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Socio-Economic Status Factors and Reading Level of Selected Struggling Learners

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ABSTRACT

Socioeconomic status (SES) is one lens through which to study vulnerability students may experience during reading development. SES is a complex index of a child's access to financial and social resources, two intertwined aspects that are often reflected in a child's home, school, and/or neighborhood. This study aimed to determine the socio-economic status as a factor for struggling learners in Maramag Central Elementary School, Camp 1 Elementary School, Base Camp Elementary School and Anahawon Elementary School for the school year 2023-2024. This study used a descriptive-correlational research design. The researcher adopted a questionnaire from Dexter, (2013) in his study "Family Socio-economic status and children's reading ability". The respondents of the study were the one hundred twenty-five (125) grade 1,2 and 3 struggling learners in Maramag Central Elementary School, Camp 1 Elementary School, Base Camp Elementary School and Anahawon Elementary School for the school year 2023-2024. Purposive sampling was used as the sampling method of this study. The result revealed the average level of socio-economic factors affecting struggling learners in terms of literacy experience, language exposure, and family income, indicating as often. Then majority of struggling learners are rated as "Fairly Satisfactory" in their reading level, while a smaller portion did not meet expectations. Another result revealed that there is no significant relationship between the level of socio-economic factors of struggling learners in terms of literacy experience, language exposure and family income and their reading level hence, the null hypothesis which states there is no significant relationship between the level of socio-economic factors of struggling learners and their reading level was not rejected. This suggests that schools may provide opportunities for struggling learners to be exposed to language through various activities such as reading clubs, language camps, and language immersion programs. Moreover, schools may focus on developing effective literacy programs that cater to the needs of struggling learners.

Key Words: Socio-Economic Factors, Reading Level, Struggling Learners, Language Exposure, Literacy Experience, Family Income

Introduction

Understanding how socio-economic status and reading level contribute to a student's struggles can help educators and policymakers develop effective interventions and support systems to improve their academic performance. The problem is that there is a persistent achievement gap between students from different socio-economic backgrounds, with students from low-income families and marginalized communities often lagging behind their peers. This gap is also reflected in the reading levels of struggling learners, as students from disadvantaged backgrounds tend to have lower reading proficiency compared to their more privileged counterparts. Without addressing these socio-economic and reading level factors, struggling learners may continue to face barriers to their academic success, leading to long-term consequences such as lower graduation rates and limited opportunities for higher education and employment.

Socioeconomic status (SES) is one lens through which to study vulnerability students may experience during reading development. SES is a complex index of a child's access to financial and social resources, two intertwined aspects that are often reflected in a child's home, school, and/or neighborhood (Parcel, 2018). While reading acquisition is dependent on many student-based characteristics, environmental factors are highly impactful and indeed predictive of reading achievement throughout schooling. SES may indirectly influence many factors relevant for reading outcomes, including a student's access to educational resources, early literacy experiences, language exposure, academic skills and resources, and psychological correlates. Underlying this constellation of factors are brain systems supporting the processing of oral and written language, as well as the other contextual factors that often coincide with socioeconomic disadvantage (Parcel, 2018).

A study of Roland, (2019) in the University of the Philippines, cited that low Socio-economic status could potentially carry risk for reading difficulty for an individual child and for entire groups of children. That is, low SES is an individual risk factor to the extent that among children attending the same schools, youngsters from low-income families are more likely to become poorer readers than those from high-income families. Low socio-economic status is also a group risk factor because children from low-income communities are likely to become poorer readers than children from more affluent communities because the former are more likely to attend substandard schools, the correlation between SES and low achievement is probably mediated,

in large part, by differences in the quality of school experiences. It is thus not very surprising that the strength of the correlation between SES and achievement is stronger when the unit of analysis is the school than when the unit of analysis is the individual child.

When the average socio-economic status (SES) of a school (or district) and the average achievement level of the students attending that school are obtained for a large sample of schools, a correlation between SES and achievement can be calculated using the school as the unit of analysis. In a meta-analytic review of the findings for 93 such samples, (Espinoza, 2020) found that the average size of the correlation was .68, which is substantial and dovetails with the conclusion of the section below that attending a substandard school which is usually one whose students tend to be low in both SES and achievement constitutes a risk factor for the entire group of children in that school.

Reading acquisition is dependent on many student-based characteristics, environmental factors are highly impactful and indeed predictive of reading achievement throughout schooling. Socio-economic status may indirectly influence many factors relevant for reading outcomes, including a student's access to educational resources, early literacy experiences, language exposure, academic skills and resources, and psychological correlates. Underlying this constellation of factors are brain systems supporting the processing of oral and written language, as well as the other contextual factors that often coincide with socioeconomic disadvantage (e.g., stress).

In this chapter, the researcher addresses how socio-economic status factors affects with reading development and how socio-economic status influenced and early environmental variation, and finally by emphasizing principles, programs, and actions that educators and related stakeholders could take for improving reading outcomes among struggling learners.

Framework of the Study

This study was anchored on the "Investment theory" of Becker and Tomes (1979). This theory shows that the relationship between parents and children economic success is the result of biological and other endowments that parents pass on to their children, combined with what parents invest in their children. Endowment includes both genetic endowments such as a child's sex and race, as well as "cultural" endowments such as values parents place on their children education. Parents invest both time and money in their children's "human capital" especially by investing in their education, but also by purchasing health, good neighbors and other "input" that improve children future well-being. According to Becker & Tomes (1979) if those children from poor family background and those from the rich family have the same endowments and their parents have the same value and norms, the former are less likely than the later to succeed because the poor parents cannot afford to buy things that their children need such as food and medical care, and things that could help their children to get ahead, such as computers, music lessons and trips to interesting and educational places, especially in reading skills. Children whose basic materials need are not met have hard times acquiring the skills that help them succeed, and children whose parents cannot buy them the "extras" are at a competitive disadvantaged. The relevance to the investment theory to the study is the fact that the theory deals with the fundamental issues on how family affects or influences the educational achievement of children such as genetic endowment such as the value parent place on their children education.

The schematic diagram below illustrates the relationship of the independent, and dependent variables in the study. The independent variables are the socio-economic status as factor for struggling learners in terms of literacy experience, language exposure and Family income. The dependent variable is the effect of literacy development for struggling learners.

In literacy experience, children's early literacy experiences are perhaps one of the best-studied set of proximal factors. The home literacy environment (HLE) refers to children's exposure to literacy-related resources, interactions, and attitudes. HLE encompasses measures such as the number of books available in a child's home, the frequency/quality of book reading with the child, caregivers' efforts to teach print-related concepts (e.g., the alphabet), and adults' own modeling of reading practices and attitudes toward literacy. It also includes parents' own experience with reading difficulties, which negatively predicts children's later reading fluency, while shared reading in kindergarten is positively associated with reading in later elementary school (Khanolainen, 2020).

In language exposure, socioeconomic status (SES) is one lens through which to study vulnerability students may experience during reading development. SES is a complex index of a child's access to financial and social resources, two intertwined aspects that are often reflected in a child's home, school, and/or neighborhood. While reading acquisition is dependent on many student-based characteristics, environmental factors are highly impactful and indeed predictive of reading achievement throughout schooling. SES may indirectly influence many factors relevant for reading outcomes, including a student's language exposure. Underlying this constellation of factors are brain systems supporting the processing of oral and written language, as well as the other contextual factors that often coincide with socioeconomic disadvantage (Astone, 2018).

In family income, children growing up in lower-income families also tend to live in less-resourced neighborhoods with under-resourced schools and educational opportunities such as libraries and after-school programs (US Commission on Civil Rights, 2018). Even when disadvantaged children are provided with equal access to modern, high-quality libraries, children from higher-SES neighborhoods (i.e., communities with less poverty) tend to use these resources more for literacy-enhancing activities (Neuman & Celano, 2018). Furthermore, children attending schools in lower-SES neighborhoods on average are exposed to less complex literacy-supporting language in the classroom (Neuman, Kaefer, & Pinkham, 2018), and teachers in low-resource schools tend to have less explicit knowledge of the linguistic constructs that contribute to literacy, and may thus rely on non-evidence-based instructional practices (Pittman et al., 2020). Combined, these opportunity gaps in school-aged literacy instruction may exacerbate existing disparities from before school entry to create lasting socioeconomic inequities in reading achievement.

DepEd Order No. 8, s. 2015 or the Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program. This order emphasizes the use of varied and appropriate assessment methods to measure students' reading skills and provide feedback for improvement.

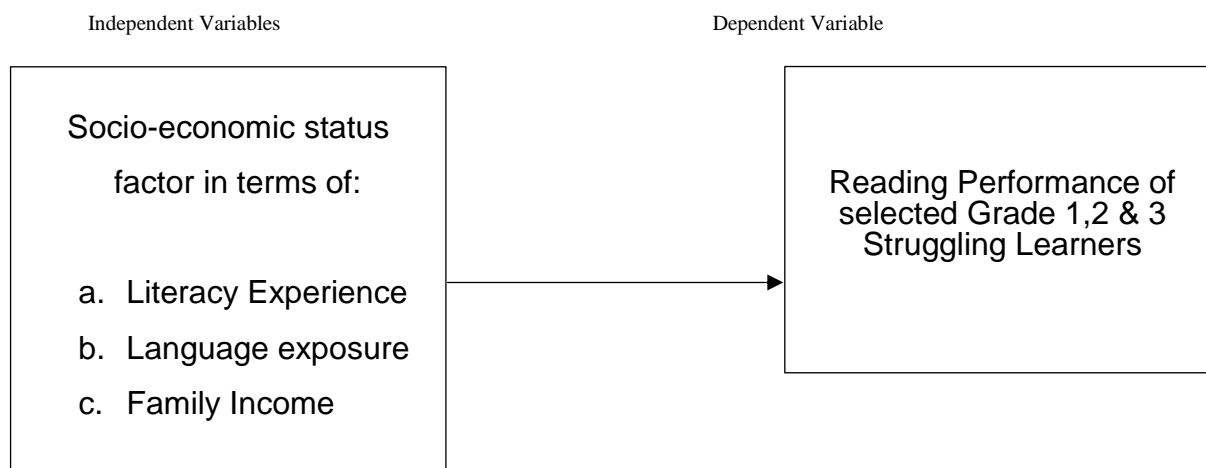


Figure 1. Schematic Diagram showing the Relationship of the Independent and Dependent Variables of the Study

Statement of the Problem

This study was conducted to determine the socio-economic status as a factor for struggling learners in Maramag Central School, Camp 1 Elementary School, Base Camp Elementary School and Anahawon Elementary School for the school year 2023-2024.

Specifically, this study aimed to answer the following questions:

1. What is the level of socio-economic factors for struggling learners in terms of literacy experience, language exposure and Family income?
2. What is the reading level of selected grade 1,2&3 struggling learners?
3. Is there a significant relationship between the level of socio-economic factors and reading level of struggling learners in terms of literacy experience, language exposure and Family income?

Hypothesis of the Study

The null hypothesis is tested in this study:

H₀: There is no significant relationship between the level of socio-economic and factors reading level of struggling learners in terms of literacy experience, language exposure and Family income?

Delimitations of the Study

This research was limited to the study of the socio-economic factors and reading level of struggling learners in Maramag Central School, Camp 1 Elementary School, Base Camp Elementary School and Anahawon Elementary School for the school year 2023-2024.

The independent variables are delimited to the level of level of socio-economic factors of struggling learners in terms of literacy experience, language exposure and Family income. The dependent variable is the reading performance of struggling learners.

Significance of the Study

This study was conducted for the researcher believes that it would benefit and provide significance to the following people:

To the learners, this study will benefit the learners by knowing the negative impact of socio-economic status among struggling readers.

To the teachers, this study will benefit the teachers by knowing students identifying the needs as struggling readers especially to those in low socio-economic family, there needs must be addressed.

To the School Administrators, this study will benefit the school administrators by knowing the socioeconomic status of students affects their reading comprehension. Students from low socioeconomic backgrounds are at a disadvantage academically when compared to their peers from more affluent households. Reading comprehension is a critical part of education and without it, students will struggle across all content areas. Give additional resources, strategies, and interventions need to be used to help close the achievement gap between these students and their peers.

To the parents, this study will help them address the needs of their children in supporting education.

To future researchers, this study may serve as their basis for a more enriched source of related literature about the socio-economic status for struggling readers in terms of literacy experience, language exposure and Family income.

Definition of Terms

For better understanding between the researcher and the readers, the following terms are operationally defined:

Family Income. Family Income refers to the means the income received from included sources of all members of the family. “Family Size” means the maximum number of family members during the income determination period.

Language Exposure. Language exposure refers to the contact that the learner has with the language that they are trying to learn, either generally or with specific language points. Referring to the language in general, it often refers to contact outside the classroom.

Level of Socio-economic factors. Level of Socio-economic factors refer to the position of an individual or group on the socioeconomic scale, which is determined by a combination of social and economic factors such as income, amount and kind of education, type and prestige of occupation, place of residence, and in some societies.

Literacy Experience. Literacy experience refers to the experience on the ability to read, write, speak and listen effectively. These skills allow us to express ourselves clearly, listen to others, gain knowledge and build an understanding of the world around us. Developing literacy is an important part of a child's education.

Reading Performance of Struggling Learners. Reading Performance of Struggling Learners measures the capacity of struggling readers to understand, use and reflect on written texts in order to achieve goals, develop knowledge and potential, and participate in society.

Struggling Learners. Struggling learners refer to the students who encounter difficulties in their reading journey for various reasons, such as a lack of foundational knowledge or skills, executive functioning challenges, attention and focus issues, and emotional and behavioral difficulties.

Socio-economic factors. Socioeconomic status of pupils refer to a pupil's educational and financial background. It is a direct result of education, occupation, and geographic location.

Review of Related Literature and Studies

This section contains the papers and literature that the researcher reviewed and discovered to have important reviews that either support or contradict the findings of this study. The literature is organized similarly to how the variables are presented in Chapter 1.

Literacy Experience

Children's early literacy experiences are perhaps one of the best-studied set of proximal factors. The home literacy environment (HLE) refers to children's exposure to literacy-related resources, interactions, and attitudes. HLE encompasses measures such as the number of books available in a child's home, the frequency/quality of book reading with the child, caregivers' efforts to teach print-related concepts (e.g., the alphabet), and adults' own modeling of reading practices and attitudes toward literacy (Sénéchal & LeFevre, 2020). HLE also includes parents' own experience with reading difficulties, which negatively predicts children's later reading fluency, while shared reading in kindergarten is positively associated with reading in later elementary school (Khanolainen, 2020).

Several studies have found, on average, SES-related differences in home literacy environment. In terms of material resources, children from lower-SES environments often have reduced access to reading materials in the home and in their communities as compared to their peers from higher-SES homes (Celano, 2020). Even after children enter school, disparate access to reading resources and opportunities has been attributed to the fact that children from lower-SES backgrounds tend to lag in reading development and progress during suspended or interrupted formal learning such as during the summer vacation months (Alexander, 2018) and during the COVID-19 pandemic (Tulsa S.E.E.D. Study Team, 2021).

Additionally, children from lower-SES backgrounds may not, on average, be read to as frequently or taught early print concepts (Lonigan, 2019). Several studies have revealed that individual differences in HLE partially or fully explain associations between SES and literacy development (Hamilton et al., 2018). However, there is also great variability in HLE across families with similar SES backgrounds, such that some children from lower-SES backgrounds experience ample HLE resources and experiences, while some children from higher-SES backgrounds experience reduced HLE resources and experiences. These studies have revealed that HLE predicts children's reading achievement over and above SES indices alone (Gottfried, 2019). This finding is supported by a number of intervention studies that demonstrate that increasing children's early exposure to literacy activities can significantly improve children's reading development, regardless of SES (Young, 2018).

A study of Roland, (2019) in the University of the Philippines, cited that low Socio-economic status could potentially carry risk for reading difficulty for an individual child and for entire groups of children. That is, low SES is an individual risk factor to the extent that among children attending the same schools, youngsters from low-income families are more likely to become poorer readers than those from high-income families. Low socio-economic status is also a group risk factor because children from low-income communities are likely to become poorer readers than children from more affluent

communities. Because the former are more likely to attend substandard schools, the correlation between SES and low achievement is probably mediated, in large part, by differences in the quality of school experiences. It is thus not very surprising that the strength of the correlation between SES and achievement is stronger when the unit of analysis is the school than when the unit of analysis is the individual child.

When the average socio-economic status (SES) of a school (or district) and the average achievement level of the students attending that school are obtained for a large sample of schools, a correlation between SES and achievement can be calculated using the school as the unit of analysis. In a meta-analytic review of the findings for 93 such samples, (Espinoza, 2020) found that the average size of the correlation was .68, which is substantial and dovetails with the conclusion of the section below that attending a substandard school which is usually one whose students tend to be low in both SES and achievement constitutes a risk factor for the entire group of children in that school.

Reading acquisition is dependent on many student-based characteristics, environmental factors are highly impactful and indeed predictive of reading achievement throughout schooling. Socio-economic status may indirectly influence many factors relevant for reading outcomes, including a student's access to educational resources, early literacy experiences, language exposure, academic skills and resources, and psychological correlates. Underlying this constellation of factors are brain systems supporting the processing of oral and written language, as well as the other contextual factors that often coincide with socioeconomic disadvantage (e.g., stress) (Richard, 2019).

A study of Jones, (2019) stated that during their children's preschool years, parents were asked about the frequencies of adult reading, parent-child reading, and children's solitary book activities in the home. Parental responses were compared for three groups of children defined according to the parents' reading skills and the children's reading achievement in Grade 2. The results indicated that the 22 preschoolers who became poorer readers had less frequent early literacy-related experiences than the 34 children who became better readers.

Ferrer, (2020) cited that the interconnected constructs of education in the 21st century cannot be divorced from teacher training. This article reports on the digital literacy experience of teachers amidst the worldwide recommendations of using distance learning and open educational applications to address education during the COVID-19 pandemic lockdown. Altogether, 840 participants were purposively selected from urban, semi-urban, and rural areas in South Africa; 217 completed an online qualitative survey, while 23 took part in three virtual focus-group discussions. Van Dijk's Resources and Appropriation Theory guided the study. Data analysis involved descriptive statistics and thematic analysis. The findings revealed the gaps between what is expected of teachers and their own realities, besides teachers' eagerness to be involved in digital literacy. Recommendations include the need to continually align the teacher education curriculum with the country's skills need and to provide teachers with the required support. Associated directions for further research are suggested.

Language Exposure

Socioeconomic status (SES) is one lens through which to study vulnerability students may experience during reading development. SES is a complex index of a child's access to financial and social resources, two intertwined aspects that are often reflected in a child's home, school, and/or neighborhood (Entwisle, 2018). While reading acquisition is dependent on many student-based characteristics, environmental factors are highly impactful and indeed predictive of reading achievement throughout schooling. SES may indirectly influence many factors relevant for reading outcomes, including a student's access to educational resources, early literacy experiences, language exposure, academic skills and resources, and psychological correlates.

Underlying this constellation of factors are brain systems supporting the processing of oral and written language, as well as the other contextual factors that often coincide with socioeconomic disadvantage (e.g., stress). In this chapter, we address how SES intersects with reading development by describing their historical relationship in the US educational context, characterizing factors that link SES to reading achievement, reviewing findings on the neurobiological systems that support reading and how they are influenced by SES and early environmental variation, and finally by emphasizing principles, programs, and actions that educators and related stakeholders could take for improving reading outcomes among vulnerable students (Yola, 2019).

Reading acquisition is based on an accumulation of experiences dependent on language development, opportunities to access print, and social scaffolding and instruction (among others), each embedded within the context of SES. Both school and home settings make the relevance of SES apparent, in topics ranging from 'the achievement gap' and special education enrollment to language exposure and books in the home. The phrase 'achievement gap' is commonly used to refer to average differences in reading achievement by subgroups of students, such as by gender, race/ethnicity or family income. These performance disparities often signify inequity in educational opportunities and experiences, which in turn reflect undue restrictions on fulfillment of student potential. The US-based National Assessment of Education Progress (NAEP) tracks achievement gaps based on whether a child qualifies for free or reduced-price lunch, which indexes family income below 185% of the poverty line. Data reveal persistent achievement gaps in 4th, 8th, and 12th grade reading scores that have been relatively consistent in magnitude since data began to be aggregated in 1998 (National Center for Education Statistics, U.S. Department of Education, 2019).

Exposure to language can be defined as the contact that the learners have with the target language that they are attempting to learn. Inside the classroom, one of the most central roles of the teacher is to provide learners with sufficient exposure to practice the target language in a variety of contexts, and from different speakers. As a qualified speaker of the language, the teachers can give practical examples of language, moreover they can apply natural input from television, cassettes, video, web sites, books, and magazines. Mainly, language exposure in general, refers to contact outside the classroom (Grank, 2019).

Benson (2018) defined outside-of-class language exposure term as, “any kind of learning that takes place outside the classroom and involves self-instruction, naturalistic learning or self-directed naturalistic learning. ” The forms of outside classroom language exposure can include: listening to English programme on the radio, watching English programme and movies on the television, traveling to English speaking countries, talking face to face with English native speakers (L2 interaction), using English language in real life situations, surfing the internet using English language as well as, reading English books, magazines, and newspapers.

It is believed that learning English language needs to be encouraged and developed in the classroom and out the classroom through appropriate techniques. Such techniques help students become better able to improve their English language and to express themselves in the target language. Nevertheless, in teaching English language to learners, the researcher is not talking about writing stories or plays, which require creative gifts and powers of imagination, to judge that the learners are really weak in English language. Educators simply look forward to enabling their students to express themselves in simple correct and acceptable level of English through exposure to English language (Weng, 2020).

In fact, there is a general consensus among researchers in language acquisition that exposure to language plays an essential role in language acquisition, where learners are liable to learn languages easily, and more successfully. Basically, exposure to a language is considered successful when the learner can produce the language since learning can take place anywhere and in any time. If learners only focus on classroom activities, they will not acquire the second or foreign language probably. Many learners learn English inside the classroom but if they do not get the chance to practice it outside the classroom they will not learn it appropriately. It should be emphasized that exposure can directly improve a target language so that language proficiency may be a result of social interaction with speakers of the target language. (Peregoy & Boyle, 2018).

Nevertheless, an insufficient exposure to the target language can be influenced by the learner's anxiety and self-efficacy, mainly in speaking and writing. For instance, a learner studying in a country where English is spoken as a first language has a lot of exposure consequently, more chances to acquire the language. As an experienced speaker of the language, the teacher can supply learners with practical models of language, and can also use natural input from CDs, television, video, web sites, magazines, and books (d'Ydewalle, 2019).

Exposure to English language is something learners run into in their everyday life. Interest and motivation are essential factors when it comes to language learning, but one should distinguish between reward and work when bringing different types of media in the classroom. Learners recognize when they are being taught when they are at school, and they may concentrate on what the teacher is presenting. But when they sit on their computers at home, watching a film or playing a game, they might learn words and phrases and use them in real life situations. This is called incidental learning (d'Ydewalle, G., & De Bruycker, W., 2018). Thus, formal classroom learning is one way to perform and learn a new language skills, although multitudes of opportunities for learning a new language can be presented outside of the classroom. Multimedia (Internet, social media, television, radio, Video games), group work and projects may assist learners to develop the target language appropriately.

Good readers are phonemically aware, understand the alphabetic principle, apply these skills in a rapid and fluent manner, possess strong vocabularies and syntactical and grammatical skills, and relate reading to their own language exposure. Difficulties in any of these areas can impede reading development. Further, learning to read begins far before children enter formal schooling. Children who have stimulating literacy experiences from birth onward have an edge in vocabulary development, understanding the goals of reading, and developing an awareness of print and literacy concepts (Susge, 2019).

Family Income

Children growing up in lower-income families also tend to live in less-resourced neighborhoods with under-resourced schools and educational opportunities such as libraries and after-school programs (US Commission on Civil Rights, 2018). Even when disadvantaged children are provided with equal access to modern, high-quality libraries, children from higher-SES neighborhoods (i.e., communities with less poverty) tend to use these resources more for literacy-enhancing activities (Neuman & Celano, 2019).

Furthermore, children attending schools in lower-SES neighborhoods on average are exposed to less complex literacy-supporting language in the classroom (Neuman, Kaefer, & Pinkham, 2018), and teachers in low-resource schools tend to have less explicit knowledge of the linguistic constructs that contribute to literacy, and may thus rely on non-evidence-based instructional practices (Pittman et al., 2020). Combined, these opportunity gaps in school-aged literacy instruction may exacerbate existing disparities from before school entry to create lasting socioeconomic inequities in reading achievement (Pinkham, 2018).

This study examines the relationship between pupils' family income, and the comprehension of struggling readers in grades 2–6. Decades of research have worked to further understand the relationship between background factors and achievement. However, few studies have focused on comprehension outcomes, or accounted for parent cognitive ability and intergenerational effects. Family income surveys and assessments of cognitive and reading skills were administered to the parents of struggling readers (N = 51). Correlation and regression analyses examined the relationship between family background variables and students' comprehension scores, identifying a significant relationship accounting for as much or more variability than the traditional socioeconomic measures. These findings have implications regarding how we currently examine the influence of socioeconomic status in intervention research and its role in identifying students at-risk for reading failure and their differential response to intervention.

Low family income is frequently used in education to identify students at-risk for reading difficulty (Lubienski and Crane, 2018). Billions of dollars are spent annually on educational programming targeting children in poverty (e.g., Title 1 programs) with questionable results (Weinstein, 2019). Though social scientists have emphasized the link between parental socioeconomic status (SES) and student achievement (Berliner, 2019).

The ability to read is an essential skill for students to master because information is presented in text throughout the world. Web sites, books, magazines, and newspapers, while sometimes including pictures for visual reference, utilize print to share information with the reader (Berliner, 2019).

Educational systems also rely more heavily upon text as students reach higher grade levels. In early elementary grades, students do not typically have textbooks at home and they primarily work with decodable readers and short stories borrowed from the library. However, beginning around third grade, textbooks are introduced to the home environment and students' abilities to pull and process information from textbooks becomes increasingly necessary for student achievement. By the time students reach high school, many history teachers expect students to build their background knowledge by reading at home and then demonstrate their understanding during in-class discussions (Philip, 2019). The textbooks that students utilize in science, math, and history are typically several hundred pages in length, featuring diagrams, pictures, and, primarily, text to transmit knowledge about the subject to the reader. English teachers also assign novels and stories for reading at home. Unfortunately, textbooks are challenging for students to access. Textbooks use advanced vocabulary, cover a vast number of topics, use direct language that doesn't engage the reader, and lack the structure that promotes reading comprehension (Bryce, 2019). In primary school, students are still building their reading competence, but at the secondary level they are expected to have the necessary skills (Reynold, 2020).

Additionally, the battery of standardized tests that students take to demonstrate competence in each of the tested subject areas, such as language arts, requires them to be able to read at increasingly higher levels. For example, in second grade the mathematics portion of the STAR test in California is read orally to all of the students, but at higher grade levels only the initial instructions are read aloud. The students in higher grade levels are responsible for reading and comprehending all of the directions, passages, and other printed information within the test. California schools are evaluated based on student performance on these standardized tests and approximately forty percent of students going to public school are attending schools undergoing "program improvement" for failing to achieve the goals of No Child Left Behind (Crane, 2018). Students are not performing well on their tests; it could be because they are struggling to read and comprehend the test questions that they are being confronted with.

Education is an important way for children in low-income families to change their social status. In order to quantitatively investigate the intergenerational transmission of education in China, an empirical study based on the CSPF2014 data on the effect of family income on the academic achievement of children was done, after controlling the education of parents, father's age, residence and the number of family members. OLS and logistic regression models were used to analyze the influence of family income on children's academic achievement. The results show that family income has a significant influence on children's education level, especially in reading performance and the increasing family income can improve their education level; the phenomenon of intergenerational transmission of education is not obvious, and the intergenerational mobility is good. It is also found that although the total sample and urban samples showed the level of family income has no significant influence on academic achievement of children, but in rural families, the increasing income does play a greater role in enhancing children's education level, which provides suggestions for China's education reform accordingly (Uziel, 2020).

A study of Manuel, (2020) stated that his study examines the potential impact of family income classification on pupils' reading performance. By analyzing 35 samples of grade 1 pupils from Maguikay Elementary School and their reading performance which is the 1st quarter average grade school year 2022-2023 gathered from their class adviser, in conjunction with information on family income obtained through the survey, the study aims to ascertain whether there exists a significant correlation between family income and reading achievement. Results show that the family income classification of the respondents is a low-income class (but not poor), the reading performance is very satisfactory and there is no significant relationship between the two variables. The findings indicate that students do not see the status of their family income as an obstacle to getting exceptional academic achievement. The fact that a student is economically disadvantaged does not automatically mean they will perform poorly reading performance.

The gained insight from this study is that there is a strong correlation between socio-economic status factors and reading level among struggling learners. Students from lower socio-economic backgrounds tend to have lower reading levels, which can be attributed to factors such as lack of access to resources, lower-quality education, and less support at home. This highlights the importance of addressing socio-economic disparities in order to improve the reading skills of struggling learners. Additionally, the study also found that early intervention and targeted support can help mitigate the impact of socio-economic factors on reading level, suggesting that implementing effective interventions can help close the achievement gap for struggling learners. Overall, this study emphasizes the need for a holistic approach to addressing reading difficulties, taking into account the socio-economic factors that can impact a student's learning.

Research Methodology

This chapter presents the research design, research locale, respondents of the study, sampling procedure, research instrument, scoring procedure, data gathering procedures, and statistical treatment of data.

Research Design

This study used a descriptive-correlational research design. This type of research design tries to explain the relationship between two or more variables without making any claims about cause and effect. It includes collecting and analyzing data on at least two variables to see if there is a link between them. In order to gather data on the socio-economic factors and reading performance for struggling learners in Maramag Central School, Camp 1 Elementary School, Base Camp Elementary School and Anawahon Elementary School for the school year 2023-2024. The researcher adapted a questionnaire from Dexter, (2013) in his study "Family Socio-economic status and children's reading ability".

Research Locale

This study was conducted in Maramag Central School, Camp 1 Elementary School, Base Camp Elementary School and Anawahon Elementary School for the school year 2023-2024. Maramag Central School, Camp 1 Elementary School, Base Camp Elementary School and Anawahon Elementary School are located in the municipality of Maramag, Bukidnon.

Maramag Central Elementary School is a public elementary school located in Maramag, Bukidnon. It is the largest elementary school in the municipality, with a total of 80 classrooms and over 2,000 students. The school offers a complete elementary education program from Kindergarten to Grade 6.

Camp 1 Elementary School is another public elementary school located in Maramag, Bukidnon. It is a smaller school compared to Maramag Central Elementary School, with around 20 classrooms and a few hundred students. The school also offers a complete elementary education program.

Base Camp Elementary School is a small public elementary school located in Maramag, Bukidnon. It has a total of 10 classrooms and caters to students from Kindergarten to Grade 3. The school focuses on providing a strong foundation in basic education to its students.

Anawahon Elementary School is a public elementary school situated in a remote area of Maramag, Bukidnon. It has a total of 5 classrooms and serves students from Kindergarten to Grade 6. The school faces challenges in terms of resources and accessibility, but it strives to provide quality education to its student

The municipality likewise served as the nodal point of the major national roads of the province to the different places of Mindanao namely: the Bukidnon–Wao (Lanao del Sur) road the Bukidnon – North Cotabato Road and the Bukidnon – Cagayan de Oro Road. Figure 2 shows the map of the locale of the study.



Figure 2. Administrative Map showing the Locale of the Study.

Respondents of the Study

The respondents of the study were the one hundred twenty-five (125) grade 1,2 and 3 struggling learners in Maramag Central Elementary School, Camp 1 Elementary School, Base Camp Elementary School and Anawahon Elementary School for the school year 2023-2024.

Table 1 presents the distribution of respondents by school.

Table 1.

Distribution of Respondents by Schools

| School | Total Population | Sample size of Grade 1,2&3 Struggling Learners |
|---------------|------------------|--|
| Maramag CES | 100 | 45 |
| Camp 1 E/S | 60 | 35 |
| Base Camp E/S | 55 | 30 |
| Anahawon E/S | 35 | 15 |
| Total | 250 | 125 |

Sampling Procedure

Purposive sampling was used as the sampling method of this study. This sampling was employed to choose the study's participants because it is best used when you want to focus in depth on relatively small samples. Perhaps the researcher would like to access a particular subset of the population that shares certain characteristics, or you are researching issues likely to have unique cases. The main goal of purposive sampling was to identify the cases, individuals, or communities best suited to helping answer the research question.

Research Instrument

This study used an adapted questionnaires from Dexter,(2013) in his study in titled “Family Socio-economic status and children’s reading ability”. There are three parts of the instrument and is all about level of socio-economic status and reading performance for struggling learners in terms of literacy experience, language exposure and Family income. The researcher modified some of the items in order to fit to the setting of the study. Each of the variables comprise five questions. The questionnaires are based on the five Likert Scale that are used to answer the level of socio-economic status for struggling learners in terms of literacy experience, language exposure and Family income.

Validity of the instrument

The permission of the school heads from the participating schools was considered. The researcher conducted a try-out of the instrument to the 30 struggling pupils in Maramag Central Elementary School, Camp 1 Elementary School, Base Camp Elementary School and Anahawon Elementary School. This was done to test the reliability, understandability, and appropriateness of the instrument.

Data Gathering Procedure

A formal request for the data collection was secured from the schools’ division superintendent then to the school administrators to allow the researcher to administer the survey questionnaire. The researcher personally visits the schools to administer and retrieve the questionnaire. As soon as the research questionnaires was collected, the researcher immediately check, tally, tabulate, present and analyze the data to be gathered as part of the main text of this study.

The researchers was ensured that ethical protocols are followed throughout the study process. Before the study can begin, permission approval from the parents of the respondents as well as approval from the respondents, was obtained. Respondents will be fully briefed about the studies goals as well as any potential risk associated with its execution. Participants was asked to take part in the researcher voluntarily, and was never be forced to do so if they refuse. The researchers took steps to ensure that the respondents personal information is kept private and confidential. The respondent’s personal details were not be disclosed. There was no falsified or fabricated data in the report.

Scoring Procedure

The data was processed and interpreted using the rating scales below. For the level of socio-economic factors for struggling leaners in terms of literacy experience, language exposure and Family income.

Part 1. Socio-economic Status For Struggling Learners

| Scale | Range | Qualitative Description | Qualifying Statement |
|-------|-----------|-------------------------|----------------------|
| 5 | 4.20-5.00 | Very High | Always |
| 4 | 3.40-4.19 | High | Often |
| 3 | 2.60-3.39 | Moderately High | Sometimes |
| 2 | 1.80-2.59 | Low | Rarely |
| 1 | 1.00-1.79 | Very Low | Never |

Part II. Reading Performance of Struggling learners for the SY 2023-2024 (DepEd Order No. 8, s. 2015)

Qualitative Description Class Performance in English Reading

| Descriptor | Grading Scale |
|---------------------------|----------------|
| Outstanding | _____ 90-100 |
| Very Satisfactory | _____ 85-89 |
| Satisfactory | _____ 80-84 |
| Fairly Satisfactory | _____ 75-79 |
| Did Not Meet Expectations | _____ Below 75 |

Statistical Treatment of Data

The following statistical tools was applied to analyze and interpret the data of this study:

Mean and standard deviation were used to determine level of socio-economic status factors for struggling learners in terms of literacy experience, language exposure and Family income.

Frequency count and percent were used to identify the reading performance of the struggling pupils.

Pearson r Product-Moment Correlation Coefficient or Pearson r was utilized to find out the significant relationship between the level of socio-economic status factors in terms of literacy experience, language exposure and Family income and the reading level of struggling learners.

Findings

The data collected from the respondents was presented, analyzed, and interpreted in this chapter. Mean tables, standard deviation and correlation were used in the data analysis process. This chapter was arranged under the appropriate subject below, and the sequence in which the individual problems were presented in the problem statement determined the presenting order. By addressing the socio-economic factors that contribute to literacy challenges, educators can help struggling learners overcome these barriers and reach their full potential.

Socio-economic factors play a significant role in shaping literacy experiences and outcomes for struggling learners. These factors can create barriers to literacy acquisition and hinder academic progress.

Table 2 shows presents the level of socio-economic factors for struggling learners in terms of literacy experience with indicators rated on a scale from 1 to 5, accompanied by mean and standard deviation (SD) values. The corresponding means, standard deviations (SD) and qualitative descriptions of the indicators are presented in the table.

Table 2.

Level of Socio-economic Factors for Struggling Learners in terms of Literacy Experience

| Indicators | N | Mean | Standard. Deviation | Qualitative Description |
|---|---|-------|---------------------|-------------------------|
| As a struggling learner.. | | | | |
| 1. I try my best everyday to ask my mother's help in assisting me to read books. | | 4.160 | .777 | Often |
| 2. It is difficult for me to read because I do not have enough experience in reading. | | 3.824 | .862 | Often |

| | | | | |
|---|--------|-------|--------|-------|
| 3. I am lacking of word analysis because my parents do not have enough time to assist me. | 3.992 | .837 | Often | |
| 4. I read as much as possible | 3.992 | .828 | Often | |
| 5. I have a daily routine reading books with my mother | 4.2160 | .799 | Always | |
| Overall | 125 | 4.037 | 0.026 | Often |

Legend:

4.20 – 5.00 Always

3.40 – 4.19 Often

2.60 – 3.39 Sometimes

1.80 – 2.59 Rarely

1.00 – 1.79 Never

The data in Table 2 shows that the indicator, I have a daily routine reading books with my mother has the highest mean of 4.2160 and SD of 0.799. This indicator indicates that struggling learners, on average, have a daily routine of reading books with their mothers. The high mean suggests a strong and consistent reading habit, which is likely positively impacting their literacy experience. The relatively low standard deviation indicates that responses are clustered closely around the mean, implying a high level of agreement among learners regarding this aspect of their experience. The lowest indicator, It is difficult for me to read because I do not have enough experience in reading has a mean of 3.824, and SD of 0.862. This indicator suggests that struggling learners find reading difficult due to a lack of experience. The lower mean indicates that, on average, learners face challenges in reading, possibly due to limited exposure to reading materials. The higher standard deviation suggests more variability in responses, indicating that some learners may find reading more difficult than others due to differences in background or access to resources. This means that struggling learners find reading difficult due to a lack of experience. The lower mean indicates that, on average, learners face challenges in reading, possibly due to limited exposure to reading materials. The higher standard deviation suggests more variability in responses, indicating that some learners may find reading more difficult than others due to differences in background or access to resources.

The overall mean represents the average level of socio-economic factors affecting struggling learners in terms of literacy experience across all indicators. In this case, the mean suggests that struggling learners often encounter challenges related to socio-economic factors in their literacy development. The very low standard deviation indicates that responses are tightly clustered around the mean, suggesting a high level of agreement among respondents regarding the frequency of these challenges.

In summary, while struggling learners demonstrate a strong commitment to daily reading habits with their mothers (Indicator 5), they also face significant difficulties in reading due to a lack of experience (Indicator 2). The overall analysis underscores the importance of parental involvement and the impact of socio-economic factors on literacy experiences. This means that struggling learners may benefit from increased support from their mothers in terms of reading practice and exposure to a variety of reading materials. Additionally, addressing systemic issues such as poverty and unequal access to resources may also help to improve literacy outcomes for these students. The data also showed that struggling learners often have a negative attitude towards reading, which may be influenced by their previous experiences and lack of success in reading. Therefore, it is crucial for mothers to foster a positive attitude towards reading in their children by providing encouragement, praise, and creating a supportive reading environment.

Another key finding was that struggling learners tend to rely heavily on their mothers for help with reading, highlighting the importance of parental support in the learning process. Mothers can provide valuable support by engaging in reading activities with their children, such as reading aloud, asking questions, and providing guidance and feedback.

According to the study of Richard, (2019) that access to a variety of reading materials, such as books, magazines, and newspapers, can positively impact struggling learners' reading abilities. However, due to financial constraints, many struggling learners may not have access to these resources. This further emphasizes the need for systemic changes to ensure that all children have equal access to reading materials.

Susge, (2019) highlights the critical role that mothers play in the literacy development of struggling learners. It is crucial for mothers to be actively involved in their children's reading habits and to provide support, encouragement, and access to reading materials. Additionally, addressing systemic issues such as poverty and unequal access to resources can also help to improve literacy outcomes for struggling learners.

Table 3 shows presents the level of socio-economic factors for struggling learners in terms of language exposure with indicators rated on a scale from 1 to 5, accompanied by mean and standard deviation (SD) values.

Table 3.

Level of Socio-economic Factors for Struggling Learners in terms of Language Exposure

| Indicators | N | Mean | Standard. Deviation | Qualitative Description |
|--|-----|-------|---------------------|-------------------------|
| As a struggling learner... | | | | |
| 1. I learn in school to speak English. | | 4.360 | .756 | Always |
| 2. I have a lot of learnings about words in English because my teacher requires us to speak it daily | | 3.888 | .882 | Often |
| 3. I am lacking in language exposure like learning English at home and school because of my teacher | | 3.768 | .899 | Often |
| 4. I am motivated to learn new languages so that my literacy skills will improve. | | 4.200 | .707 | Always |
| 5. I do my best to study well | | 4.200 | .803 | Always |
| Overall | 125 | 4.083 | 0.065 | Often |

Legend:

- 4.20 – 5.00 Always
- 3.40 – 4.19 Often
- 2.60 – 3.39 Sometimes
- 1.80 – 2.59 Rarely
- 1.00 – 1.79 Never

Among the five indicators, the indicator, I learn in school to speak English has the highest mean of 4.360, and SD 0.756. Learning English in school indicates a high level of exposure to English language instruction, likely positively impacting language acquisition. The relatively low standard deviation indicates that responses are tightly clustered around the mean, implying a high level of agreement among learners regarding these aspects of language exposure and motivation. While the indicator, I am lacking in language exposure like learning English at home and school because of my teacher has the lowest mean of 3.768, and SD of 0.899. This indicator suggests that struggling learners, on average, feel they lack language exposure in learning English both at home and at school due to their teachers. It implies a perceived deficiency in language learning opportunities, possibly influenced by teaching methods or resources. The higher standard deviation suggests more variability in responses, indicating that some learners may perceive this lack of exposure more strongly than others.

The overall mean represents the average level of socio-economic factors affecting struggling learners in terms of language exposure across all indicators. In this case, the mean suggests that struggling learners often encounter challenges related to language exposure, particularly in the context of learning English, both at home and at school. The very low standard deviation indicates that responses are tightly clustered around the mean, suggesting a high level of agreement among respondents regarding the frequency of these challenges.

In summary, while struggling learners demonstrate high levels of motivation and engagement in language learning activities, they also perceive deficiencies in language exposure, particularly in learning English. This underscores the importance of comprehensive language instruction and support to address the needs of struggling learners effectively. This implies that teachers need to provide a variety of learning opportunities that cater to the diverse needs and interests of struggling learners, including incorporating authentic and meaningful language experiences. Additionally, the study found that struggling learners face challenges in understanding and using English in real-life contexts due to limited exposure and practice. This highlights the need for providing ample opportunities for language practice and using English in authentic situations to enhance their language skills.

Furthermore, Parcel, (2018) found that struggling learners have a strong desire to improve their language skills and are highly motivated to succeed in language learning. This suggests that teachers can tap into this motivation by providing targeted support and feedback to help struggling learners achieve their language learning goals.

A study of Lonigan, (2019) also revealed that struggling learners perceive a lack of support and understanding from their peers and teachers, which can negatively impact their motivation and engagement in language learning. This highlights the importance of creating a supportive and inclusive learning environment where struggling learners feel valued and supported.

The findings of this study emphasize the need for a comprehensive and targeted approach to language instruction that takes into consideration the unique needs and challenges of struggling learners. This includes providing ample opportunities for language practice and exposure, creating a supportive and inclusive learning environment, and offering targeted support and feedback to help struggling learners achieve their language learning goals.

Table 4 shows presents the level of socio-economic factors for struggling learners in terms of family income with indicators rated on a scale from 1 to 5, accompanied by mean and standard deviation (SD) values.

Table 4.

Level of Socio-economic Factors for Struggling Learners in terms of Family Income

| Indicators | Mean | Standard Deviation | Qualitative Description |
|--|-------|--------------------|-------------------------|
| As a struggling learner... | | | |
| 1. My parents have no money to buy reading resources because of low income. | 4.324 | .7160 | Always |
| 2. It is difficult for me to enhance my reading skills, my parents did not support me to learn new things because we are financially unstable. | 3.784 | .848 | Often |
| 3. I am not motivated of my situation right now because my needs in reading resources are lacking | 3.896 | .855 | Often |
| 4. I am not motivated of my situation right now because my needs in reading resources are lacking. | 4.088 | .741 | Often |
| 5. It is hard for me to enhance my reading skills when poverty strikes my family but by the help of God, we are still moving forward. | 4.112 | .854 | Often |
| Overall | 4.041 | 0.060 | Often |

Legend:

4.20 – 5.00 Always

3.40 – 4.19 Often

2.60 – 3.39 Sometimes

1.80 – 2.59 Rarely

1.00 – 1.79 Never

As shown in table 4, the indicator, My parents have no money to buy reading resources because of low income ranks highest in their mean of 4.324, and SD=0.7160. This indicator suggests that struggling learners, on average, always face the challenge of not having enough money to purchase reading resources due to their family's low income. It highlights the significant impact of financial instability on access to educational materials, which can hinder literacy development. The relatively low standard deviation indicates that responses are clustered closely around the mean, implying a high level of agreement among learners regarding this challenge. On the other hand, the lowest mean indicator, It is difficult for me to enhance my reading skills, my parents did not support me to learn new things because we are financially unstable with mean of 3.784, and SD 0.848. This means that struggling learners, on average, often find it difficult to enhance their reading skills because their parents do not support them due to financial instability. It indicates a perceived lack of parental involvement in educational activities, potentially due to economic constraints. The higher standard deviation suggests more variability in responses, indicating that some learners may perceive this lack of support more strongly than others.

The overall mean represents the average level of socio-economic factors affecting struggling learners in terms of family income across all indicators. In this case, the mean suggests that struggling learners often face challenges related to financial instability and its impact on their access to reading resources and parental support. The very low standard deviation indicates that responses are tightly clustered around the mean, suggesting a high level of agreement among respondents regarding the frequency of these challenges.

In summary, while struggling learners consistently experience difficulties due to their family's low income, they also perceive varying levels of parental support influenced by financial instability. This underscores the importance of addressing socio-economic factors in supporting literacy development and educational equity for struggling learners. This means that interventions and support programs should not only focus on improving academic skills and providing resources, but also on addressing the economic barriers that may hinder a student's learning.

Furthermore, the study of Weng, (2020) highlighted the role of parental involvement and support in the literacy development of struggling learners. While financial instability may limit a family's ability to provide resources and opportunities for their child, the study found that parents who were actively involved in their child's education and provided emotional support had a positive impact on the child's academic progress. This suggests that parental involvement and support can offset some of the negative effects of low income on a child's literacy development.

Based on the study of Grank, (2019), it is important for schools, educators, and policymakers to not only provide academic support and resources for struggling learners, but also to address the socio-economic factors that may hinder their learning and development. This can include providing financial assistance for families in need, increasing access to educational resources and opportunities, and promoting parental involvement and support.

The study highlights the complex and multifaceted nature of the challenges faced by struggling learners, especially those from low-income families. It emphasizes the need for a holistic approach in addressing these challenges, which includes addressing socio-economic factors and promoting parental involvement and support. By addressing these issues, we can work towards creating a more equitable educational system and providing struggling learners with the support they need to reach their full potential.

Table 5 shows presents the Reading level of selected Grades 1, 2, and 3 struggling learners.

Table 5.

Reading Level Adjectival Rating of Grades 1, 2 and 3 Struggling Learners

| Grading Scale | Qualitative Description | Frequency (f) | Percentage (%) |
|---------------|---------------------------|-----------------|----------------|
| 90-100 | Outstanding | 0 | 0 |
| 85-89 | Very Satisfactory | 0 | 0 |
| 80-84 | Satisfactory | 0 | 0 |
| 75-79 | Fairly Satisfactory | 96 | 76.8 |
| Below 75 | Did not Meet Expectations | 29 | 23.2 |
| Overall | | 125 | 100 |

DepEd Order No. 8, s. 2015

As shown in table 5, there are two categories that struggling learners belong; on Fairly Satisfactory and Did not Meet Expectations. Fairly Satisfactory has a frequency of 96 learners, which accounts for 76.8% of the total learners. Did not Meet Expectations has a frequency of 29 learners, which accounts for 23.2% of the total learners. In both cases, these categories are used to identify students who may need additional support or resources to improve their learning outcomes. The specific interventions or strategies used would depend on the individual student's needs and the resources available. These categories are not meant to label or stigmatize students, but rather to help identify areas where they may need extra support to succeed. It's also important to note that students' performance can change over time, and they may move between these categories as they progress in their learning.

This data indicates that a significant majority of struggling learners 76.8% are rated as Fairly Satisfactory in their reading level, while a smaller portion(23.2% did not meet expectations.

The absence of learners in the categories of Outstanding, Very Satisfactory, and Satisfactory suggests that none of the struggling learners are performing at or above grade level in terms of reading proficiency. The majority of struggling learners are deemed to be at a level that is somewhat below expectations as Fairly Satisfactory. While this may indicate some level of progress, it also highlights that there is room for improvement in their reading skills. A notable portion of struggling learners 23.2% are significantly below expectations indicate as Did not Meet Expectations. This indicates a more urgent need for targeted interventions and support to address their reading difficulties and bring them closer to grade-level proficiency.

In summary, the analysis underscores the importance of identifying struggling learners and providing them with appropriate interventions and support to improve their reading skills and ensure their academic success.

The result implies that a majority of struggling learners are not meeting the expected reading standards for their grade level. Additionally, the data also shows a concerning trend of struggling learners falling below expectations in their reading level. This indicates that these students are not only struggling, but they may be falling further behind as they progress through their academic career. It is worth noting that there is a small portion of struggling learners who are rated as Poor in their reading level. This could indicate a more severe struggle with reading and may require additional support and interventions to help these students catch up to their peers.

Moreover, the result highlights the need for targeted interventions and support for struggling learners in improving their reading skills. It also emphasizes the importance of early identification and intervention to prevent struggling learners from falling further behind and to help them reach their full potential in reading proficiency.

According to Hamilton, (2018), struggling learners are defined as students who are performing below the basic level in reading. This means that they are not able to demonstrate fundamental skills and understanding in reading, and are at risk of falling behind their peers academically.

The fact that a significant majority of struggling learners are rated as only Fairly Satisfactory in their reading level is concerning, as it indicates that they are not meeting grade level expectations and are still struggling to grasp basic reading skills. This is supported by the authors' opinion that none of the struggling learners are performing at or above grade level in terms of reading proficiency.

Table 6 presents the test for significant relationship between the level of socio-economic factors of struggling learners in terms of literacy experience, language exposure and Family income and their Reading level.

Table 6.

Pearson r Test for significant relationship between the Level of Socio-economic Factors of Struggling Learners in terms of Literacy Experience, Language Exposure and Family income and their Reading level

| Socio-economic Factors Indicators | rho | p-value | Remarks |
|-----------------------------------|-------|---------|-----------------|
| Literacy Experience | -.016 | .862 | Not Significant |
| Language Exposure | .136 | .129 | Not Significant |
| Family Income | .016 | .861 | Not Significant |

Level of Significance: $\alpha = .05$

As shown in table 6, r-value is -0.16 close to zero, indicating a very weak linear relationship between literacy experience and reading level. Furthermore, the p-value of 0.862 is greater than the significance level of 0.05, suggesting that there is no statistically significant relationship between literacy experience and reading level among struggling learners. In other words, the literacy experience of struggling learners does not significantly predict their reading level.

Moreover, r-value of 0.136 is positive, indicating a weak positive linear relationship between language exposure and reading level. However, the p-value of 0.129 is greater than 0.05, indicating that this relationship is not statistically significant. Thus, there is insufficient evidence to conclude that language exposure significantly predicts the reading level of struggling learners.

Additionally, the r-value of 0.016 is close to zero, indicating a very weak linear relationship between family income and reading level. Additionally, the p-value

of 0.861 is greater than 0.05, indicating that there is no statistically significant relationship between family income and reading level among struggling learners. Therefore, family income does not significantly predict the reading level of struggling learners.

Since there is no significant relationship between the Level of Socio-economic Factors of Struggling Learners in terms of Literacy Experience, Language Exposure and Family income and their Reading level hence, the null hypothesis which states there is no significant relationship between the level of socio-economic factors of struggling learners and their reading level is not rejected. This means that the socio-economic factors of struggling learners do not have a significant impact on their reading level. This result may be due to several reasons. First, there may be other factors that influence a learner's reading level, such as their individual learning abilities, motivation, and access to resources like books and educational support. These factors may have a stronger impact on a learner's reading level compared to their socio-economic background.

Jones, (2019) suggests that struggling learners may not necessarily have lower reading levels because of a lack of exposure to reading materials. This is supported by the concept of the Zone of Proximal Development (ZPD) proposed by Lev Vygotsky. According to Vygotsky, children can benefit from learning experiences that are slightly beyond their current level of understanding, with the support and guidance of a more knowledgeable individual. Therefore, struggling learners may still be able to improve their reading levels with the right support and guidance, regardless of their literacy experiences.

Furthermore, Benson, (2018) also suggests that language exposure may not have a direct impact on a child's reading level. This is in line with the concept of language acquisition proposed by Noam Chomsky. According to Chomsky, children are born with an innate ability to acquire language, and their environment only serves as a trigger for this innate ability. Therefore, struggling learners may still have the potential to improve their reading levels, even if they have limited language exposure.

Espinosa, (2020) suggests that this factor may not necessarily be a determining factor in a child's reading level. This is consistent with the concept of the Pygmalion effect, which states that higher expectations from teachers and parents can lead to improved performance in students, regardless of their socioeconomic status.

Summary

This study aimed to determine the socio-economic status as a factor for struggling learners in Maramag Central School, Camp 1 Elementary School, Base Camp Elementary School and Anahawon Elementary School for the school year 2023-2024. This study will use a descriptive-correlational research design. This type of research design tries to explain the relationship between two or more variables without making any claims about cause and effect. It includes collecting and analyzing data on at least two variables to see if there is a link between them.

The researcher adopted a questionnaire from Dexter, (2013) in his study "Family Socio-economic status and children's reading ability". The respondents of the study were the one hundred twenty-five (125) grade 1,2 and 3 struggling learners in Maramag Central Elementary School, Camp 1 Elementary School, Base Camp Elementary School and Anahawon Elementary School for the school year 2023-2024. Purposive sampling was used as the sampling method of this study. This sampling was employed to choose the study's participants because it is best used when you want to focus in depth on relatively small samples.

Findings

The following findings were gathered in this study:

Based on problem 1, the result showed that the average level of socio-economic factors affecting struggling learners in terms of language exposure the level of socio-economic factors for struggling learners in terms of literacy experience, language exposure, and family income, indicating as often.

Based on problem 2, the result indicated that a significant majority of struggling learners are rated as “Fairly Satisfactory” in their reading level, while a smaller portion did not meet expectations.

Based on problem 3, the result revealed that there is no significant relationship between the level of socio-economic factors of struggling learners in terms of literacy experience, language exposure and family income and their reading level hence, the null hypothesis which states there is no significant relationship between the level of socio-economic factors of struggling learners and their reading level was not rejected.

Conclusions

The following conclusions was derived from the results of the study:

Based on the results of problem 1, the study shows that struggling learners face multiple socio-economic factors that significantly affect their academic performance. These factors include limited literacy experience, inadequate language exposure, and low family income. These factors create barriers for struggling learners and hinder their academic success.

Based on the results of problem 2, it can be concluded that a significant number of struggling learners are not meeting expectations in their reading level. This could potentially indicate a need for further support and intervention in developing their reading skills.

Based on the results of problem 3, it can be concluded that there is no significant relationship between the level of socio-economic factors and the reading skills of struggling learners. This suggests that factors such as literacy experience, language exposure, and family income do not have a direct impact on a struggling learner’s reading abilities.

Recommendations

The following recommendations were hereby offered:

School Officials may provide opportunities for struggling learners to be exposed to language through various activities such as reading clubs, language camps, and language immersion programs. This will help improve their language skills and boost their academic performance. Moreover, school officials may focus on developing effective literacy programs that cater to the needs of struggling learners. These programs should be engaging, interactive, and cater to different learning styles to improve their literacy experience. Lastly, schools and community organizations should provide financial support to struggling learners to ensure they have access to educational materials and resources.

Teacher may provide individualized instruction. It is important to identify the specific needs of struggling learners and provide them with individualized instruction tailored to their needs. Moreover, teachers may use a variety of teaching strategies and techniques to cater to the diverse learning styles of struggling learners. And monitor progress regularly, it is crucial to regularly monitor the progress of struggling learners to ensure that the interventions and strategies being implemented are effective.

Teacher may conduct to explore other socio-economic factors that may have an impact on reading skills, as well as to examine the relationship between these factors and reading abilities in the general population. It is also important for educators to consider individual differences and provide personalized support and interventions for struggling learners, regardless of their socio-economic background.

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