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The Reading Readiness Skills of Grade I Pupils of Selected Elementary Schools of Echague South District Echague, Isabela

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A B S T R A C T

This study investigated the reading readiness skills of Grade 1 pupils in selected elementary schools of Echague South District, Philippines (School Year 2012-2013). It aimed to describe the pupils' profiles and reading readiness levels, and identify factors influencing these skills.A descriptive design was employed with purposive sampling. A total of 260 Grade 1 pupils participated. Data on pupil profiles (entry qualification, age, gender, parental education, occupation, and income) were collected through a survey. Reading readiness skills were assessed using tests covering noting similarities of shapes, recognizing word differences, matching words, classifying objects, matching pictures, understanding object relationships, and building vocabulary.The majority of pupils had preschool experience, were 6 years old, and male. Most parents had a high school education, blue-collar jobs, and a monthly income below 10,000 pesos. Pupils' reading readiness skills were generally satisfactory, with the exception of relationship of objects and building vocabulary, which were rated as fair. Entry qualification was the only factor significantly predicting reading readiness skills Preschool experience positively impacts reading readiness. Most pupils exhibited satisfactory reading readiness, but specific areas needed improvement.Implement remedial programs for weaker reading skills. Develop activities to enhance object relationship and vocabulary skills. Consider incorporating preschools, IQ, and reading habits as future research variables. Share these findings to inform future studies on reading readiness assessment for Grade 1 pupils. Utilize different techniques for measuring reading readiness in future research.

Keywords: reading readiness skills, Grade 1 Pupils, Reading Readiness Level

Introduction

For so many years, it can be observed that one of the thrusts of the educational system of the country is quality education. It is in the educational ladder that the government invests so much so that the citizens of tomorrow would be more productive and more concerned with national development. In the Filipino family, the child is not only the source of joy but also the hope of tomorrow.

One of the educational thrusts that educators pay attention to this year is the K-12 program. The implementation of the K-12 program is "phased". The first phase of the implementation starts during this school year, 2012-2013. During this school year, universal kindergarten is finally offered, and is now be a part of the compulsory education system; and a new curriculum for Grade I and Grade 7 pupils would be introduced. From grades 1-3, pupils will be taught using their mother tongue, meaning the regional languages of the Philippines (also called dialects) and this will be used in some subjects (except Filipino and English) as a medium of instruction. It may be incorporated as a separate subject.

Pre-school education at the kindergarten level aims to develop children in all aspects (physical, social, emotional and cognitive) so that they will be better prepared to adjust and cope with life situations and the demand of formal schooling and to maximize the children's potential through a variety of carefully selected and meaningful experiences considering their interest and capabilities.

The Department of Education (DepEd) required the teaching of an eight-week early childhood experiences (ECE) curriculum to all Grade One pupils in public elementary schools before they are exposed to formal academic lessons in the initial grade level. The ECE curriculum has been ordered by Education Secretary Edilberto de Jesus as a part of the entire Grade One curriculum. All first-grade mentors utilize the entire eight weeks to teach appropriate lessons that will largely provide necessary opportunities for pupils "to develop their social, motor and readiness skills." (ECE Curriculum - DepEd, 1995).

The researcher has been a grade one teacher for seven years. One of the problems she always encounters is the reading readiness of pupils. Some of the pupils are not ready in going to formal education. There are pupils who do not have pre-school experiences. Even with the implementation of the 8week (ECE) curriculum, there seems to be reading readiness difficulties which need to be identified.

The researcher deemed it necessary to find out what reading readiness skills were mastered or not yet mastered by the grade 1 pupil in their district. She also tried to identify the variables that predict reading readiness.

With the start of the lowering of the entrance age to (6) six years in school year 1995- 1996 (BSP Course,1994), more children entering Grade 1 without the benefit of any pre-school experience could have a lot of a apprehensions about the school. In order to have a transition from the home to school and to prepare them socially and psychologically, curriculum on early childhood experiences is suggested to be used.

Administrators from the Department of Education keep on evaluating the pupils' performance every now and then. The evaluation does not only determine and measure performance or achievement of the pupils, but also the accomplishment of the teachers. These necessitate that the teachers should be able to teach reading effectively. In particular, the elementary schools occupy the singular privilege of developing a well-trained and well- informed citizenry.

Year in and year out, teachers and administrators still encounter pupils who are deficient in reading. The children find difficulty in coping with the academic work in school. Failure to read means failure in the future life. Those pupils who can read and comprehend are the ones who do well in the class. They can easily do and understand the instruction given in the examinations like periodic test and achievement test, they can solve word problems in Mathematics, and they can do their assignment without seeking help.

According to the Department of Education (2006), reading readiness is the maturation of all physical, mental, social and emotional factors involved in the reading process. No child should be made to read until he is ready for it. Forcing reading instruction upon a child who is not ready results in adverse attitude towards reading. He develops personality maladjustment and emotional upsets such as dislike for reading, attitude of failure, lack of self-confidence, etc.

Reading readiness provides the foundation in the prevention of reading retardation as well as of correction and remedial instruction. In order that the child may read readily, happily and successfully, he must develop the abilities and attitudes that compose reading readiness.

Furthermore, reading readiness stage involves the development of visual perception and discrimination. The children are guided to recognize and to differentiate shapes, colors, sizes, directions, position and internal details. The capability to recognize similarities and discriminate differences among sounds is developed, e.g. soft from loud sounds, high pitch from low pitch.

Growth is a continuous process. Reading readiness, therefore, cannot be a definite point on the development but rather can indicate that the child is ready to read, to study and to participate in group activities. It is a stage of a child's development where he is already prepared physically, mentally, emotionally, and socially. Readiness to read then must be properly established in order to give a solid basic reading foundation to the child.

Reading is a linguistic process. Children being taught to read must understand the relationship between reading and their language. Many children start school with many experiences and understanding about language that should help them learn to read more easily. Examples of these so-called early literacy behaviors are: recognizing the letters of the alphabet, writing their names, identifying brand names of products, using a book properly, retelling parts of their favorite books etc. Teachers should consider the background of the pupil when they decide when and where to begin reading instruction. Children who come from homes with a rich print environment are usually more advanced than those who have little or no experience with written language before entering school.

Beginning reading is the process of learning to recognize certain symbols, words, phrases, sentence as standing for ideas. A child has the concept of the moon. He sees the moon at night. His mother has pointed at

the moon and told him its name. In reading, the child will know that the symbol moon stands for the same concept.

To provide a systematic evaluation of the child's program in reading readiness, it is important follow and develop properly the reading readiness program especially the following activities: noting similarities of shapes and forms, differences of shapes and forms, recognizing differences in words, matching pairs of similar words, classifying relationship of objects and building vocabulary.

Background of the Study

Learning to read adequately by the end of Grade I is considered a critical indicator of how well pupils read throughout their school years. It affects their overall success in school and even later in life in their chosen future endeavors. Effective reading strategies and reading comprehension are essential for success in reading.

One of the identified problems in the educational system here in the Philippines is the reading readiness skills of Grade 1 pupils. The elementary schools of Echague South District are not exempted from this pressing problem of the educational system.

Echague is a first class municipality in the province of Isabela, Philippines. It is politically subdivided into 64 barangays. Composed of 3 district namely: Echague South District, Echague East District and Echague West District. The researcher has been a grade one teacher for seven years in Echague South District. Because of the aforementioned reason, the researcher deemed it necessary to undertake this study in Echague South District.

The elementary schools of Echague South District are composed of 23 schools. The researcher obtained the desired ·sample using cluster sampling. Out of the 23 schools, only nine (9) are being considered. They are as follows: Bacradal Elementary School, Echague South School, Garit Sur Elementary School, Nilumisu Elementary School, Pangal Norte Elementary School, Pangal Sur Elementary School, San Juan Elementary School, San Felipe Elementary School, and Villa Fermin Elementary School. The population of Grade I pupils in the 9 schools is 260. Simple random sampling using table of simple random numbers was used to select the respondents of the study. The total respondents of the study is 130.

Conceptual Framework of the Study

Reading readiness requires skills that are developed at home. To support a child's success in school, it is necessary to help him/her prepare to read. It starts with modeling the use of language at home, and surrounding him/her with a rich language environment. A young child, going off to school trusts that her parents and guardians have adequately prepared her for future success. Her skills are learned habits that she performs with ease (Chavez 2000).

In order to improve the reading readiness skills of pupils in their earlier transformative school years, several schemes have been used one after the other. One of them is the mastery learning competence scheme in which listening, speaking, reading, writing and understanding skills are developed continuously. This study was undertaken under this concept.

The paradigm of the study is seen in Figure 1. It works to describe the differences of the reading readiness skills of grade 1 pupils in selected schools of Echague South District. In the first box, the profile of the pupils is indicated in terms of entry qualification, age, gender, educational attainment of parents, occupation of parents and monthly income, and finding out the significant difference in reading readiness skills of the pupils, in terms of the following: noting similarities of shape and forms, recognizing differences of words, matching pairs of similar words, classifying objects, matching pictures, relationship of objects, and building vocabulary.
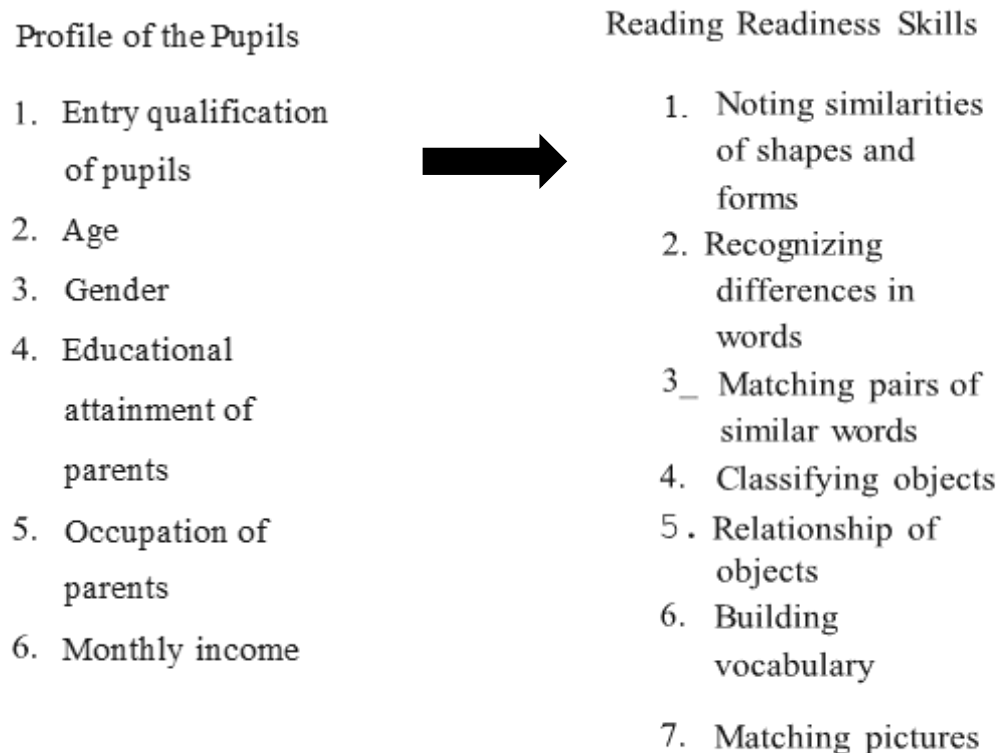
Profile of the Pupils

1. Entry qualification of pupils
2. Age
3. Gender
4. Educational attainment of parents
5. Occupation of parents
6. Monthly income

Reading Readiness Skills

1. Noting similarities of shapes and forms
2. Recognizing differences in words
3. Matching pairs of similar words
4. Classifying objects
5. Relationship of objects
6. Building vocabulary
7. Matching pictures

Figure 1. Research Paradigm

Statement of the Problem

This study attempted to assess the reading readiness skills of Grade I pupils of selected elementary schools of Echague South District for the School Year 2012-1013.

Specifically, it tried to answer the following questions:

1. What is the profile of the Grade I pupils in terms of the following variables:

    1.1 entry qualification of pupils

    1.2 age

    1.3 gender

    1.4 educational attainment of parents

    1.5 occupation of parents

1.6 monthly income?

2. What is the level of the reading readiness skills of the pupils in terms of the following aspects:

2.1 noting similarities of shapes and forms

2.2 recognizing differences of words

2.3 matching pairs of similar words

2.4 classifying objects

2.5 matching pictures

2.6 relationship of objects; and

2.7 building vocabulary?

3. Is there a significant difference in the reading readiness skills of the pupils when grouped according to:

3.1 entry qualification of pupils

3.2 age

3.3 gender

3.4 educational attainment of parents

3.5 occupation of parents

3.6 monthly income

4. Which of the variables predict the level of reading readiness of pupils?

5. What activities can be undertaken /devised to improve the reading readiness skills of pupils?

Hypothesis of the Study

There is no significant difference between the levels of reading readiness skills of pupils when grouped according to profile variables.

RESEARCH METHODOLOGY

Research Design

This research study determined the difference between variables like: age, gender, educational attainment of parents, occupation of parents and reading skills like: noting similarities of shapes and forms, recognizing differences in words, matching pairs of similar words, classifying objects, relationship of objects, building vocabulary and matching pictures to the reading readiness of the grade 1 pupils. This study used the descriptive method.

The descriptive research method was employed in the study to look into the difference of reading readiness skills and profile of pupils.

Respondents of the Study

The total population of respondents summed to 260 grade 1 pupils of selected elementary schools of Echague South District. (See Table 1)

Table 1. The Population of Respondents in Selected Schools.

Respondents Grade I Pupils	The Population of Grade I pupils in the Selected Schools
Bacradal Elementary School	16
Echague South Central School	40
Garit Sur Elementary School	14
Nilumisu Elementary School	30
Pangal Norte Elementary School	28
Pangal Sur Elementary School	36
San Juan Elementary School	24

San Felipe Elementary School	40
Villa Fermin Elementary School	32
Total	260

In the event of large member of population which when taken into consideration, may be time consuming and expensive (Fraenkel 1993). The researcher initially obtained the desired sample using cluster sampling. Out of 23 schools, only 9 were included. The researcher then listed down the name of schools, the frequency distribution and the percentage. Using the table of random numbers, the researcher come up with 130 grade l pupils as respondents. (see Table 2)

Table 2. Distribution of the Respondents of the Study

Respondents Grade I Pupils	Frequency	Percentage
Bacradal Elementary School	8	6.15
Echague South Central School	20	15.38
Garit Sur Elementary School	7	5.38
Nilumisu Elementary School	15	11.54
Pangal Norte Elementary School	14	10.77
Pangal Sur Elementary School	18	13.85
San Juan Elementary School	12	9.23
San Felipe Elementary School	20	15.39
Villa Fermin Elementary School	16	12.31
Total	130	100

Research Instruments

The instruments used to gather data are:

1. Questionnaire. This was used to interview the parents to gather background information about the profile of the pupils in terms of entry qualification, age, and gender of pupils, and educational attainment, occupation and socio-economic status of parents.

2. The researcher made a test on Reading Readiness Skills. The instrument was presented to grade I teachers for the face and content validation. After the face and content validation, the test was administered to grade I pupils in Narra Elementary School in Echague East District to measure the reliability and validity of the instrument. The instrument was composed of the following aspects.

- Noting similarities of shapes and forms - study the shapes and forms of letter in the boxes on the left, then find which has a similar shape op the right.

- Recognizing differences of words -identify the word that is different from the group.

- Matching pairs of similar words - match the word that is the same from column A to column B.

- Classifying objects - identify the picture that does not belong to the group.

- Matching pictures - match the pictures from column A to column B.

- Relationship of objects - study the picture in the boxes., then find which picture goes with the one in the box.

- Building vocabulary - study   the picture and encircle the name of each picture.

Reliability and Validity of the Test

In establishing the reliability and validity of the test, the researcher presented the teacher made test to grade I teachers for the face and content validation. After the face and content validation, the test was administered to grade I pupils in Narra Elementary School in Echague East District. Prior to this, the researcher asked permission from the Principal In- Charge of the district and to the school head.

Table 3. Reliability of the Instrument

Aspects	Cronbach Alpha
Noting similarities of shapes and forms	.781
Recognizing differences of words	.805
Matching pairs of similar words	.716
Classifying objects	.744
Matching Pictures	.702
Relationship of objects	.735
Building vocabulary	.665
Total	.735

On Table 3 the reliability of the instrument was established using the Cronbach Alpha. noting similarities of shapes and forms has reliability of .781, recognizing differences of words, .805; matching pairs of similar words, .716; classifying objects, .744; matching picture, .702 relationship·-of objects, .735; and building vocabulary, .665; The overall result of 0.735 means a moderate high reliability coefficient thus, the test can be a valid measure of reading readiness. For better interpretation of the gathered data the researcher devised the following scale.

Mean Percentage	Descriptive Ratings
92-100%	Outstanding
84-91%	Very Satisfactory
76-83%	Satisfactory
68-75%	Fair
60-67%	Poor

Data Analysis

1.   For questions numbers 1 and 2, the measure of central tendency specifically the mean,frequency distribution and percentage were used.

2.   The t- test and ANOVA were used for problem number 3 which is to find out the significant difference between reading readiness skills of pupils and personal profile such as age, gender, educational attainment of parents and occupation of parents.

Data Gathering Procedure

A formal written communication was prepared by the researcher for the Schools Division Superintendent requesting approval to administer formative test to Grade l pupils of the selected elementary schools of Echague South District.

The researcher also sent a letter to the District Principal In-Chrage requesting permission to administer the test to the Grade I pupils.

The oral reading test was _given to each pupil. The direction of each test item was explained by the researcher as each pupil was tested and the answers were carefully recorded. The researcher also interviewed the parents of the pupils through the use of questionnaire.

RESULTS AND DISCUSSION

This chapter presents the result and findings of the study. The specific questions raised in chapter 1 were answered by subjecting the data gathered to statistical treatment.

Problem 1. What is the profile of the Grade 1 pupils in terms of the following variables:

1.1   entry qualification of pupils

1.2   age

1.3   gender

1.4   educational attainment of parents

1.5   occupation of parents and

1.6   monthly income

Table 4. Profile of Pupils According to Entry Qualification.

Entry Qualification	Frequency	Percent
Without Pre-School Experience	40	30.80
With Pre-School Experience	90	69.20
TOTAL	130	100.00

The above table shows the frequency and percentage distribution of pupils as to entry qualification. Data reveal that there are 90 or 69.20 % of pupils with preschool experience and 40 Or 30.80%, without experience. This means that majority of the pupils have educational experiences.

Luis (2003) said that the pupils with pre-school preparation are better prepared to enter and pursue formal education starting upon entering to Grade I; hence, the need also for Grade I teachers to exert effort and extend sincerity in handling the eight week curriculum required for grade I enrollees who have not undergone schooling.

Table 5. Profile of Pupils According to Age.

Age	Frequency	Percent
6 years old	76	58.50
7 years old	38	29.20
Above 7 years old	16	12.30
TOTAL	130	100.00

As to age, 76 or 58.50% of pupils belong to the bracket of 6 years old. 38 or 29.20% belongs to 7 years old and 16 or 12.300/o to above 7 years old.

The data try to show that there were pupils who started their schooling at an early age. (58.50%) and 29. 20% started a little older.

In Jean Piaget Cognitive Development Theory, children develop more language experiences and mental imagery through the pre occupational stage from age 2 to 7 years of age. Children also become egocentric, and develop the ability to pretend, write, think, and reason in nonlogical and nonreversible patterns (Boeree, 2006; Piaget, 1971).

Table 6. Profile of Pupils According to Gender.

Gender	Frequency	Percent
Male	76	58.5
Female	54	41.5
TOTAL	130	100.00

As to gender, 76 or 58.5 percent are male while 54 or 41.5 percent of them are female. There are more male grade 1 pupils that female ones.

Denton & West (2002) revealed in their study that while children's overall reading and math achievement did not vary by gender, there were gender differences in terms of children's acquisition of specific reading and math skills. Females were more likely to recognize words by sight and understand words in context than males by first grade; males were more likely than females to solve problems that require multiplication and division.

Table 7. Profile of pupils According to Educational Attainment of Parents

The table shows the frequency and percentage distribution of pupils as to highest educational attainment of pupils father and mother. As can be gleaned above, majority of the father are High School Graduate with a frequency of 33 or 25.4 %, followed by Elementary Graduate with a frequency of 31 or 23.8 % and High School Undergraduate with a frequency of 29 or 22.3 %; Elementary Graduate with a frequency of 19 or 14.6 %; College Graduate with a frequency of 15 or 11.5 % and College Undergraduate with a frequency of 3 or 2.3 %. It is noted that all the fathers of these pupils had experienced going to schoo but majority of them only finished high school. The highest percent in terms of father's educational attainment fall under high school graduate which is 25.4% of respondents while the lowest falls under college undergraduate which is 2.3%.

Majority of the mothers are High School Graduate with a frequency of 35 or 26.9%, followed by High School Undergraduate with a frequency of 33 or 25.4 %; Elementary Graduate with a frequency of 25 or 19.2 %; College Graduate with a frequency of 17 or 13.1 % ; Elementary Undergraduate with

frequency of 13 or 10.0 % and College Undergraduate with a frequency of7 or 5.4 %. Majority of the respondents' mothers finished high school.

It is interesting to note that there are fathers and mothers who are college graduate 15 and 17 respectively.

Table 8. Profile of Pupils According to Occupation of Parents.

The table shows that there are 116 or 89.2 % of the parents who have blue collar jobs (farmers and laborers) and 14 or 10.8% have white collar jobs (Employee). These findings show that majority of the parents of the respondents are farmers and laborers.

Table 9. Profile of Pupils According to Monthly Income

As shown in the table 80.8 % of the 130 parents have an income below 10,000; 13.8% earned 10, 000-20,.000 and 7 or 5.4% have income of 20,000 above.

Problem 2. What is the level of the reading readiness skills of the pupils in terms of the following aspects:

2.1   noting similarities of shapes and forms,

2.2   recognizing differences of words

2.3   matching pairs of similar words

2.4   classifying Objects

2.5   matching pictures

2.6   relationship of objects and

2.7   building vocabulary

Table 1O Frequency count and percent of correct responses in the different items

Table 10 shows the level of the reading readiness skills of the pupils in the seven areas being assessed.

In noting similarities and differences, the grade 1 pupils have "Very Satisfactory" reading readiness in items 1,3,5,6 and Satisfactory in item 2. This means that the grade 1 pupils are ready in this aspect.

In recognizing differences of words, all the item got "Very Satisfactory" reading readiness. This means that the grade 1 pupils are ready in this aspect.

In matching pairs of similar words, the grade 1 pupils have "Outstanding" reading readiness in items 1,2,3,4 and "Very Satisfactory" in items 5 and 6. This proves that the grade 1 pupils on this area are well versed, in other words they a very much ready in this aspect.

In classifying objects, all the items got "Satisfactory".

The actual responses of the pupils from item number 1out of 130 respondents 103 got the item correct and 27 are wrong which is under satisfactory level; item number 2, 104 got the item correct and 26 are wrong; item number 3, 100 got the item correct and 30 are wrong; item number 4, 102 got the item correct and 28 are wrong; item number 5, 104 got the item correct and 26 are wrong; item number 6, 102 got the item correct and 28 are wrong; item number 7, 104 got the item correct and 26 are wrong, all the items are under satisfactory level. This means that the grade 1 pupils are ready in this aspect but not very satisfactorily.

In matching pictures, the pupils have "Very Satisfactory" reading readiness in items 1,4 and Satisfactory in item 2,3,5. This means that the grade 1 pupils are ready in this aspect.

In relationship of objects, the grade 1 pupils have satisfactory in item 7, and Fair in items 1,2,3, 4,5,6.

Here are the items which the pupils did not get the correct responses, they are items 1,2, 3, 4,5 and 6. The actual responses of the pupils from item number 1 out of 130 respondents 93 got the item correct and 37 are wrong, item number 2, 97 got the item correct and 33 are wrong; item number 3, 93 got the item correct and 37 are wrong; item number 4, 98 got the item correct and 32 are wrong, item number 5, 98 got the item correct and 32 are wrong, and item number 6, 90 got the item correct and 40 are wrong, all the items are under fair level. This means t at the grade I pupils still need reinforcement in order for them to get ready in this aspect.

In building vocabulary, the pupils have Satisfactory reading readiness in items 1, 2, 3, and Fair in items 4 and 5. The actual responses of the pupils from item number 1 out of 130 respondents 99 got the item correct and 31 are wrong, item number 2, 102 got the item correct and 28 are wrong; item number 3, 107 got the item correct and 23 are wrong which is under satisfactory level; item number 4 out of 130 respondents 90 got the item correct and 40 are wrong and item number 5, 92 got the item correct and 38 are wrong which is under fair level. This means that the grade 1 pupils still need reinforcement in order for them to get ready in this aspect.

Here are the items which pupils got fair. They are items 4 and 5.

Table 11. Reading Readiness Skills in the Different Aspects

Reading Readiness Skills	Mean	SD	Percent	Level
Noting similarities and differences	5.3385	1.52272	89.00	Very Satisfactory
Recognizing differences of words	6.2077	1.86646	88.71	Very Satisfactory
Matching pairs of similar words	5.5077	1.36539	91.83	Very Satisfactory
Classifying Objects	5.5308	2.13929	79.00	Satisfactory
Matching Pictures	4.2615	1.39520	85.2	Very Satisfactory
Relationship of objects	5.1308	2.34401	73.29	Fair
Building Vocabulary	3.7692	1.62604	75.24	Fair
Total	35.7462	8.99639	83.14	Satisfactory

Table ll shows the summary of the level of reading readiness skills of pupils in the different aspects. As to noting similarities and differences, the mean of 5.3385 and standard deviation of 1.52272 or 89.00% yield a Very Satisfactory level;. recognizing differences of words, has a mean of 6.2077 and standard deviation of 1.86646 or88.71%, which is Very Satisfactory; matching pairs of similar words, has a mean of 5.5077 and standard deviation of 1.36539 or 91.s3 %, which is under Very Satisfactory level; classifying objects, the mean of 5.5308 and standard deviation of2.13929 or 79.00%, which is under Satisfactory level; matching pictures, has the mean of 4.2615 and standard deviation of 1.39520 or 85.2%, which is under Very Satisfactory level; relationship of objects has the mean of 5.1308 and standard deviation of 2.34401 or 73.29%, Fair level, and building vocabulary, has the mean of 3.7692 and standard deviation of8.99639 or 75.24%, which is under Fair level. As a whole, the mean of35.7462 and standard deviation of -99639 or 83.14% yield a Satisfactory level. The results try to show that the grade one pupils have satisfactory level of reading readiness skills.

Problem 3. Is there a significant difference in the reading readiness skills of the pupils when grouped according to:

3.1   entry qualification of pupils

3.2   age

3.3   gender

3.4   educational attainment of parent

3.5   occupation of parents and

3.6   socio-economic status?

Table 12. Mean difference of reading readiness skill scores when grouped according to entry qualification Entry qualifications

Entry qualifications	Mean	Mean difference	Sd	t	Sig.
Noting similarities and differences					
With Pre-School Experiences	5.59	.814	1.09	2.89	.005*
Without Pre-School Experiences	4.78		2.12		
Recognizing differences of words					
With Pre-School Experiences	6.50	1.022	1.38	2.97	.004*
Without Pre-School Experiences	5.50		2.54		
Matching pairs of similar words					
With Pre-School Experiences	5.80	.950	.72	3.85	.000*
Without Pre-School Experiences	4.85		2.08		
Classifying objects					
With Pre-School Experiences	6.02	1.597	1.72	4.17	.000*
Without Pre-School Experiences	4.42		2.57		
Matching pictures					
With Pre-School Experiences	4.46	.631	1.21	2.42	.017*
Without Pre-School Experiences	3.83		1.68		
Relationship of objects					
With Pre-School Experiences	5.31	.586	2.34	1.32	.189
Without Pre-School Experiences	4.73		2.34		
Building vocabulary					
With Pre-School Experiences	4.09	1.039	1.37	3.51	.001*
Without Pre-School Experiences	3.05		1.92		
TOTAL					
With Pre-School Experiences	38.16	6.681	6.29	4.12	.000*
Without Pre-School Experience	31.48		12.24		

df= 128   Level of Significant = .05   *Significant

Table 12 shows the t values on the means of the reading readiness skills of pupils when grouped according to their entry qualification.

Result shows that pupils with pre-school experience have a mean of 5.59 and standard deviation of l.09 while pupils without pre-school experience got mean of 4.78 and standard deviation of 2.l2 with a mean difference of .814. The computed t value of 2.89 yields a significant difference in the entry qualification specifically noting similarities and differences. It shows that those with preschool experiences performed better in this aspect.

Pupils with pre-school experience have a mean of6.50 and standard deviation of 1.38 while pupils without pre-school experience got a mean of 5.50 and standard deviation of 2.54 with a mean difference of 1 .022 The computed t value of 2.97 yields a significant difference in the entry qualification specifically in recognizing differences of words. It shows that those preschool experiences performed better in this aspect.

Pupils with pre-school experience have a mean of 5.80 and standard deviation of .72 while pupils without pre-school experience got a mean of 4.85 and standard deviation of 2.08 with a mean difference of .950 The computed t value of 3.85 yields a significant difference I the entry qualification specifically matching pairs of similar words. It shows that those with preschool experiences performed better in this aspect.

Those pupils with pre-school experience have a mean of 6.02 and standard deviation of 1.72 while pupils without pre-school experience got a mean of 4.42 and standard deviation of 2.57 with a   mean difference of 1.598 The computed t value of 4.171 yields a significant difference in the entry qualification specifically classifying objects. It shows that those with preschool experiences performed better in this aspect.

Pupils with pre-school experience have a mean of 4.46 and standard deviation of 1.21 while pupils without pre-school experience got a mean of 3.83 and standard deviation of 1.68 with a mean difference of .631

The computed t value of 2.42 yields a significant difference in the entry qualification specifically matching pictures. It shows that those with preschool experiences performed better in this aspect.

In terms of relationship of objects, result shows that pupils with pre-school experience have a mean of 5 .31 and standard deviation of 2.34 while pupils without pre-school experience got a mean of 4.73 and standard deviation of 2.34 with a mean difference of .586 The computed t value of 1.320 yields no significant difference in the entry qualification specifically relationship of objects. It shows that those with preschool experiences performed better in this aspect.

Result shows that pupils with pre-school experience have a mean of 4.09 and standard deviation of 1.37 while pupils without pre-school experience got a mean of 3.05 and standard deviation of 1.92 with a mean difference of 1.039. The computed t value of 3.51 yields a significant difference in the entry qualification specifically building vocabulary. It shows that those with preschool experiences performed better in this aspect.

The reading readiness skills of pupils shows that pupils with pre-school experience have a mean of 38.16 and standard deviation of 6.29 while pupils without pre-school experience got a mean of 31.48 and standard deviation of 12.24 with a mean difference of 6.681. The computed t value of 4.12 yields a significant difference in the entry qualification. The performance of pupils with pre-school experience in reading readiness skills is significant by different as compared to pupils without re-school experience. Therefore the hypothesis that there is no significant difference between the levels of reading readiness skills of pupils when grouped according to entry qualification is rejected.

Research made by Pimentel (2002) found out that the pupils with nursery / kindergarten were better than those with daycare education and without preschool education in over-all and in the two emotional readiness traits namely adjustment o task and composure.

Table 13. ANOVA Result of reading readiness skills of the pupils when grouped according to age

Table 13 shows the computed F of reading readiness skills of pupils when grouped according to age.

The ANOVA computation displays the statistical data of the result in the first aspect noting similarities and differences F (, 2 127-) = .766 and a significant level of .467 yields no significant difference.

As to recognizing differences of words, the computed   F of (2, 127) = .958 and a significant level of .386 yields no significant difference.

As to matching pairs of similar words, the computed F of (2, 127) = 3.366 and a significant level of .038 yields a significant difference. Based from the Post hoc analysis, pupil ages 6 and 7 years old perform better than 7 years old above.

As to classifying objects, the computed F of (2, 127) = .645 and a significant level of .526 yields no significant difference.

As to matching pictures, the computed F of (2, 127) = .223 and a significant level of .800 yields no significant difference.

As to relationship of objects, the computed F of (2, 127) = .063 and a significant level of .939 yields no significant difference.

As to building vocabulary, the computed F of (2, 127) = 2.7. 94 and a significant level of .065 yields no significant difference.

ANOVA result shows that F of 1.2 8 and a significant level of .302 yields no significance difference in reading readiness skills of pupils when grouped according to age. Therefore the hypothesis that there is no significant difference between the levels of reading skills of pupils when grouped according t-o age is accepted.

Pagulayan (2000) concluded in her study "Reading Readiness Skills of Grade I Pupils " that:

1.   Maturation plays a vital role in the reading readiness of the child;

2.   The more mature the child is, the more alert and quick is in grasping similarities and differences of sounds, words and other skills to be developed;

3.   The exposure and experience of the children contribute to their reading readiness.

Table 14 Computed t - values on the means of reading readiness skill when grouped according to gender

Table 14 shows the computed t values on the means of the reading readiness skills of pupils when grouped according to their gender.

Result shows that male have a mean of 5.30 and standard deviation of 1.58 while female goat mean of 5.39 and standard deviation of 1.46 with a mean difference of -.086. The computed t value o-f .32 yields no significant difference in gender specifically noting similarities and differences.

In recognizing differences of words, males have a mean of 6.03 and standard deviation of 2.06 while female got a mean of 6.46 and standard deviation of 1.54 with a mean difference of -.437. The computed t value of -1.32 yields no significant difference in gender specifically recognizing differences of words.

In matching pair of words, males have a mean of 5.47 and standard deviation of 1.30 while female got a mean of 5.56 and standard deviation of 1.46 with a mean difference of -.082. The computed t value of -.34 yields no significant difference in gender specifically matching pairs of similar words.

In classifying objects, males have a mean of 5.49 and standard deviation of 2.11 while females got a mean of 5.59 a d standard deviation of 2.20 with a mean difference of -.106. The computed t value of -.28 yields no significant difference in gender specifically classifying objects.

In matching pictures, males have a mean of 4.09 and standard deviation of 1.59 while female got a mean of 4.50 and standard deviation of 1.04 with a mean difference of -.408. The computed t value of -1.65 yields no significant difference in gender specifically matching pictures.

In relationship of objects, males have a mean of 4.71 and standard deviation of 2.43 while female got a mean of 5.72 and standard deviation of 2.09 with a mean difference of -1.012. The computed t value of -2.47 yields a significant difference in gender specifically relationship of objects.

Finally, in building vocabulary, males have a mean of 3.76 and standard deviation of 1.58 while female got a mean of 3.78 and standard deviation of I.70 with a mean difference of -.015. The computed t value of -.05 yields no significant difference in gender specifically building vocabulary.

As a whole the reading readiness skills of pupils shows that male have a mean of 35.17 and standard deviation of 9.09 while female got a mean of 37.41 and standard deviation of 8.95 with a mean difference of -2.236. The computed t value of -1.39 yields no significant difference in gender. Boys and girls performed in the same way. Therefore, the hypothesis that there is no significant difference between the levels of reading readiness skills of pupils when grouped according to gender is accepted.

Table 15 ANOVA Result of reading readiness skills of the pupils when grouped according to educational attainment of father.

Table 15 shows the computed F of reading readiness skills of pupils when grouped according to educational attainment of father.

The ANOVA computation displays the statistical data of the result in the first aspect noting similarities and differences a computed F of (2, 127) = .281 and a significant level of .750 yields no significant difference.

As to recognizing differences of words, the computed F of (2, 127) =.293 and a significant level of .750 yields no significant difference.

As to matching pairs of similar words, the computed F of (2, 127) = .384 and a significant level of .680 yields no significant difference.

As to classifying objects, the computed   F of (2, 127) = 1.012 and a significant level of .370 yields no significant difference.

As to matching pictures, the computed F of (2, 127) = 1.310 and a significant level of .270 yields no significant difference.

As to relationship of objects, the computed F of (2, 127) = .528 and a significant level of .590 yields no significant difference.

As to building vocabulary, the computed F of (2, 127) = 1.827 and a significant level of. 160 yields no significant difference.

ANOVA result shows that the F of .544 and a significant level of .580 yields no significant difference in reading readiness skills of pupils when grouped according to educational attainment of father. Therefore the hypothesis that there is no significant difference between the levels of reading readiness skills of pupils when grouped according to educational attainment of father is accepted.

Table 16 ANOVA Result of reading readiness skills of the pupils when grouped according to educational attainment of mother.

Table 16 shows the computed F of reading readiness skills of pupils when grouped according to educational attainment of mother.

The ANOVA computation displays the statistical data of the result in the first aspect noting similarities and differences a computed F of (2, 127) = .217 and a significant level of .800 yields no significant difference.

As to recognizing differences of words, the computed F of (2, 127) =.276 and a significant level of .760 yields no significant difference.

As to matching pairs of similar words, the computed F of (2, 127) _ .046 and a significant level of .950 yields no significant difference.

As to classifying objects, the computed F of (2, 127) = .129 and a significant level of .880 yields no significant difference.

As to matching pictures, the computed F of (2, 127) = .994 and a significant level of .370 yields no significant difference.

As to relationship of objects, the computed F of {2, 127) = .078 and a significant level of .920 yields no significant difference.

As to building vocabulary, the computed F of (2, 127) = 2.423 and a significant level of .930 yields no significant difference.

ANOVA result shows that the F of .433 and a significant level of .650 yields no significant difference in reading readiness skills of pupils when grouped according to educational attainment of mother. Therefore, the hypothesis that there is no significant difference between the levels of reading readiness skills of pupils when grouped according to educational attainment of mother is accepted.

Table 17 Computed t - values on the means of reading readiness skill when grouped according to occupation of parents

Reading Readiness Skills	Mean	Mean Difference	SD	t	Sig.
Noting similarities and differences Blue Collar White Collar	5.33 5.43	-.101	1.53 1.50	-.23	.820
Recognizing differences of words Blue Collar White Collar	6.26 5.79	.473	1.85 2.01	.89	.370
Matching pairs of similar words Blue Collar White Collar	5.49 5.64	-.151	1.37 1.34	-.39	.690
Classifying objects Blue Collar White Collar	5.51 5.71	-.206	2.14 2.23	-.34	.730
Matching pictures Blue Collar White Collar	4.33 3.71	.613	1.32 1.86	1.56	.120
Relationship of objects Blue Collar White Collar	5.06 5.71	-.654	2.37 2.09	-.99	.330
Building vocabulary Blue Collar White Collar	3.69 4.43	-.739	1.64 1.34	-1.62	.110
TOTAL Blue Collar White Collar	36.05 36.50	-.448	8.92 10.61	-.17	.860

df = 128   Significant = .05

Table 17 shows the t values on the means of the reading readiness skills of pupils when grouped according to the occupation of parents.

Result shows that the parents with blue collar job have a mean of 5.33 and standard deviation of 1.53 while the parents with white collar job got a mean of 5 .43 and standard deviation of .50 with a mean difference of -.101. The computed t value of -.23 yields no significant difference in the occupation of parents specifically noting similarities and differences.

Parents with blue collar job have a mean of 6.26 and standard deviation of 1 .85 while the parents with white collar job got a mean of 5.79 and standard deviation of2.01 with a mean difference of .473. The computed t value of .89 yields no significant difference in the occupation of parents specifically recognizing differences of words.

Parents with blue collar job have a mean of 5.49 and standard deviation of 1.37 while the parents with white collar job got a mean of 5.64 and standard deviation of 1.34 with a mean difference of -.151. The computed t value of -.39 yields no significant difference in the occupation of parents specifically matching pairs of similar words.

Those parents with blue collar job have a mean of 5.51 and standard deviation of 2.14 while the parents that with white collar job got a mean of 5.71 and standard deviation of 2.23 with a mean difference of -.206. The computed t value of -.34 yields no significant difference in the occupation of parents specifically classifying objects.

Parents with blue collar job have a mean of 4.33 and standard deviation of 1.32 while the parents with white collar job got a mean of 3.71 and standard deviation of 1.86 with a mean difference of .613. The computed t value of 1.56 yields no significant difference in the occupation of parents specifically matching pictures.

The parents that with bl e collar job have a mean of 5.06 and standard deviation of 2.37 while the parents with white collar job got a mean of S.71 and standard deviation of 2.09 with a mean difference of -.654. The computed t value of -.99 yields no significant difference in the occupation of parents specifically relationship of objects.

Finally, the parents with blue collar job have a mean of 3.69 and standard deviation of 1.64 while the parents. with white collar job got a mean of 4.43 and standard deviation of 1.34 with a mean difference of -.739. The computed t value of -1.62 yields no significant difference in the occupation of parent specifically building vocabulary.

As a whole, the reading readiness skills of pupil, whose parents have blue collar job have a mean of 36.05 and standard deviation of 8.92 while those whose parents with white collar job got a mean of 36.50 and standard deviation of 10.61 with a mean difference of -.448 The computed t value of -.17 yields no significant difference in the occupation of parents.

Therefore, the hypothesis that there is no significant difference between the levels of reading readiness skills of pupils when grouped according to educational attainment of mother is accepted.

This result shows that the reading readiness skills of pupils whose parents have blue collar job and those with white collar job are not significantly different.

Table 18 ANOVA Result of reading readiness skills of the pupils when grouped according to monthly income.

Reading Readiness Skills	Sum of Squares	df	Mean Squares	F	Sig
Noting similarities and differences					
Between Groups	3.673	2	1.84	.789	.460
Within Groups	295.435	127	2.33		
Total	299.108	129			
Recognizing differences of words					
Between Groups	4.886	2	2.44	.698	.490
Within Groups	444.506	127	3.50		
Total	449.392	129			
Matching pairs of similar words					
Between Groups	3.034	2	1.52	.811	.450
Within Groups	237.459	127	1.87		
Total	240.492	129			
Classifying objects					
Between Groups	13.109	2	6.55	1.442	.240
Within Groups	577.268	127	4.55		
Total	590.377	129			
Matching pictures					
Between Groups	6.339	2	3.17	1.645	.190
Within Groups	244.768	127	1.93		
Total	251.108	129			
Relationship of objects					
Between Groups	25.985	2	12.99	2.417	.090
Within Groups	682.792	127	5.38		
Total	708.777	129			
Building vocabulary					
Between Groups	11.966	2	5.98	2.309	.100
Within Groups	329.111	127	2.59		
Total	341.077	129			
TOTAL					
Between Groups	398.057	2	199.03	2.476	.090
Within Groups	10209.643	127	80.39		
Total	10607.700	129			

Significant = .05

Table 18 shows the computed F of reading readiness skills of pupils when grouped according to monthly income.

The ANOVA computation 1splays the statistical data of the result in the first aspect noting similarities and differences a computed F of (2, 127)=.789 and significant level of .460 yields no significant difference.

As to recognizing differences of words, the computed F of (2, 127) =.698 and a significant level of .490 yields no significant difference.

As to matching pairs of similar words, the computed F of (2, 127) = .811 and a significant level of .450 yields no significant difference.

As to classifying o jects, the computed F of (2, 127) = 1.442 and a significant level of .240 yields no significant difference.

As to matching pictures, the computed F of (2, 127) = .1.645 and a significant level of .190 yields no significant difference.

As to relationship of objects, the computed F of (2, 127) = 2.417 and a significant level of. 090 yields no significant difference.

As to building vocabulary, the computed F of (2, 127) = 2.309 and a significant level of. I 00 yields no significant difference.

ANOVA result shows that are F of 2.476 and a significant level of .090 yields no significant difference in reading readiness skills of pupils when grouped according to educational· attainment of mother. Therefore, the hypothesis that there is no significant difference between the levels of reading readiness skills of pupils when grouped according to socio- economic status is accepted.

Pagulayan (2000) concluded in her study "Readingreadiness Skills of Grade I Pupils" that reading readiness of the child depends on the socio economic background of parents, availability of educational materials that will suit his needs and interest that will help m developing his readiness in reading.

Problem 4. Which of the variables predict the level of reading readiness of pupils?

Table 19 Coefficient of the Predictive Level of Reading Readiness Skills of Pupils

Aspects	Standardized Coefficients		df	F	Sig.
	Beta	Std. Error			
Entry Qualification	-.372	.097	1	14.750	.000*
Age	.043	.099	1	.190	.664
Gender	.131	.085	1	2.381	.125
Educational Attainment of Father	.035	.139	1	.065	.799
Educational Attainment of Mother	-.091	.123	1	.544	.462
Occupation of Parents	-.100	.133	1	.559	.456
Monthly Income	.142	.141	1	1.011	.317

F (7, 122) = 3.046, P = .005   R = .386 R^2 = .149   *Significant

A categorical regression analysis was conducted to identify a set of significant predictors of the reading readiness of pupils. The result shows a statistically significant model, F (7, 122) = 3.046, P = 0.005. The model yields an R2 of 0.149 indicating that almost 14.9 % variance in the reading skills is explained by the set of predictors. The R of the model, which is 0.386 manifest a moderate positive correlation to the reading readiness skills. Out of the factors, entry qualification is highly significant predictors. This is indicated by the F value of 14.750, p - value o.f000. Furthermore, the beta coefficient of -0.372 implies that the individual contribution of entry qualification is only about 37.2%. This value means a moderate effect on the reading readiness skills.

On the other hand, remaining variables which include age, gender, educational attainment of parent, occupation of parent and socio-economic status do not show significant individual contributions to the dependent variables as implied by the -p values which are greater than 5 %. The beta coefficient shows as well the relatively small values supporting the significance of those variables.

Hence, pupils with pre-school experience or without pre-school experience is a factor in the reading readiness skills, with pupils having pre-school experiences on the more advantageous position over the other. The entry qualification of pupils predicts reading readiness skills of pupils.

Santiago (2000) finds out that some aspects of the reading readiness were affected by sex, likewise by socio-economic status and pre-school preparation of pupils and, main interaction of the three variables was stronger in effect when singly than when taken together.

Problem 5. What activities can be undertaken /devised to improve the reading readiness skills of pupils?

Rockets (2011) mentioned that with help, struggling readers can succeed for 85 to 90 percent of poor readers, prevention and early intervention programs can increase reading skills to average reading levels. These programs, however, need to combine instruction in phoneme awareness, phonics, spelling, reading fluency, and reading comprehension strategies, and must be provided by well-trained teachers (Lyon, 1997).

Based from the result, it shows that relationship of objects and building vocabulary yield fair level. To enhance the reading readiness skill of the pupils in these areas, the researcher prepared instructional material/ activities. The concern of t e reading readiness program is the exposure of the child to rich, varied experiences that will arouse h s desire to communicate his ideas and equip him with the essential vocabulary for self-expression

Table 20 Program of activities to be done to improve the reading readiness of pupils. Program of Activities

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary of Findings

This study was conducted to determine the reading readiness skills of grade 1 pupils of selected elementary schools of Echague South District. The research made use of purposive sampling technique in selecting the different schools. A supplementary survey was used in order to obtain the profile of the respondents and their parents. The test given to evaluate the performance of the pupils in reading readiness included the following skills: noting similarities of shapes and forms, recognizing differences of words, math pairs of similar words, classifying objects, matching pictures, relationship of objects and building vocabulary.

Specifically, the objective of the present study was to answer the following questions:

1. What is the profile of the grade 1 pupils in terms of the following variables:

1.1 As to entry qualification there are 90 or 69.20% pupils with preschool experience and 40 or 30.80% pupils without preschool experience.

1.2 As to age there are 76 or 58.5 % pupils who are 6 years old, 38 or 29.2% who are 7 years old, and for above 7 years old, there are 16 or 12.3%.

1.3 As to gender there are 76 or 58.5% male pupils and 54 or 41.5% female pupils.

1.4 As to educational attainment of father there are 19 or 14.6% elementary undergraduate, 31 or 23.8% elementary graduate, 29 or 22.3% high school undergraduate, 33 or 25.4% high school graduate, 3 or 2.3 % college undergraduate, and 15 or 11.5 % college graduate. As to educational attainment of mother there are 13 or 10.0% elementary undergraduate, 25 or19.2% elementary graduate, 33 or 25.4% high school undergraduate, 35 or 26.9 % high school graduate, 7 or 5.4 % college undergraduate, and 17 or 13.1% college graduate.

1.5 As to occupation of parent 116 or 89.2% have blue collar job and 14 or 10.8% have white collar jobs.

1.6 As to socio-economic status 105 or 80.8% of the parents have an income of below 10, 000, 18 or 13.8% earned 10, 000 - 20, 000, and 7 or 5.4% earned 20,000 above.

2. What is the level of the reading readiness skills of the pupils in terms of the following aspects:

2.1 As to noting similarities of shapes and forms the level of reading readiness skills of the pupils was very satisfactory.

2.2 As to recognizing differences of words the level of reading readiness skills of the pupils was very satisfactory.

2.3 As to matching pairs of similar words the level of reading readiness skills of the pupils was very satisfactory.

2.4 As to classifying objects the level of reading readiness skills of the pupils was satisfactory.

2.5 As to matching pictures the level of reading readiness skills of the pupils was very satisfactory.

2.6 As to relationship of objects the level of reading readiness skills of the pupils was fair.

2.7 As to building vocabulary, the level of reading readiness skills of the pupils was fair.

3. Is there a significant difference in the reading readiness skills of the pupils when group according to the following:

3.1 As to entry qualification there 1s a significant difference m the reading readiness skills of the pupils.

3.2 As to age there is no significant difference in the reading readiness skills of the pupils.

3.3 As to gender there is no significant difference in the reading readiness skills of the pupils.

3.4 As to educational attainment of father and mother there is no significant difference in the reading readiness skills of the pupils.

3.5 As to occupation of parents there is no significant difference in the reading readiness skills of the pupils.

3.6 As to socio-economic status there is no significant difference in the reading readiness skills of the pupils.

4. Which of the variables predict the level of reading readiness of pupils?

The variable that predicts the level of reading readiness of the pupils is entry qualification.

5. What activities can be undertaken/devised to improve the reading readiness skills of pupil?

Relationship of objects and building vocabulary where given as activities to enhance the reading readiness of the pupils. (See Table 19).

Conclusions

The following conclusions were arrived at based on the findings of the study:

1. Majority of the grade 1 pupils are with preschool experience, 6 years old, and male. Majority of their fathers and mothers are High School Graduate, have a blue collar job and have an income of below 10. 000.

2. The grade 1 pupils have a satisfactory level of reading readiness skills.

3. There is no significant difference in the reading readiness skills of pupils as to age, parents' educational attainment, occupation of parents and socio-economic status. There is a significant different on the reading readiness skills and entry qualification.

4. The entry qualification is the only variable that predicts the level of reading readiness of pupils.

5. The pupils need activities to enhance the reading readiness skills on relationship of objects and building vocabulary.

Recommendations

Based on the findings and conclusion, this study recommends the following:

l. Remedial or compensatory program on skill areas where there are weaknesses should be regularly provided for grade one pupils.

2. Activities related to objects relationship and vocabulary building should be given more to enhance the reading readiness skills of children.

3. Other variables of preschools, IQ, reading habits, etc. can be considered also as variables for future studies.

4. Result of this study may be a springboard for future studies.

5. Lastly., Future researchers should consider conducting similar studies using other techniques and methods in measuring reading readiness of grade school pupils.

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