
Motivation to Read and Parental Support: Implications to the Grade Six Student's Reading Comprehension

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ABSTRACT: *Any Filipino child with sufficient reading motivation and parental support would have greater chances of success in school. This descriptive correlational study sought to determine if there is an association among the participants' reading comprehension level, their level of motivation to read, and the extent of their parents' support in reading. Fifty (50) Grade 6 pupils from a public school in the division of Misamis Oriental were the participants. Researcher-made and validated instruments were utilized to gather the data. The research instruments were pilot tested on 30 pupils in a nearby school which yielded reliable results in terms of its Cronbach Alpha. Descriptive statistics and Spearman Rho were used to analyze the gathered data. The study revealed that the participants' level of motivation to read and the extent of their parental support were generally high. The reading comprehension level in all components, identifying the main idea and key details, sequencing a passage into an ordinal series, making inferences, and identifying unfamiliar vocabulary was fair. Data also showed that the participants' motivation for reading and the extent of parental support is not significantly associated with their reading comprehension skills. The results point to the need for teachers and educational leaders to design appropriate, effective, and research-based interventions to arrest the low reading comprehension performance of the students.*

KEYWORDS: *reading motivation, parental support, reading comprehension*

INTRODUCTION

Numerous schools have closed due to the unprecedented scope of disruption caused by the COVID-19 pandemic (Pitagan, 2020). According to UNESCO (2020), there were 1,480,292,206 affected students (or 84.5 percent of all enrolled students) in 165 countries at the pandemic's peak

in April of the previous year. In the Philippines, there were 28,451,212 students affected by the pandemic.

For some pupils, the pandemic has highlighted the significance of reading, which is especially relevant since schools were utilizing Self-Learning Modules (SLMs) to continue their children's education despite the outbreak. In particular, the pupils in the primary grades are encouraged to seek help from their families, friends, teachers, and others in similar positions during their reading activities.

Reading is an indispensable skill. Reading is a necessary ability. According to Kirchner and Mostert (2017), reading remains a paramount avenue for fostering communication with others and acquiring enhanced comprehension of the world. They added that as societies become more complex, literacy and reading are involved in many daily activities. In the journey to becoming a lifelong reader who can engage with text for information, knowledge, aesthetics, and enjoyment (Pearson, 2015), comprehension is also necessary to attain such. Learners can only move through their school careers by regularly interacting with various texts, such as prescribed textbooks, additional reading materials, and assignments (Kirchner & Mostert, 2017).

The purpose of reading is the comprehension of what it is being read, and reading has been shown to produce several long-term positive effects on people's lives (Fernandez & Garcia, 2019). For instance, reading during childhood and adolescence is positively related to educational achievement, occupational standing, enhanced vocabulary, and adult literacy skills (Suggate et al., 2018; Sikora et al., 2019). Reading comprehension plays a vital role in learning development in the school-age years. In this regard, the motivation for reading has been shown to play an essential role since it affects both reading quantity and comprehension (Schiefele et al., 2016).

With the SLMs, learners are supposed to be given more opportunities to do much reading. However, the struggles of those who support the learners in their reading activities need more capacity to teach them. Such inadequacy of teaching capacity has led to various issues in accomplishing the SLMs.

Parents assume daunting responsibilities in educating their children during this pandemic. According to Brossard et al. (2020), the involvement of the parents in this remote learning has a significant position designed for the continuation of their children's learning within the corners of the home. It is nurturing their children with connections physically and emotionally (Cahapay, 2021). As Jaiswal (2017) added, parents play an active role in nurturing the development of their children. In the current context, Zainuddin et al. (2020) surmised that remote learning allows parents and children to be with each other. Thus, their support in the reading activities, especially on comprehension matters.

Reading motivation is essential in learning (Schiefele et al., 2016). Motivation is positively related to reading amount and comprehension (Stutz et al., 2016; Troyer et al., 2019). Moreover, individuals' low motivation has acute adverse effects since it is related, for example, to lower

educational aspirations (Metsapelto et al., 2017). Given that the primary purpose of reading is comprehending what it is being read, the linkages between reading motivation and comprehension have received substantial attention (Stutz et al., 2016).

In the school where the researcher is based, he observed that the majority of students do not complete all reading activities in SLMs, and some do not even submit their modules. Educators face significant challenges, particularly when they need to invest substantial effort in conducting comprehensive follow-ups to ensure students' timely submission of their Self-Learning Modules (SLMs). In addition, the researcher observed during home visits, based on incidental interviews with the guardians, that the students have lost interest in completing their reading activities in the SLMs. This observation was supported by Dangle and Sumaoang (2020) when they expressed that modules were submitted late and answer sheets were left blank.

Such observation prompted the researcher to conduct this present investigation. This study intended to determine if there is a correlation between the reading comprehension skills of the Grade Six students' motivation and their parental support.

In the SLMs, presumably, learners are demotivated to read because they are more used to the face-to-face modality. The new normal learning modalities have brought equal difficulties and problems yet to be uncovered. This study sought to unfold the Grade Six students' level of motivation in reading and the extent of parental support they have received if it significantly influences their reading comprehension skills.

This study hypothesizes that students' motivation and parental support are associated with their reading comprehension skills. The 2008 *Self-Determination Theory* proposed by Ryan and Deci, *the Schema Theory* of Bartlett (1932), and *the Parental Involvement Theory* by Epstein et al. (2002) served as the theoretical foundations for the hypothesis of this study.

According to Ryan and Deci (2000), motivation refers to engaging in an activity for the inherent satisfaction it brings without expecting external rewards. Factors such as selecting an appropriate difficulty level, possessing adequate skills, experiencing a sense of control, fostering curiosity, and incorporating imaginative play crucial roles in fostering motivation. When combined with perseverance and a positive attitude, these elements have the potential to sustain motivation over an extended period.

Certain studies indicate a notable and positive association between motivation and academic achievement, as Pérez-López and Contero (2013) highlighted. According to Ryan and Deci (2000), motivation can guide students to engage in academic activities driven by the desire for enjoyment, challenge, and novelty rather than external pressure or obligation, without the expectation of rewards. Motivation can be fostered, particularly in the initial stages, even for activities that may not inherently captivate learners, to gradually transform them into sources of motivation throughout the learning process.

Nevertheless, motivation for reading comprehension has its place in learning. According to Li and Lynch (2016), motivation is crucial in initiating and maintaining engagement in learning activities. It provides an initial boost that captivates students and, importantly, helps sustain motivation throughout the learning process over an extended period.

The second theory that supports this study is the *Schema Theory* proposed by Frederic Bartlett in 1932. As per this theory, comprehending a text involves an interactive dynamic between the reader's prior knowledge and the content of the text itself. Knowledge is a network of mental frames or cognitive constructs called schema. Schemata organize knowledge stored in long-term memory.

Schema theory is based on the belief that every act of comprehension involves one's knowledge of the world, as discussed by Anderson et al. (1977). If one makes sense of the world, it is by interpreting interactions with the world in the light of this theory. The comprehension of a text necessitates the capacity to establish connections between the textual material and one's existing knowledge. Comprehending words, sentences, and entire texts involves more than just relying on one's linguistic knowledge. The more knowledge of the world one has, the better comprehension he gets of the text.

According to the Schema theory, the process of interpretation is guided by the principle that input is mapped against some existing schema and that all aspects of that schema must be compatible with the input information. This principle results in two basic models of information processing: bottom-up and top-down processing. The incoming data evoke bottom-up processing and is also called data-driven because the data enters the system through the best-fitting, bottom-level schemata. Top-down processing occurs as the system makes general predictions based on a higher-level general schema, which means background knowledge in reading comprehension (Shen, 2008).

According to the Schema theory, proficiency in reading relies on the effective interaction between linguistic knowledge and one's understanding of the world. Readers understand what they read because they can take the stimulus beyond its graphic representation and assign its membership to an appropriate group of concepts already stored in their memories. The reader brings information, knowledge, emotion, experience, and culture to the printed word during the reading process to decide what something "means" (Zhao, 2012).

Furthermore, this theory postulates that meaning is only partially conveyed in a text that waits for the reader to decode. Through the interaction between text and the reader's prior knowledge, meaning is reconstructed or constructed during the reading process. The educator must instruct students to connect their prior knowledge to the text. By doing so, students can better comprehend the text's overall meaning.

Parental Involvement Theory by Epstein et al. (2002) is another theory anchored in this study. In this theory, Epstein mentioned that the six types of involvement interactions take action as a framework for classifying behaviors, responsibilities, and deeds performed by school personnel and family and community members, working hand in hand to augment involvement and student achievement that activate within the theory of overlapping spheres.

This study identified four (4) skills under reading comprehension. The succeeding paragraphs discuss reading comprehension skills.

The first reading comprehension skill is *identifying the main idea and key details*. The social reasons for reading have reading comprehension as meaningfully being with others. Identifying the main idea and key details is a reasonable effort the understanding the main idea and key details in the selection. According to Longan (2002), the key to understanding a paragraph or short selection is finding the main idea. The students struggling to read texts in school is one of the issues being faced, as theorized by Mabry in 2017. Moreover, Wilhelm and Smith (2017) explained the significant difference between struggling and expert readers. As Mabry (2017) has seen in her students, expert readers know how to differentiate between details and those that are significant to remember; often, poor readers need to learn. It is by looking into the main idea and key details that learners must use to enjoy what is being read.

Sequencing a passage into an ordinal series is this study's second reading comprehension skill. Sequencing a passage into an ordinal series is a reasonable effort the understanding the ordinal series of the selection. In sequencing a passage into an ordinal series, narrative content consists of a start, center, and end, characters, plot, conflict, and setting (Marzban & Seifi, 2013). Narration "recounts events in sequence," whereas exposition "explains, classifies, makes clear ideas, terms, or propositions" (Smith, 2003). The sequencing of the passage gives a clear picture of the order of events being read or comprehended—the observance of the order of the events that the comprehensible information was stored and shared.

Making predictions is another reading comprehension skill in this study. Making predictions are a reasonable effort the understanding the selection by having the correct. In making predictions, in a study (Mcgee & Johnson, 2003), these are ideas and fill-in details that are not explicitly mentioned in the text. By Lee and Tsai (2016), the findings from this study with inference-making instruction showed that students had improved their reading comprehension performances on both the criterion-referenced and standardized tests. The possible predictions were appropriate in the natural connections of the context.

Identifying unfamiliar vocabulary is the fourth reading comprehension skill in this study. Identifying unfamiliar vocabulary is a reasonable effort the understanding the selection by having the corresponding meaning of the unfamiliar term. The identifying unfamiliar vocabulary there

has been an argument about the role of semantic and syntactic processing as related to lexical access (Althewini, 2016) when it comes to identifying unfamiliar vocabulary.

According to Grabe (2009), semantics and syntactic information are acquired after word recognition and are essential for better comprehension. Before word recognition, semantic and syntactic information impacted automatic spreading activation (Coltheart et al., 2001). Spreading activation means that when words are activated, they spread energy so their semantic neighbors (e.g., other words) have similar meanings. As the spreading activation is processed, related words are accessed and connected with the activated words (Grabe, 2009). Semantic and syntactic processing links words in the lexical network (Althewini, 2016). Adolescent vocabulary acquisition usually requires acquiring a more complex language (Harmon & Wood, 2018). Reading comprehension depends on vocabulary knowledge for students of all ages and abilities (Reed et al., 2016). Reading comprehension improves when children understand the phrase. Thus, conversing with the text unlocks more unfamiliar vocabulary, improving understanding.

Another theory that supports this study is Epstein's (2002) proposed Parental Involvement Theory, which categorizes six types of involvement interactions that serve as a framework for classifying the behaviors, responsibilities, and actions performed by school personnel, families, and community members who work together to enhance student achievement through increased involvement. This theory emphasizes the overlapping spheres of influence between home, school, and community to promote a comprehensive approach to parental involvement. Learners must engage in readings during the pandemic, particularly if utilizing the Self-Learning Modules.

This study aimed to determine the association of motivation and parental support with the reading comprehension of the Grade 6 students using the Self-Learning Modules (SLMs) during the pandemic. The specific inquiries addressed by this study were as follows:

1. What is the student-participants level of motivation in reading?
2. What is the student-participants extent of parental support in reading as assessed by the parents?
3. What is the reading comprehension level of student participants in terms of:
 - 3.1. Identifying the main idea and key details;
 - 3.2. Sequencing a passage into an ordinal series;
 - 3.3. Making predictions; and
 - 3.4. Identifying unfamiliar vocabulary?

Are the Grade 6 students' motivation in reading and the extent of parental support significantly associated with their reading comprehension skills?

The results of this study greatly benefit the following group of people: (1) In their pursuit of knowledge, the Grade Six students will develop a heightened awareness of the significance of reading. Through the results of the study, they may be even more conscious of developing their

reading habits. (2) The study's findings significantly assist reading instructors in identifying specific strategies or activities to increase student motivation and reading comprehension skills. (3) School administrators may use the results of this study as baseline data in enhancing the current practices for developing students' reading comprehension skills. (4) The result of the study will significantly help the parents with an idea of the importance of their support, especially in developing their children's reading comprehension. (5) Subsequent researchers can utilize the outcomes of this study as a foundation to explore additional factors that could impact students' reading comprehension abilities. In addition, the result may assist them in filling in the voids in the reading comprehension research.

This investigation aimed to determine the correlation between students' motivation in reading, the level of parental support in reading, and the reading comprehension skills of fifty (50) Grade Six students and their parents. The research was conducted in a Department of Education school within the Division of Misamis Oriental, Philippines, during the academic year 2021-2022. Considering the time the study was conducted, these students used the Self Learning Modules (SLMs) through distance learning.

The reading comprehension skills as the dependent variables were limited to identifying the main idea and key details, sequencing a passage into an ordinal series, making predictions, and identifying unfamiliar vocabulary. Conversely, the independent variables examined in this study were student reading motivation and parental reading support.

RESEARCH METHODOLOGY

For this investigation, a descriptive correlational research design was utilized. Correlation research examines various factors, including the relationship between two or more variables and the theoretical model that might be developed or verified to explain these resultant correlations (Matud, 2004). The researcher deemed this research design as appropriate because this study aimed at determining whether motivation and parental support influence the Grade 6 learners' reading comprehension skills.

The study included fifty (50) student participants and their respective parents. These participants were sixth-grade students enrolled in a DepEd school in the Misamis Oriental division. All of these participants were selected through population sampling because the researcher had access to these students at the schools where they were enrolled. In addition, all participants were enrolled in Distance Learning as the modality used during the pandemic and used Self-Learning Modules.

The researcher utilized three instruments to collect the essential data for the study. The first instrument was the Philippine Informal Reading Inventory (PHIL-IRI) reading comprehension test of 2018. This instrument was utilized because all Department of Education students utilize this inventory. Only particular inventory components were utilized, specifically those that involved the skills identified for this study. The reading comprehension test contained 22 items divided into

the four reading comprehension skills: 7 for making predictions, 5 for identifying the main idea and key details, 5 for sequencing a passage into an ordinal series, and 5 for identifying unfamiliar vocabulary.

The parental support in the reading questionnaire was the second instrument used for this study, with Shiefele et al. (2012) as the source. This questionnaire crafted by the researcher consists of five items that measure parental support for reading. Last but not least, the researcher also developed the reading motivation questionnaire for students using Shiefele et al. (2012) as the source, which comprises five items to gauge the participants' reading motivation.

Experts in the field reviewed and evaluated the instruments to determine their content validity. In order to establish the test's reliability, pilot testing was conducted on a group of 30 pupils in the same grade who were not part of the participants of this study.

The data gathered from the result of the pilot testing used for item analysis with the Cronbach alpha values of the following were student-participant motivation (.885), parental support (.896), and reading comprehension (.771). From the alpha values, it can be considered reliable. From the alpha values, it can be considered reliable. According to Tavakol (2011), the items with an alpha value of 0.7 or higher indicate a high tune of consistency; therefore, based on the results, the items of the research instrument were considered reliable.

RESULTS AND DISCUSSION

The following paragraphs delve into the findings and discussions that emerged from the investigation.

Problem 1. What is the students' level of motivation in reading?

Table 1 presents the frequency, percentage, and mean distribution of the student's level of motivation in reading. Data reveal an overall mean of 3.65 which is *high*. This means the participants are generally motivated to read, which could let them explore more concepts and ideas. Moreover, thirty-six percent (36%) of the participants rated their motivation as *high*, and another thirty-six percent (36%) had motivation on a *moderate level*. This may mean that they have a desire to read. Such a result is supported by what Ryan and Deci (2000) explain that the right level of challenge, adequate skills, a sense of control, and curiosity are some factors that may have triggered them to be motivated.

Notably, ten percent of the participants rated themselves as having *low* motivation to read. Such low motivation may be attributed to the need for modeling excitement and interest in reading, as Wilson and Conyers espouse (2017). With Self-Learning Modules only and no model, the participants may need someone to look up to who is enthusiastic about reading. In essence, teachers are not physically present during the pandemic, and interaction can only happen between the participant and the module.

Table 1. Frequency, Percentage, and Mean Distribution of the Students' Level of Motivation in Reading

Range	Interpretation	F	%
4.51-5.00	Very High	9	18.0
3.51-4.50	High	18	36.0
2.51-3.50	Moderate	18	36.0
1.51-2.50	Low	5	10.0
1.00-1.50	Very Low	0	0.0
Total		50	100.0
Overall Mean		3.65	
Interpretation		High	
SD		0.82	

Specific Indicators of Motivation in Reading

<i>I have the</i>	M	Int.	SD
1 willingness to engage with complex reading material.	3.72	High	0.95
2 desire to learn by reading.	3.86	High	1.16
3 enjoyment of experiencing different kinds of literary or informational texts.	3.56	High	1.11
4 desire to read about a particular topic of interest.	3.40	Moderate	1.29
5 satisfaction of mastering complex ideas in text.	3.72	High	0.99

Moreover, the qualitative response of one participant explains that there is a dearth of knowledgeable adults teaching him the reading process: “*Gilisuran ko kay walay nagtudlo.*” (*I have difficulty because no one had taught.*) (Participant 6, Line1).

It can be surmised that students' motivation to read is influenced by someone who is also motivated to read. Bergen et al. (2018) posited that environmental factors, such as adults who are motivated to read, are essential in developing the learners' reading skills.

Problem 2. What is the grade 6 students' extent of parental support in reading?

Table 2 presents the frequency, percentage, and mean distribution of the students' extent of parental support in reading. The data reveal an overall mean of 4.19, interpreted as *high*. The statistics indicate that parents are inclined to assist their children in enhancing their reading comprehension skills. Fifty-six percent of the participants rated parental support in their reading skills as *high*.

Table 2. Frequency, Percentage, and Mean Distribution of the Students' Extent of Parental Support in Reading

Range	Description	F	%
4.51-5.00	Very High	15	30.0
3.51-4.50	High	28	56.0
2.51-3.50	Moderate	7	14.0
1.51-2.50	Low	0	0.0
1.00-1.50	Very Low	0	0.0
	Total	50	100.0
	Overall Mean		4.19
	Interpretation		High
	SD		0.54

Specific Indicators	M	Interpretation	SD
1 I have the desire in supporting my child to learn by reading.	4.38	High	0.78
2 I have the willingness in supporting my child to engage with complex reading material.	4.28	High	0.81
3 I have the desire in supporting my child to read about a particular topic of interest.	4.20	High	0.81
4 I have the satisfaction in supporting my child of mastering complex ideas in text.	4.04	High	0.75
5 I have the enjoyment in supporting my child of experiencing different kinds of literary or informational texts.	4.04	High	0.81

The researcher observed high parental support. The parents actively get the modules and return them on the designated dates during SLMs distribution. Research has shown that parental involvement positively influences their children's education, enhances their academic achievements, promotes sustained school engagement, and contributes to overall positive child development (Henderson & Mapp, 2002).

Parents rated all the indicators of parental support in their child's reading as *high*. This may mean that parents' support demonstrates caring and warmth, willingness to provide necessary materials, and open discussions with their children (Mills et al., 2021). The parents valued their children's education even during this trying time of the pandemic. The education of their children is the primary concern of parents.

Problem 3. What is the reading comprehension level of Grade 6 students in terms of:

- 3.1. Identifying the main idea and key details;**
- 3.2. Sequencing a passage into an ordinal series;**
- 3.3. Making predictions; and,**
- 3.4. Identifying unfamiliar vocabulary?**

Table 3 displays the participants' reading comprehension level based on their ability to identify the main idea and key details, with the overall mean of 2.58 interpreted as *fair*. The data show that the participants have a limited understanding of the text because they have difficulty identifying the main idea and other textual evidence. Furthermore, it may be construed that the participants have difficulty differentiating between the details and the significant essential points.

Table 3. Frequency and Percentage of the Participants' Level of Reading Comprehension (Identifying Main Idea & Key Details)

Range	Description	Frequency	Percentage
5.00	Outstanding	6	12.0
4.00-4.99	Very Good	6	12.0
3.00-3.99	Good	14	28.0
2.00-2.99	Fair	14	28.0
1.00-1.99	Poor	10	20.0
Total		50	100.0
Overall Mean			2.58
Interpretation			Fair
SD			1.43

On an important note, self-learning modules require students to read extensive texts so they may understand the contents of such instructional material. Their comprehension of the texts and other discourses is inherent to accomplishing the activities in the modules. As Schlauch (2014) puts it,

Reading comprehension is a fundamental building block for learning, regardless of the academic subject, whether it be language arts or mathematics. Upon interview with some participants, they expressed difficulty in reading. Two participants shared these: "Lisud to siya." (*It was not easy.*) (*Participant 3, Line 1*); "Gilisuran ko." (*I had difficulty.*) (*Participant 2, Line 1*).

Such expressed difficulties may be attributed to several factors. The researcher can only surmise that it may be because the items of the tests in identifying the main idea are inferred or implied. Such assumption is supported by one participant saying "wala may nagtudlo nako unsaon pagsabot." (*nobody taught me how to understand.*) (*Participant 6, Line 1*)

Table 4 presents the reading comprehension level on sequencing a passage into an ordinal series with an overall mean of 2.54, which is interpreted as *fair*. This suggests that the participants had difficulty identifying the story's beginning, middle, and end. In addition, it may indicate that the participants have difficulty retelling the events in a given text in the correct sequence.

Table 4. Frequency and Percentage of the Participants' Level of Reading Comprehension (Sequencing a Passage into an Ordinal Series)

Range	Description	Frequency	Percentage
5.00	Outstanding	3	6.0
4.00-4.99	Very Good	7	14.0
3.00-3.99	Good	17	34.0
2.00-2.99	Fair	12	24.0
1.00-1.99	Poor	11	22.0
Total		50	100.0
Overall Mean			2.54
Interpretation			Fair
SD			1.23

The Department of Education specifies in the curriculum guide that at this level, Grade 6 pupils should have mastered such reading comprehension skills (DepEd, 2013). Gouldthorp, Katsipis, and Mueller (2017) provided empirical evidence that sequencing is essential for children's comprehension of narrative texts and has implications for reading education and intervention programs.

Table 5 presents the participants' reading comprehension level in making predictions with an overall mean of 2.86, interpreted as *fair*. This indicates that the participants could hardly read between the lines because they had difficulty identifying clues in the text and their own experiences to figure out what was not directly said. The participants struggle to gain more personal pleasure in reading, read the text more critically, and remember and apply what they have read (TeacherVision, 2019).

Table 5. Frequency and Percentage of the Participants' Level of Reading Comprehension (Making Predictions)

Range	Description	Frequency	Percentage
7.00	Outstanding	0	0.0
5.00-6.99	Very Good	11	22.0
3.00-4.99	Good	18	36.0
2.00-2.99	Fair	10	20.0
1.00-1.99	Poor	11	22.0
Total		50	100.0
Overall Mean			2.86
Interpretation			Fair
SD			1.62

The data further reveal that more than half of the participants need to be proficient in making predictions in what they have read. Making predictions while reading may be a fundamental reading strategy, but most of the participants in this study could hardly do so, thus, presumably resulting in needing help with the meaning of a text deeper as expected of a grade 6 pupil. Furthermore, the data are alarming that not one participant got an outstanding score.

Table 6 presents the reading comprehension level for identifying unfamiliar vocabulary with an overall mean of 2.50, interpreted as *fair*. This indicates that the participants require assistance to comprehend unfamiliar terms, resulting in difficulties interpreting the overall meaning of a sentence or discourse. Sinatra, Zygouris-Coe, and Dasinger (2012) explained that children's ability to comprehend and use words appropriately in listening, speaking, reading, and writing is influenced by their vocabulary knowledge. This knowledge influences the complexities and nuances of children's thinking, their ability to communicate orally and in writing, and their ability to comprehend printed texts.

Table 6. Frequency and Percentage of the Participants' Level of Reading Comprehension (Identifying Unfamiliar Vocabulary)

Range	Description	Frequency	Percentage
5.00	Outstanding	6	12.0
4.00-4.99	Very Good	7	14.0
3.00-3.99	Good	12	24.0
2.00-2.99	Fair	10	20.0
1.00-1.99	Poor	15	30.0
	Total	50	100.0
	Overall Mean		2.50
	Interpretation		Fair
	SD		1.49

Notably, thirty percent (30%) of the participants' reading comprehension was poor. The lack of interaction and feedback in decoding complex words, which was prevalent prior to the pandemic, could be attributed to this phenomenon. Furthermore, it may also be that these participants have failed to acquire the necessary skills to unlock complex vocabulary. Based on the researcher's observation, the terms used in the Self-Learning Modules were not expounded, and the explanation of meaning was limited.

Concerning this, Reed et al. (2016) explained that vocabulary knowledge is a critical factor and predictor of reading comprehension for students of all ages and abilities as it helps determine their ability to understand the text. Typically, for adolescents, vocabulary acquisition involves interacting with and learning a more sophisticated language (Harmon & Wood, 2018). Finally, vocabulary knowledge is a critical factor and predictor of reading comprehension for students of all ages and abilities, as it helps determine their ability to understand the text (Reed et al., 2016).

Problem 4. Are the Grade 6 students' motivation on reading and extent of parental support significantly associated with their reading comprehension skills?

H₀₁: The Grade 6 students' motivation on reading and extent of parental support are not significantly associated with their reading comprehension skills.

Table 7 shows the result of the test of association of students' motivation and parental support with reading comprehension skills. Data reveal no significant associations in all the variables. Thus, the null hypothesis cannot be rejected.

Table 7. Result of the Test of Association of Students' Motivation and Parental Support with Reading Comprehension Skills

Reading Comprehension Skills Components		Motivation in Reading	Parental Support
Identifying the Main Idea	Pearson's r	-.047	.078
	Sig.	.745	.588
Sequencing a Passage	Pearson's r	-.134	-.015
	Sig.	.355	.919
Making Predicting	Pearson's r	-.090	.200
	Sig.	.534	.163
Identifying Unfamiliar Vocabulary	Pearson's r	.179	-.013
	Sig.	.213	.930
<i>OVERALL READING COMPREHENSION</i>	Pearson's r	-.024	.086
	Sig.	.869	.553

The absence of significant associations might be attributed to the fact that the students were always staying at home during the pandemic. Thus, while they have high motivation to learn, their performance in reading comprehension needs to be sufficiently developed. This could have been aided by the guidance of their teachers and interactions with their peers during face-to-face classes. Thus, their productivity in responding to the Self Learning modules could have improved. This is supported by what Becker, McElvany, and Kortenbruck (2010) emphasized that, ultimately, the level of students' motivation is affected by what occurs within the classroom.

Further, in relation to parental support, the absence of significant association may be due to the needed competencies and their time.

Some parents may have no time to focus on guiding their children because they are also working and doing income-generating activities for the family's sustenance during the pandemic. Moreover, studying the Self Learning modules and following through with the learning tasks take time for parents and learners to learn. So, while the parents expressed their willingness to help, the real help could not be given.

In every grade level, the curriculum has corresponding competencies that need to be developed and mastered. This reading comprehension performance of the participants was typical of the printed modular distant learning modality being implemented. With home literacy, children are expected to grow up in an environment familiar with books, leading to a culture of reading in individuals (Higde et al., 2020). As there were parents of low education or high educational attainment but could not attend the home studies of their children due to work and other economic activities, others in the community and neighborhood were entrusted. Cooperation with the community refers to the cooperation of parents with the school and society to strengthen school programs and contribute to student learning (Epstein, 2002).

To verify the above data, the researcher interviewed seven (7) student participants on December 20, 2022, and March 31, 2023. The subsequent discussion disclosed the result of the interview.

The participants expressed during the interview that this was the first time they had encountered these competencies. Thus, they need to learn how to answer the questions.

“Kay wala ni nako siya nabantayan in my studies.” (*Because I haven't noticed these in my studies.*” (Participant 1, Line 1) “Wala ni naku na encounter sukad.” (*I had not encountered them yet.*) (Participants 6, 3, & 5)

The researcher can only assume that these participants were not taught the reading competencies identified in this study. If this is so, then the poor performance is expected. However, this threatens the supposed learned skill among the learners. Rezai (2022) posited that for assessment to be practical, teachers must make every effort to teach the subject matter before assessing the learners. Brown (2010) also supports the above statement and emphasizes the value of fairness when assessing.

Another factor that came out during the interview was the materials used to assess the learners. Though the researcher used the standard PHIL-IRI instrument designed for their grade level, the participants seemed to need help understanding the assessment material due to its extensive vocabulary. Two of the participants expressed the following:

“Kay lisud man kaayu ang mga basahunon.” (*Because the reading materials were difficult.*) (Participant 2, Line 2) “lisud man mga words na gigamit ato. Lisud sabton. (*The words used were difficult to understand. Difficult to understand.*) (Participant 3, Line 2)

The familiarity with the vocabulary used in the reading materials to the participants may be attributed as the reason for the participants' low performance. It is wise to note that vocabulary

knowledge drives the readers to understand the text. This means knowing a significant amount of vocabulary is favorable since it assists learners in communicating more to have a good influence on other people (Moghadam et al., 2012).

While the Self-Learning Modules were provided to the participants, the one that could teach and guide them at home was their concern. Castles et al. (2018) suggested it may be more complex since reading comprehension involves how people construct meaning from the information and their environment due to its multifaceted nature.

Having a knowledgeable adult to assist the learners is an essential factor. Clarifications from these adults can ably guide the learners in understanding the SLMs. However, the participants expressed that this is a difficulty on their end.

“Gilisuran ko kay walay nagtudlo.” (*I have difficulty because no one taught me.*) (Participant 6, Line 1) “lisud man makasabot kay wala man say gatudlo” (*it’s difficult since no one is teaching.*) (Participant 7, Line 2)

Furthermore, upon inquiry from the parent participants' assistance, the parents expressed that they were busy with their occupations and economic-related activities, thus, needed more time to assist their children in their self-learning modules. This phenomenon is supported in the study of Agaton and Cueto (2021), where they explored the parents' experiences during the blended learning implementation of the Department of Education. They shared that parents, too, have struggled financially while working for the family during the lockdown. Parents resorted to creative means to provide for the family. By then, parents can have scaffolding on the reading activities of their children as a way to help for the development of the reading comprehension of their children.

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The study revealed the following findings based on the collected data:

1. The participants' level of reading motivation was generally *high*, indicating that they were motivated to read the texts in the supplied self-learning modules.
2. The level of parental support was generally *high*, implying the desire of the parents to support their children in the development of reading comprehension skills.
3. All components of reading comprehension, such as *identifying the main idea and key details, sequencing events in an ordinal sequence, making predictions, and identifying unfamiliar vocabulary*, were fair. This means that the participants had difficulty with their reading comprehension, given the mentioned factors.
4. The participants' motivation in reading and the extent of parental support were not significantly associated with their reading comprehension skills.

Conclusion

While students are highly motivated to learn, teachers' guidance and instruction on details, lessons, and activities are essential to developing their reading comprehension abilities. Their motivation is high, but the guidance of a more knowledgeable other is needed to develop their reading comprehension skills. This adult can scaffold and teach them the necessary skills. The self-determination theory was observed in the student-participant's level of motivation.

To genuinely comprehend the materials, their performance in reading comprehension using the Self-Learning Modules requires time and appropriate scaffolding and mediation. As the Schema Theory promotes the constructs along the text being read, in this study, there is a need to establish the constructs for them to have better comprehension. It is noteworthy that parents have the desire and willingness to support the reading comprehension development of their offspring, as the Parental Involvement Theory observed. However, due to their employment and other income-generating activities, they may need more time for their children's educational requirements.

Their willingness to develop their children's reading comprehension skills may not have translated into genuine support. Many parents are not teachers, and even if they are, they may need more time for their children's education due to their profession or employment demands.

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