



An Assessment on The Reading Interest Of Third Year Students Of Maximo L. Gatlabayan Memorial National High School: A Basis In Selecting Supplementary Reading Materials In English

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Abstract

This study focused on the Assessment on The Reading Interest Of Third Year Students Of Maximo L. Gatlabayan Memorial National High School: A Basis In Selecting Supplementary Reading Materials In English; School Year 2012-2013. Specifically, it aimed to assess the reading interests of the third year high school students of Maximo L. Gatlabayan Memorial National High School with the end view of making it the basis for the selection of relevant instructional materials in reading. This study utilized all the third year students of Maximo L. Gatlabayan Memorial National High School enrolled for the Academic Year 2012-2013. The researcher used the descriptive type of research. Hillway pointed out that a descriptive survey method is a process of learning pertinent information about an existing situation. In this study, it was used in order to obtain precise and valuable information about the Health Practices of the third year students of Maximo L. Gatlabayan Memorial National High School.

Keyword: Assessment, reading, interest, supplementary materials, high school

Introduction

The human being is said to have a natural thirst for knowledge and one way to quench this thirst is through reading. Reading does not only allow man to obtain knowledge and information, but it also broadens man's experiences and serves as a vehicle on carrying out one's work effectively and efficiently, Bangayn- Manera (2020). It plays a salient role in almost every aspect of human endeavor in the field of commerce, politics, industry and others. Reading also makes us know about man's creation, his conquest, his achievements, his ideals, thoughts and aspirations including his hopes in the future.

During the last few decades, the growth of knowledge had been very rapid which simply implies that if we do not read, we are left behind in terms of significant information, Bangayan-

Manera(2020). Reading materials for this matter are, therefore, very helpful in keeping ourselves abreast of current world activities that can affect our lives, our families, and our country.

Today, there are many available materials that cater to man's reading needs and tastes like books, newspapers, comics, pamphlets and other handouts that are informative in nature. Among the various reading materials, the book, as many writers have pointed out, is still the most compact and portable device available for the storage and retrieval of information and ideas. Clemente (2019) also stated that a nation of avid readers is an informed nation and an informed nation can elect better officials, make wiser decisions, initiate community programs, and value reasons, persuasion, morality, law and order above passion and violence. Reading is not going to bring instant prosperity and happiness to the Philippines. But, it may produce a more matured, a more informed and a more responsible citizenry. Filipinos according to Balog (2021) claim to have the highest rate of literacy in the Asian region, next to Japan. She also said that for many years now, the Philippines have had one of the highest ranks of attendance at the secondary level of education among the developing countries. Practically, half of its national budget goes to educational needs of the citizens. Despite these, the Philippines is not yet a nation of readers.

In learning institutions, reading was traditionally referred to as one of the important three R's which were given more emphasis by teachers in their teaching. It is, however, ironic that while the country is a major producer of college graduates and that in college most of the work involves reading, the researcher very rarely sees high school students studying at Maximo L. Gatlabayan Memorial National High School read books, magazines, journals and other reading materials during their leisure time. Majority of the students are concentrated on reading only their reference books. Reading for recreation has never been a part of their lives as high school students. In many cases, one's desire to read is dependent on his interest which more often than not gives direction and purpose for reading. These observations have triggered the mind of the writer to conduct an investigation that will look into the interests of high school students particularly in relation to reading which will be a basis for the selection of supplementary reading materials.

Variables of the Study

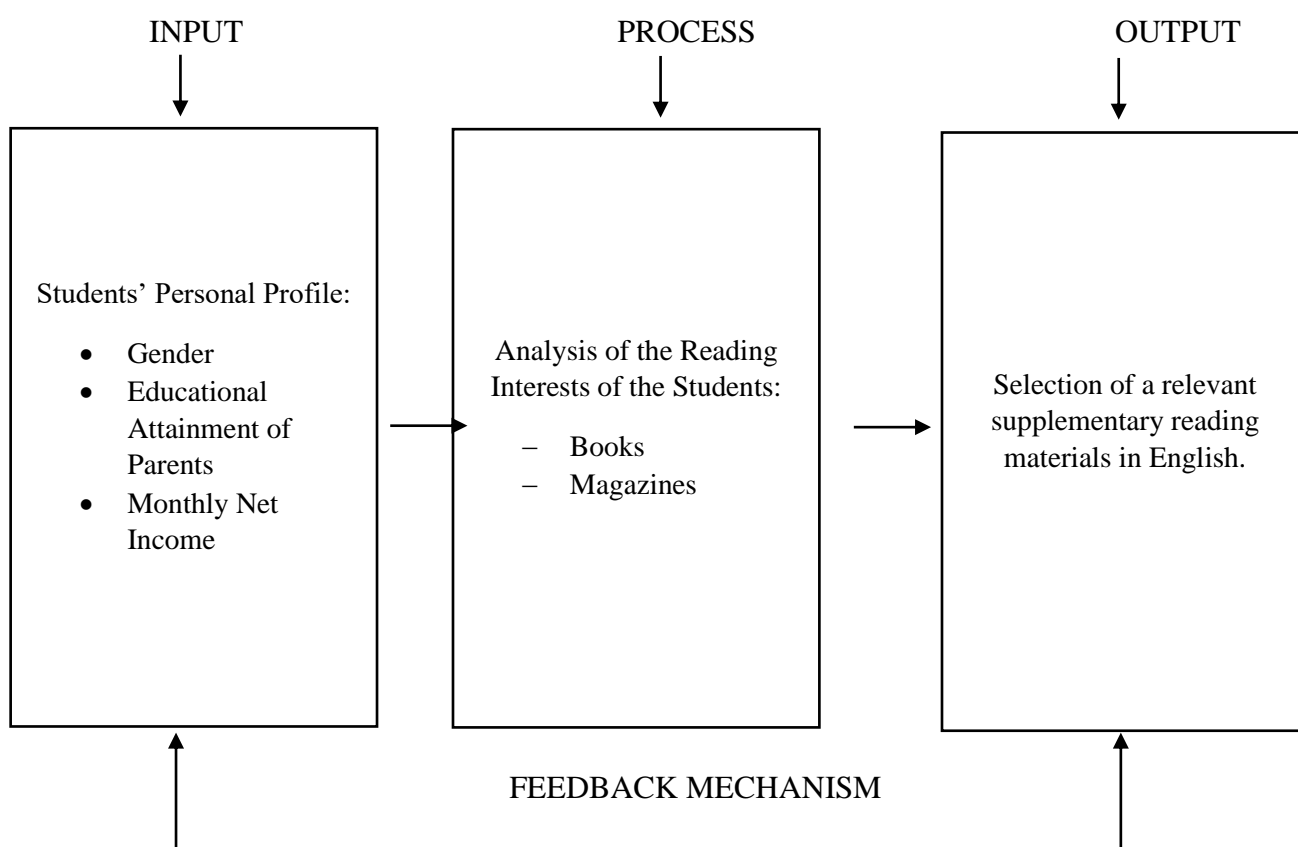
The variables of the study were (1) The student respondents personal profile which includes their Age, Gender, Educational Attainment of their parents, monthly income and residence; (2) the reading interests of the respondents as the intervening variable and considered as the vital factor in the study and (3) the expected output – Supplementary Reading Materials in English – which is the dependent variable of the study.

Educators believe that it is important to assess student's interests because this will give direction and purpose to their activities. Learning to be more effective must start with a desire or need. A student who shows fondness in books must be given fine reading materials that would make him read more. Homes and schools must give him variety of good literature wherein he will be allowed to pick the book of his choice.

The most fundamental principles governing reading interest are: (1) Interests are acquired and like other traits, are amenable to training or teaching. They are responsive to the home and school environments and are conditioned by experience; (2) In any group of students, there will be wide variations in their tastes and interests. It is the task of the teacher to discover as far as possible what an individual will read or can be induced to read about the thing he is interested in; (4) in order that one may improve a child's interests and tastes in reading, one must begin at the child's present level. Normally, one progresses by easy stages. The speed will depend upon the child and the circumstances; and (5) Home and school cooperation is of great value in the cultivation of desirable reading interests.

Behavioral scientist studying the behavior patterns of children noted that discovering and raising the children's interests in reading are essential conditions for a continuous growth in reading ability.

Research Paradigm



Ruth Strickland stated that the child's attitude towards a curriculum subject affects his reading interests. She further stressed that a child who is deeply interested in a subject will be

able to read materials on any subject even though it is more difficult than his usual reading materials.

Emerald Dechant opines that reading is a key tool of learning, vital to the continuous growth of an individual and his society and that learning is a social process that shows the relationships of the individual to the environment for adequate and proper adjustment.

The foregoing theories served as basis for the research paradigm. Input to the study includes the personal profile of the Third Year students of Maximo L. Getlabayan Memorial National High School in terms of age, educational attainment of parents and monthly net income. These variables are believed to affect the respondents' reading interests.

Statement of the Problem

The study aimed to assess the reading interests of the third year high school students of Maximo L. Gatlabayan Memorial National High School with the end view of making it the basis for the selection of relevant instructional materials in reading.

Specifically, it sought to answer the following questions:

1. What is the demographic profile of the third year students of Maximo L. Gatlabayan Memorial National High School in terms of:
 - a. Gender;
 - b. Parents highest educational attainment;
 - c. Monthly net income;
2. What are the reading interests of the third year students of Maximo L. Gatlabayan Memorial National High School?
3. Do the reading interests of the third year students of Maximo L. Gatlabayan Memorial National High School significantly differ when students are grouped according to:
 - a. Gender;
 - b. Parents highest educational attainment; and
 - c. Monthly net income
4. What relevant reading materials can be selected based on the identified reading interests of the respondents?

Hypotheses

Ho: 1 There is no significant difference in the reading interests of third year high school students when grouped according to gender, educational attainment of parents, and monthly net income.

Ho: 2 There is no significant difference in the reading interests of third year high school students when their profile on educational attainment of parents, and monthly net income are considered.

Research Method

Research Design

The study adopted the descriptive type of research. Hillway pointed out that a descriptive survey method is a process of learning pertinent information about an existing situation. In this study, it was used in order to obtain precise and valuable information about the Health Practices of the third year students of Maximo L. Gatlabayan Memorial National High School.

Selection and Description of Respondents

This study includes all the third year students of Maximo L. Gatlabayan Memorial National High School enrolled for the Academic Year 2012-2013.

Statistical Treatment

The frequency and percentage distribution was used to present the socio-demographic characteristics of the respondents and their reading interest.

To determine if there is a significant difference in the reading interests of the respondents when grouped according to how often they read fiction and non fiction, the t-test will be applied. To determine significant relationship of their reading interests when the respondents gender and educational attainment of parents is considered. Chi-square is used.

T-test was used to determine the significant difference in the assessment of the two groups of respondents as between reading interest in fiction and non-fiction books. Reyes (2003) defined the formula in computing t-test as follows;

Presentation, Analysis and Interpretation Of Data

This chapter presents the analysis and interpretation of data obtained through a descriptive survey using a questionnaire and interviews pertaining to the specific questions under consideration in the study.

Profile of the Respondents:

Table 1

Respondents according to Gender

Gender	Frequency	Percentage	Rank
Male	39	39	2
Female	61	61	1
Total	100	100	

It can be inferred from table 1 that 39 or 39 percent of the respondents are males and 61 percent are females. It is usually the case in education of learning that females outnumber the males.

Table 2

Respondents according to Highest Educational Attainment of Parents

Highest Educational Attainment of Parents	Father			Mother		
	f	%	R	f	%	R
With Elementary Credits	16	16	3	9	09.18	6
Elementary Graduate	10	10	5	16	16.32	4
With High School Credit	14	14	4	17	17.34	3
High School Graduate	30	30	1	27	27.55	1
With Units in College	21	21	2	18	18.36	2
College Graduate	9	9	6	11	11.22	5
Total	100	100		98	100	

Table 2 shows the Highest Educational Attainment of the Parents of respondents. Both father and mother ranked number one in being a *high school graduate* with 30 and 27.55 percent respectively. It is however noticeable that *with units in college* ranked number two with slim difference, while with *elementary credit* ranked the lease. This is a clear indication that though parents did not obtain a masters degree course, they still showed their interest in sending their children to school.

Table 3

Respondents according to Monthly Net Income

Monthly Net Income	Frequency	Percent	Rank
10,000 and below	76	76	1
10,001-20,000	22	22	2
20,001 and above	2	2	3
Total	100	100	

Table 3 depicts the family monthly income of the respondents. 76 or 76 percent belongs to the 10 thousand below income, this implies that parents who earns this amount can only send their children to public schools like Gatlabayan. It is sad to note that there are still a lot of Filipino families belonging to this income bracket.

Table 4

Respondents according to their Reading Interests in Fiction Books

Reading Interests	Frequency	Percentage	Rank
Fairy Tails	10	10	3

Love Stories	53	53	1
Suspense	2	2	6
Horror	6	6	
Comedy	23	23	2
Drama	3	3	4.5
Tragedy	3	3	4.5
Total	100	100	

Table 4 shows that most of the respondents are *Love Story* readers with 53 or 53 percent and ranked number one. Second is *Comedy* with 23 percent share of the total 100 respondents. This is perhaps brought about by the entertainment value which lessens stress.

Table 5

Respondents according to their Reading Interests Non-Fiction Books

Reading Interests	Frequency	Percentage	Rank
Arts	15	15	3.5
Bible	15	15	3.5
Economics	5	5	7
Education	7	7	6
Customs, Etiquette, and Folklore	2	2	8
English	14	14	2
Music	33	33	1
Science	9	9	5
Total	100	100	

Table 5 manifest that there are 33 or 33 percent of the respondents are more inclined to read *music* non-fiction books as it ranks number one. The least is *Customs, Etiquette and Folklore*.

This big disparity is an indication that respondents are music lovers than as knowledge seekers. Sometimes trends come into play.

Table 6

Respondents according to how often they read Non-Fiction Books

	Fiction	%	Rank	Non-Fiction	%	Rank
Daily	25	25	2	10	10	4
Once a wk	34	34	1	45	45	1
2x a wk	17	17	3.5	25	25	2
3x a wk	17	17	3.5	11	11	3
One a mo.	7	7	5	9	9	5
Total	100	100		100	100	

It can be gleaned from table 6 that the frequency of how often fiction and non-fiction are read by the respondents falls on *Once a week*. It is interesting to note that both ranked number one. Another thing noticeable is they also have the same *once a month* in their last rank.

Table 7

Respondents according to their Reading Interests in Magazines

Reading Interests	Frequency	Percentage	Rank
Movie	45	45	1
Sports	35	35	2
News	20	20	3
Total	100	100	

Table 7 reveals that respondents are more interested in reading something that has to do with *movies* as it garnered a 45 percent and ranks number one among the reading interests. To be updated of the upcoming movies may be considered as reason for this finding. *News* being the least shows that respondents are less interested with news.

Table 8

Respondents according to the Assessment of their Reading Interests

Reading Interests	Very Satisfactory (5)	Satisfactory (4)	Unsatisfactory (3)	Mean	Verbal Interpretation	Rank
Books	32	64	4	4.28	s	2
Magazines	2	76	22	4.56	vs	1

Table 8 shows the assessment of the respondents on their reading interests on Books and Magazines. There is a .28 mean discrepancy between the two. Magazines ranks first with 5.46 mean while Books 4.28.

Table 9

Chi-Square Test for Gender an Educational Attainment

Profile Category	Degrees of Freedom	Chi-Square Values		Decision	Interpretation
		Comp.	Tab. (.05)		
Gender	6	23.75	12.59	Reject Ho:	Significant
Educational Attainment	30	34.70	43.77	Accept Ho:	Not Significant

At .05 level of significance with 6 degrees of freedom, the tabular value is lesser than the computed chi-square value which is 23.75. This means that we reject the null hypothesis therefore there is significant relationship between the reading interests of respondents to their gender.

p-value – 0.000581, .05 is higher than the computed p-value of 0.000581, therefore we reject the null hypothesis which means there is significant relationship between the reading interests of respondents to their gender.

At .05 level of significance with 30 degrees of freedom, the tabular value is 43.77 which is greater than the computed chi-square value which is 34.70. This means that we accept the null hypothesis therefore there is no significant relationship to their educational attainment.

Table 10

T-Test for Fiction and Non-Fiction

Degrees of Freedom				P-Value			Decision	Interpretation
7								
Mean		Variance		Comp.	STDEV			
12	14	395	86	0.89	19	9	Ho: Reject	Significant

The computed P-value of 0.89 is very much greater than .05, this simply indicate that we reject the null hypothesis in lieu of the alternative, that there is indeed a significant difference in the reading interests of the respondents when we talk about their fiction and non-fiction reading materials.

Conclusions

Based on the findings of the study, the following conclusions are drawn:

1. Most of the respondents are females.
2. Majority of the parents are high school graduate.

3. Most of the parents monthly income belongs to the 10 thousand and below bracket.
4. More than half the respondents are *Love Story* readers.
5. There are more respondents who are inclined to read *music* non-fiction books.
6. Magazines ranks first with 5.46 mean while books 4.28.
7. Reading interests is associated with gender but not in the educational attainment of parents.
8. That there is a significant difference in the reading interests of the respondents when we talk about their fiction and non-fiction reading materials.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are formulated.

For The Parents

1. Parents should be encouraged to level up their educational attainment so that they can find better job and better earnings, to sustain the educational needs of their children. This is with emphasis to their reading materials.
2. Monitor students' reading frequencies at home and be able to guide them towards reading materials which are with high quality and that suit their interests.
3. Parents should be aware of the students specially their reading preferences at home and school.

For The Teachers

1. Encourage students reading interests more on educational reading materials because they are more inclined in reading fiction like love stories than educational books.
2. Increase the frequency of reading of the students for not just once a week.
3. Maintain balance reading of students between books and magazines in school.
4. Teachers in reading should be encouraged to attend relevant trainings on the reading interests of the students and be able to choose some reading materials that would suit their interests.
5. Teachers should identify the relevant reading materials so that students' needs will be met specially in terms of their reading processes.

For The Administration And Other Concern Agencies

1. Create more conducive facilities that can accommodate students for reading.
2. It is further recommended that similar studies be conducted to expand the scope so that more aspects will be covered.
3. Implement reading programs that would include all the reading preferences of the students as identified.
4. The school administrators should provide reading materials according to the interests of the students without compromising other subjects.

For The Students

1. Increase the frequency of reading materials in English that would help them acquire better participation rate in school.

2. Be resourceful to find for reading materials that would fill their interests especially when parents cannot afford to buy the reading materials they wanted to read.
3. Reading should not be done just for compliance, and so students should be able to read with fun and interest to accumulate better understanding of matters around.

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