school or classroom with variety of reading material that stimulate the interest and increase the reading habits of students.
5. That reading interest contingencies have influence on the reading comprehension skills of the students, hence it is recommended that parents encourage their kids to like reading and to develop reading habits at home.

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## **APPENDICES**

**Appendix A**

Graduate School  
FOUNDATION UNIVERSITY  
Dumaguete City

September 3, 2018

**ORLANDO G. CADANO, Ed. D., CESE**  
Assistant Schools Division Superintendent  
Officer-In-Charge  
Office of the Schools Division Superintendent  
Division of Bais City

SIR:

I am conducting a research entitled, “Reading Interest Contingencies of High School Students” in partial fulfillment of the requirements in Master of Arts in Education at Foundation University, Dumaguete City.

To make this study feasible, I would like to request permission to conduct survey and to administer test to grade 10 students of Bais City National High School. Rest assured that all gathered data shall be treated with utmost confidentiality.

Your favorable approval to this request will mark a weighty significance on the success of this study.

Attached is a copy of the questionnaire.

Thank you very much.

Very respectfully yours,

(Sgd.) LOUNISA C. CATARMAN  
Researcher

Noted by:

(Sgd.) JASPER ERIC CATAN, MAEd-English  
Adviser

**Appendix B**

**Questionnaire**

**Reading Interest Contingencies of High School Students**

This questionnaire aims to determine the reading interest contingencies of Grade 10 students in relation to their reading comprehension skills. The result of this study will be used as basis in formulating appropriate intervention program which will improve reading comprehension skills.

The questionnaire is composed of three parts, Part I deals with your personal profile. Part II is a reading interest survey that will determine your interests in reading. Part III is an assessment tool that will determine your reading comprehension level. Please answer the items as honestly as you can.

**Name (Optional)** \_\_\_\_\_

**Part I. Profile of the Students**

Instructions: Please check or fill in the information asked for in the space provided.

Sex: Male \_\_\_\_\_ Female \_\_\_\_\_

Family Monthly Income: ₱ \_\_\_\_\_

**Part II. Reading Interest Survey**

Instructions: This is a survey to measure students' interest in reading. Read each statement and check the appropriate column that tells how you feel about the statement. The following will be your guide.

<b>Verbal Description</b>	<b>Attitude</b>	<b>Explanation</b>
	<b>Interpretation</b>	
Strongly Agree	Very Positive	The feeling/behavior is felt/manifested by the students 81% -100% of the time.
Agree	Positive	The feeling/behavior is felt/manifested by the students 61% - 80% of the time.
Moderately Agree	Moderate	The feeling/behavior is felt/manifested by the students 41% -60% of the time.
Disagree	Negative	The feeling/behavior is felt/manifested by the students 21% - 40% of the time.
Strongly Disagree	Very Negative	The feeling/behavior is felt/manifested 1%

<b>Reading Interest Contingencies</b>	<b>Strongly Agree (5)</b>	<b>Agree (4)</b>	<b>Moderately Agree (3)</b>	<b>Disagree (2)</b>	<b>Strongly Disagree (1)</b>
The following beliefs/behaviors influence my reading interest...					
<b>Attitude</b>					
1. Reading is an important part of my life.					
2. I would rather read a book than watch TV.					
3. Reading makes me feel good.					
4. Reading is an enjoyable way to learn.					
5. I like to read before I go to bed.					
6. I like to buy books and have a place to keep them at home.					
7. I like to share a good book with a friend.					
8. Reading is relaxing.					
9. Reading books is not a waste of time.					
10. Reading is not boring.					
<b>Intention</b>					
1. I read because I want to learn.					
2. I want to develop reading skills.					
3. Reading helps me find out what I want to know/need to know					
4. I read because I want to widen my vocabulary.					
5. I read for personal development.					
6. Reading helps me improve my English language command.					
7. I read to learn new things on my own.					
8. Reading helps me widen my knowledge.					
9. I read just for fun.					
10. I read because it helps me understand more about myself.					
<b>Subjective Norms</b>					
1. I believe that better jobs are available to those with good reading skills.					
2. When I find the kind of books I like, reading can be enjoyable.					
3. I read because I get bored and have nothing else to do.					
4. I read because I have to for school.					
5. I like to read because I get attached to the characters in the books, etc.					
6. Reading gives me an opportunity to learn about myself and the world.					

7. My parents encourage me to read in my leisure time.					
8. I read because my teacher or school librarian recommends materials to me.					
9. I read because my friends read.					
10. Everyone in the family is interested in reading.					

### Part III. Reading Comprehension Skills

Instructions: The following test items cover the different reading comprehension skills. Read carefully each selection and answer the questions that follow.

As the cool stream gushed over one hand, she (my teacher) spelled into the other hand the word water, first slowly, then rapidly. I stood still, my whole attention fixed upon the motions of her fingers. Suddenly I felt a misty consciousness as of something forgotten—a thrill of returning thought; and somehow the mystery of language was revealed to me. I knew then that “w-a-t-e-r” meant the wonderful cool something that was flowing over my hand. That living word awakened my soul and gave it light, hope, joy—set it free!

--Helen Keller, “The Story of my Life”

1. What living word awakened Helen Keller’s soul?  
 A. light      B. hope      C. joy      D. water
  
2. The passage is mainly about \_\_\_\_\_.  
 A. Helen Keller’s experience      C. Helen Keller’s best tutor  
 B. Helen Keller’s attitude      D. Helen Keller’s disability
  
3. It can be read from the story that \_\_\_\_\_.  
 A. Helen Keller felt annoyed about the word water.  
 B. Helen Keller knew how to spell “water”.  
 C. Helen Keller did not touch the water.  
 D. Helen Keller had a tutor.
  
4. It can be inferred from the story that Helen Keller is \_\_\_\_\_.  
 A. blind      B. illiterate      C. deaf      D. mentally challenged
  
5. The author’s purpose in writing the text was \_\_\_\_\_.  
 A. to inform people about her life  
 B. to inspire people about her life  
 C. to boast off her knowledge  
 D. to persuade people to get a tutor

It was a man who lived before the time of Christopher Columbus that was the world's first great traveler. His name was Marco Polo. With his father and his uncle, he traveled from Italy to China, crossing mountains and deserts to get there. In China a king called Kublai Khan was pleased to see the Polos and had them live near to him. They stayed for twenty-three years. Kublai Khan sent Marco to other countries to do business for him. When Marco finally returned to Italy, he wrote all about his adventures in a book, which was read by Columbus and many other people, who also became interested in traveling to strange countries.

6. Marco Polo is a \_\_\_\_\_.
- A. great traveler      B. businessman      C. king      D. scientist
7. The following are the reasons why Marco Polo is called great, EXCEPT one. Which one is it?
- A. He was so well-liked by the king of China.  
B. He crossed mountains and deserts to reach China.  
C. He traveled to other countries to do business.  
D. He wrote about his adventures in a book, which many people read.
8. We know from the story that after Marco Polo returned to Italy, \_\_\_\_\_.
- A. he stayed in Italy for twenty-three years  
B. he brought out a book inspiring new voyages  
C. Kublai Khan sent Columbus to other countries for business  
D. Kublai Khan knew that Marco had crossed mountains and deserts
9. It can be inferred from the passage that \_\_\_\_\_.
- A. Christopher Columbus was a great writer  
B. Kublai Khan loved to travel to other countries  
C. Kublai Khan became interested to travel to strange countries  
D. Christopher Columbus was inspired by Marco Polo's adventures
10. This story is mainly about \_\_\_\_\_.
- A. the world's first great traveler      C. why Polo went to the Far East  
B. traveling from Italy to China      D. Marco Polo and Kublai Khan

People seldom feel neutral about poetry. Those who love it sometimes give the impression that it is an adequate substitute for food, shelter, and love. But it isn't. Those who dislike poetry on principle sometimes claim, on the other hand, that poetry is only words and good for nothing. That's not true either. When words represent and recreate genuine human feelings, as they often do in poetry, they can be very important. Poems provide, in fact, a language for feeling, and one of poetry's most insistent merits involves its attempt to express the inexpressible. One of the joys of experiencing poetry occurs when we read a poem and want to say, "yes, that is just what it is like; I know exactly what that line means but I have never been able to express it so well." Poetry can be the voice of our feelings even when our minds are speechless with grief or joy.

11. One can understand from the passage that people \_\_\_\_\_.
  - A. rarely take a biased opinion about poetry
  - B. never differ in their opinions about a poem
  - C. seldom feel that poetry is an equivalent for life itself
  - D. generally think of poetry as extremely important or totally useless
  
12. One point made by the author in the passage is that poetry \_\_\_\_\_.
  - A. is impossible to be defined
  - B. is only words and good for nothing
  - C. often captures real human feelings
  - D. is an adequate substitute for food, shelter, and love
  
13. The author points out in the reading that \_\_\_\_\_.
  - A. poetry is not closely concerned with feelings
  - B. poetry can't be the expression of one's deepest feelings
  - C. poetry tries to express what people feel but find it hard to describe
  - D. poems are primarily about how people think rather than how people feel
  
14. The sentence that expressed the main idea of the passage is \_\_\_\_\_.
  - A. Those who love poetry sometimes give the impression that it is an adequate substitute for food, shelter, and love.
  - B. Those who dislike poetry claim that it is only words and good for nothing.
  - C. Poetry can be the voice of our feelings even when our minds are speechless with grief or joy.
  - D. People seldom feel neutral about poetry.
  
15. Which of the following situations showed dislike on poetry?
  - A. Words represent and recreate genuine human feelings.
  - B. Poetry is only words and good for nothing.
  - C. Poetry attempts to express the inexpressible
  - D. Poetry can be the voice of our feelings.

She was born Agnes Gonxha in Yugoslavia in 1910. Her father, being a co-owner of a construction firm gave them comfortable lives. In 1928, she decided to become a nun and went to Dublin, Ireland. Three years later, she took the name of “Teresa” in honor of St. Teresa of Avila.

In the convent, Mother Teresa was assigned to teach in a girl’s high school in Calcutta, India. Everyday as she goes to the convent, she passes by the streets of Calcutta which was teeming with beggars, lepers, and the homeless. In 1946, she left her teaching chores and chose to take care of the needy and the poor. There she founded the Missionaries of Charity. Many girls who were her former students became her recruits and they devoted their lives in serving the poor. She became like a “mother” to them.

She opened the first of many homes for the sick and the dying. She also founded the Home for the Dying in Calcutta which housed the dying Indians whom they took care of during the days before they died.

In mid – 1950’s, she began to help victims of leprosy who were housed in a leper colony. Fifteen years later in 1965, Pope Paul VI placed their congregation under the control of the papacy. Centers to care for the blind, lepers and homeless opened around the world. Orphanages were also put up. Because of this charitable work, she later received various awards including the Nobel Peace Prize. The cash reward she received was used for the center’s funds.

At her death in 1997, the Missionaries of Charity have 4000 nuns, 6500 orphanages, soup kitchens, homeless shelters and clinics around the world.

16. Agnes Gonxha chose to become a \_\_\_\_\_.  
A. teacher      B. missionary worker      C. nun      D. nurse
17. Mother Teresa became a recipient of the Nobel Peace Prize Award due to her \_\_\_\_\_.  
A. charitable work      C. leadership  
B. commitment to work      D. words of kindness
18. The selection is about Mother Theresa’s \_\_\_\_\_.  
A. problems      B. experiences      C. life story      D. decisions
19. It can be inferred that despite being born into a rich family, Mother Teresa chose to \_\_\_\_\_.  
A. help the poor      C. teach in school  
B. become a nun      D. donate to charity
20. What value was given emphasis in the selection?  
A. Friendship      B. Generosity      C. Love and Service      D. Respect for elders

A man had two daughters who looked so different from one another. Ciara was so pretty she had many friends. Carla was so plain looking that she kept to herself most of the time.

One day, as they were getting ready for school, the pretty girl peered into the mirror beside her gentle sister. The latter cried out to their father that her action was done to show off her sister's beauty in contrast to her lack of looks.

The father, instead of taking sides, advised them, "I want both of you to look into that mirror everyday. You, who are favored by nature, remind yourself never to dishonor the beauty of your face by the negligence of your actions. And you who lack beauty, do not mind this lack – for you have the attractiveness of your beautiful character.

21. The father advised his daughters by
- A. favoring the one who is plain looking
  - B. reminding them of their true value
  - C. explaining to them their personal worth
  - D. telling them to look into the mirror everyday
22. Which of the following statements is true?
- A. The two daughters are both pretty.
  - B. The two daughters are so plain looking.
  - C. The two daughters look so different from one another.
23. The main idea of the selection is \_\_\_\_\_.
- A. Beauty alone makes one a real person.
  - B. Everyone possesses a certain virtue.
  - C. Appearance is more lasting than good character.
  - D. Outer beauty outlasts inner qualities.
24. The value emphasized in the selection is \_\_\_\_\_
- A. humility
  - B. honesty
  - C. patience
  - D. obedience
25. What type of conflict is found in the selection?
- A. man vs. society
  - B. man vs. himself
  - C. man vs. nature
  - D. man vs. man

Vincent Van Gogh was a famous painter in the 19<sup>th</sup> century. He was born in Holland but he lived most of his life in France. He felt everything deeply for he had experienced many sad and difficult times.

He had a very different style of painting compared to artists of other centuries. He painted pictures of the sunny, hot regions of France. He looked for interesting shapes and exciting colors.

He liked to work freely and quickly. There is fast movement in many of his painting. The sun, moon and stars move rapidly in the sky and sometimes the trees look like fire.

He also painted pictures of people. Like his life, his art was unusual and had shades of meanings.

26. What characterizes most of the works of Van Gogh?  
A. color and movement      C. violence and stubbornness  
B. sharpness and contrast      D. dullness and emptiness
27. Which of the following statements does not describe Vincent Van Gogh?  
A. He was a famous painter.  
B. He liked to paint pictures of people.  
C. He had experienced difficult times in his life.  
D. His style of painting was very common compared to other artists.
28. It can be inferred from the story that Vincent Van Gogh \_\_\_\_\_.  
A. lived an easy life  
B. chose to live a different style of living  
C. experienced unusual happenings in life  
D. encountered a lot of trials and setbacks in life
29. What value is emphasized in the selection?  
A. dedication      B. passion      C. popularity      D. uniqueness
30. What is the main idea of the selection?  
A. Van Gogh was a painter who glorified the elite.  
B. Van Gogh was a painter who chose absurd subjects.  
C. Van Gogh's art work is dominated by human emotions.  
D. Van Gogh was a painter who preferred simple paintings.

Just like other children, Rofel John or RJ would grudgingly take his sister, Andreana Jean or AJ, on a ride with his bicycle. His favorite pastime, however, was to go racing down the steep mountain road at top speed. Stiff with too much fright, the young girl would close her eyes tight and never say a word for fear that she might not be taken along again.

Twenty years later, when they drove down the same road in a car, she asked her brother if he still remembered how they used to ride down on that same mountain road with her eyes closed because of fear.

“What?” He exclaimed with astonishment. “You too?”

31. The selection is about RJ and AJ's \_\_\_\_\_.
- A. relationship
  - B. fear
  - C. bicycle
  - D. favorite pastime
32. Their favorite pastime when they were still young was \_\_\_\_\_.
- A. running down the steep mountain with their eyes closed
  - B. racing down the steep mountain road at top speed
  - B. walking briskly down the steep mountain
  - D. riding a bicycle at low speed
33. From the last sentence, one can infer that \_\_\_\_\_.
- A. Rofel John enjoyed riding his bicycle more than his sister did
  - B. Rofel John enjoyed racing down the steep mountain road at top speed
  - C. RJ also closed his eyes each time they raced down the steep mountain
  - D. Andreana Jean liked to ride on a bicycle while coming down a steep mountain
34. “Eyes closed because of fear” actually refers to \_\_\_\_\_.
- A. the sister only
  - B. the brother only
  - C. both brother and sister
  - D. neither brother nor sister
35. According to the paragraph, which of the following situations did the little girl fear most?
- A. racing down the steep mountain at top speed
  - B. never being able to show she was frightened
  - C. being scolded by her brother for tagging along
  - D. not being taken along again for the bicycle ride

The difference between fairness and justice, though subtle, is pivotal in the area of virtue of education. A firm grasp of fairness is needed before one can go on to gain a proper appreciation of the value of justice. Fairness differs from justice in three important ways: it is broader, more elementary, and less formal than justice.

Fairness has a much broader range of applicability than justice. It can refer to the beautiful – fair lady; the civil – fair words; the good – a fair crop; or the obstructed – the fairway. In meteorology, it distinguishes fair from a foul ball; in business, a fair shake from a shady deal; in law, a fair trial from a kangaroo court. The utility of fairness is extensive because it is an easier concept to grasp than justice. It applies to the cosmos as well as to children at play.

Justice can be highly complex and legalistic. It lends itself quite naturally to being institutionalized. Lawyers, judges, and other professionals who defend and uphold to the law require a great deal of training. Fairness, by contrast, is not nearly as formal. In fact, a sense of fairness seems to be quite spontaneous and natural. The unschooled can easily appreciate the need for fairness. On the other hand, one who is highly educated in the field of jurisprudence may lose sight of fairness basic value. Justice Comes Later.

36. In what area is fairness and justice pivotal?  
A. trade      B. commerce      C. arts      D. education
37. In what sense fairness is broader than justice?  
A. scope      B. use      C. level      D. nature
38. If justice is highly complex and legalistic, what does it mean?  
A. It is used in legal matters.      C. It is institutionalized.  
B. It is formal.      D. It is more difficult to understand.
39. Which statement is **NOT TRUE** about fairness?  
A. It is less formal.      C. It can be used anytime.  
B. It is spontaneous and natural.      D. It is easier to understand.
40. What is the selection about?  
A. Relationship of fairness and justice  
B. Justice is better than fairness  
C. Differences between justice and fairness  
D. The value of fairness and justice

Youth is not a time of life; it is a state of mind. It is not a matter of rosy cheeks, red lips and supple knees; it is a matter of the will, a quality of the imagination, vigor of the emotions; it is the freshness of the deep springs of life.

Youth means a temperamental predominance of courage over timidity, of the appetite for adventure over the love of ease. This often exists in a man of 60 more than in a boy of 20. Nobody grows old merely by a number of years. We grow old by deserting our ideals.

Years may wrinkle the skin, but to give up enthusiasm wrinkles the soul. Worry, fear, self-distrust bows the heart and turns the spirit back to dust.

Whether 60 or 16, there is in every human being's heart the lure of wonder, the unfailing childlike appetite of what's next and the joy of the game of living. In the center of your heart and my heart, there is a wireless station. So long as it receives messages of beauty, hope, cheer, courage and power from men and from the Infinite, so long are you going.

When the aerials are down, and your spirit is covered with snows of cynicism and of ice of pessimism, then you are grown old, even at 20; but as long as your aerials are up to catch waves of optimism, there is hope you may die young at 80.

41. Which of the following statements does **NOT** speak about youth?
- A. Youth is a time of life.                      C. Youth is not a matter of looks.  
B. Youth is a state of mind.                    D. Youth is a matter of will.
42. It can be inferred that the selection describes youth as \_\_\_\_\_
- A. a time of life                                  C. soul-searching  
B. a state of mind                                D. hopeful optimism
43. The value most exemplified in the selection is \_\_\_\_\_
- A. success    B. maturity    C. having courage    D. having enthusiasm
44. The theme of the selection is \_\_\_\_\_
- A. youth is about numbers of years    C. youth and growing old  
B. youth and what it means              D. youth is about hope
45. A man grows old not merely by a number of years but by
- A. receiving messages of beauty, cheer and courage from men  
B. his unfailing childlike appetite  
C. boosting up his enthusiasm  
D. deserting his ideals



## Curriculum Vitae

### I. Personal Data

Name: Lounisa C. Catarman  
Date of Birth: December 16, 1983  
Place of Birth: Tanjay City, Negros Oriental  
Name of Parents: Father: Nestor Patriarca Capanay  
Mother: Lourdes Calbog Capanay  
Civil Status: Married

### II. Educational Attainment

Graduate School: Foundation University  
Master of Arts in Education, Major in English  
March 2019  
Negros Oriental State University  
MAEM (CAR)  
Summer 2013  
Tertiary: Foundation University  
Dumaguete City  
March, 2005, President's Award  
Degree: Bachelor of Secondary Education  
Major in English  
Secondary: Immaculate Heart Academy  
Tanjay City, Negros Oriental  
March, 2001  
Elementary: Tanjay Central Elementary School  
Tanjay City, Negros Oriental  
March, 1997

### III. Eligibility

Licensure Examination for Teachers (LET) Cebu City, 2005

#### **IV. Professional Experiences**

01/06/2016-PRESENT	Master Teacher I	Bais City National High School
05/02/2014-01/05/2016	Teacher III	Bais City National High School
02/05/2007-05/01/2014	Teacher I	Bais City National High School
06/01/2005-06/01/2006	Instructor	Foundation University

#### **IV. Trainings, Seminars Attended**

05/21/2018-05/25/ 2018	National Training of Trainers on Pedagogical Retooling in Mathematics, Languages, and Science (PRIMALS) for Junior High School
9/25/2017-9/29/ 2017	Training Workshop on Information Technology – Business Process Management
7/16/2017-7/18/ 2017	Seminar-Workshop on Current Trends in English and Journalism
5/28/2017-6/3/ 2017	National Training of Trainers on Pedagogical Retooling in Mathematics, Languages and Science for Grade 4-6 teachers
10/26/2015-10/30/2015	In-Service Training for Teachers
04/20/2015-05/04/2015	2015 Summer Enrichment Program
11/12/2014	Basic Sign Language Training
10/20/2014-10/23/2014	In-Service Training for Teachers
07/11/2014	Teachers' Forum on Civil Service Matters
05/16/2014-05/21/2014	Regional Mass Training of Grade 9 Teachers on the Kto12 Basic Education Program