

Academic Performance and Phil-IRI Result: Basis for Intervention Plan

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Abstract

This study aimed to determine the level of Academic Performance and Phil-IRI result of the Grade IV pupils from the four select schools in Villanueva South District and find the significant relationship of the Academic Performance and Phil-IRI Result and the findings was the basis for an Intervention Plan to be made. This study used the descriptive-correlational design presenting systematic organization of data. There were 173 Grade IV pupils as the respondents of the study during the School Year 2022 – 2023. Results revealed that 68 or 39.31 percent are in the Satisfactory level in their Academic Performance which grades ranges between 80 – 84. Moreover, 86 or 49.71 percent of them are in the Instructional Level in their Phil-IRI result. Thus, it showed that there is a significant relationship between the Academic Performance and PHIL-IRI result of the pupils. With this, an Intervention Plan was exhibited in this study to improve the Academic Performance and Reading Literacy of the pupils. The Intervention Plan were presented during the In-Service Training to the four schools included in this study. It should be emphasized that the Phil-IRI test result has something to do with the academic performance of the pupils.

Keywords: Academic Performance, Philippine Informal Reading Inventory, Reading Literacy, Reading Program

1. Introduction

In order to explore the world's exquisite creation, people must be given the knowledge and abilities that will enable them to comprehend what happen around the world. Every person has a unique gift and set of talents that they can use to enrich their lives and discover what the true meaning of life is. One of the most crucial abilities that students need to possess in order to grasp and deal with challenges in daily life is reading literacy. By developing excellent reading literacy skills; one can achieve much in both personal life and in interacting with another people. Imagination and comprehension are sparked by reading. Children that have mastered reading do better in school and have a better sense of self- image.

Reading literacy is a worldwide problem that affects both developed and developing countries. It is one of the most important subjects taught in school. Long before entering school, children learn letters and numbers in their everyday lives. Often, such education takes place outside of the classroom and in the children's homes. When children begin learning their letters, parents or other adult caregivers encourage them to learn to read. Some children can recognize words and phrases even before they speak. Some children learn to read before they start school, while some are not (Fakhruzy, 2021). Reading literacy is important in the context of self-improvement, personal branding, professional development, schooling, and national development. Literacy is one of the primary capitals in national development (Fakhruzy, 2021).

Reading is a powerful tool that can be readily acquired to sustain the cornerstone of learning. In order to acquire knowledge and enhance new learning skills, reading ability must be developed in pupils. The ability to read is important to the learning of children along with the development of their skills in literacy and

dynamic society involvement (DepEd, 2019). Hence, having the skill in reading is considered as a bridge for all academic learnings.

In the Philippines, one of the problems besetting the educational system is that many Filipino school children struggle with reading which is particularly linked to low achievement results especially in the public schools. The low achievement results are further associated to the poor development of reading skills among the learners (Llego, 2018). Accordingly, the Department of Education (DepEd) in the Philippines established and developed programs to encourage reading and to promote the development of reading skills among Filipino young learners. One of these programs is the Philippine Informal Reading Inventory (Phil-IRI) with DepEd mandate for implementation in all public schools of the country to address the issues concerning literacy improvement. The program consists of graded passages to identify the performance of learners in silent reading, oral reading and reading comprehension. These reading assessments or the conduct of reading inventory programs are used to determine the reading proficiency of learners in school which will then serve as basis for conducting enrichment reading programs. With the above considerations, the researcher became interested in this study to know the academic performance of the pupils and finds its significance in PHIL-IRI results because it is believed that reading literacy is therefore a crucial element of learners in order to pave the way for success in their academic performances.

This study was anchored to the Department of Education Order No. 14, s. 2018 (DepEd Order No. 14, s. 2018) which states that Philippine Informal Reading Inventory (PHIL-IRI) should be conducted to learners to measure the reading performance of the learners and to provide feedback data to classroom teachers as a basis for designing and delivering appropriate reading instruction for the learners. The Philippine Informal Reading Inventory (Phil-IRI) was developed to provide classroom teachers with a tool for assessing and describing students' reading performance. It is a tool for determining a student's reading level that consists of graded passages. It is important to note that the Phil-IRI only approximates the learner's abilities and should be used in conjunction with other reliable assessment tools.

One of the initiatives put in place to support the "Every Child A Reader Program (ECARP)" is the development of the Phil-IRI. Teachers should be equipped with information about their students' current reading levels and abilities before designing and delivering appropriate reading instruction to their students. This diagnostic approach to describing how children read is based on inclusionary principles that emphasize the importance of learner-centered, responsive, and culturally sensitive education. The Phil-IRI is one of the diagnostic tools that teachers can use to determine their students' reading abilities and needs. (Philippine Informal Reading Inventory Manual First Edition, 2018).

2. Methodology

This study used the descriptive-correlational design presenting systematic organization of data. According to Yin (2020) Descriptive correlational design aims to establish the relationship between the academic performance and the Phil-IRI Result. It attempted to describe the Pupils' Academic Performance and the Phil-IRI Test result among the Grade IV learners from the four select schools in Villanueva South District.

The respondents of the study were the Grade IV pupils. They were chosen through purposive sampling because only one Grade IV section from each of the schools which were taken as respondents for a total of One Hundred Seventy-Three pupils. The **purposive sampling** method is about selecting samples from the overall sample size based on the judgment of the survey taker or researcher. In other words, a purposive sample is collected according to the requirements of the test, survey, or research that it'll be used for. The respondents were from Balacanas Elementary School, Don Fernando Jacinto ES, San Martin Integrated School and Dayawan Elementary School of Villanueva South District, Villanueva Misamis Oriental.

After gathering the necessary data, the researcher retrieved and analyzed the collected data using statistical tools. Descriptive statistical tools like Frequency and Percentage were used for problems 1 and 2.

The Pearson Product Moment Correlation Coefficient was used in the study to ascertain the relationship between pupils' academic performance and Phil-IRI test result. The Pearson product-moment correlation coefficient (Pearson's correlation, for short) is a measure of the strength and direction of association that exists between two variables measured on at least an interval scale.

3. Results and Discussion

Problem 1. What is the Academic Performance of the Grade IV pupils in the select schools of Villanueva South District?

Table 1

Academic Performance of the Pupils

Academic Performance	Frequency	Percentage
Outstanding	21	12.14
Very Satisfactory	45	26.01
Satisfactory	68	39.31
Fairly Satisfactory	39	22.54
Total	173	100

Description:

Outstanding=90-100 Very Satisfactory=85-89 Satisfactory=80-84 Fairly Satisfactory=75-79 Did Not Meet Expectations=Below 75

Table 1 showed the result of the Academic Performance of the Grade IV pupils in the First Quarter for School Year 2022-2023. The result showed that there were 173 Grade IV Pupils who belonged to the different performance level. Among the Academic Performance, the Satisfactory level has 68 or 39.31% got the highest Frequency. This means that the majority of the Grade IV pupils' got the academic performance average that ranges from 80 to 84 during the first grading period. The academic performance of the Grade IV pupils is neither high nor low. However, the academic performance result is not impressive. Perhaps, there are underlying factors that need to be considered in order to enhance the academic performance of the Grade IV pupils. One of the many considerations is the involvement of parents and teachers. This finding is supported by Masud, et al. (2019) state that teachers and parents may need to increase their involvement in the pupils' study time to improve the academic performance of the pupils. It is a known fact that the Academic Performance is among the several components of academic success. This implies that the pupils do need to double their time in doing their studies and other academic related activities to improve academically by studying hard to enhance their Academic Performance.

Further, the result showed that among the level of academic performance, the Outstanding level got the lowest frequency. It has a frequency of 21 or 12.14%. This means that only few of the Grade IV pupils' Academic Performance reached to the average that ranges from 90-100. The result is not impressive since it outranked the rest of the academic performance levels. It should have been the level to be in the highest in terms of frequency. Perhaps, the Grade IV pupils have not mastered yet the competencies in the Most Essential Learning Competencies and the suggested reading passages in the Phil-IRI. This finding is supported by Abril, et al. (2022) stressed that the results of the inventory serve as the basis for teachers in creating appropriate reading intervention initiatives to improve the performance of struggling readers. This Implies that Phil-IRI test result can be used as a concrete avenue to be able to know at what level to these pupils in terms of reading literacy and it can be associated with their academic performance.

Problem 2. What is the PHIL-IRI test result of the pupils during the mid-year Reading?

Table 2

Phil-IRI Test Result

PHIL-IRI	Frequency	Percentage
Independent	19	10.98
Instructional	86	49.71
Frustration	62	35.84
Non-Reader	6	3.47
Total	173	100

Table 2 presented the Philippine Informal Reading Inventory (Phil-IRI) test result of the Grade IV pupils. The result showed the Pupils' Reading Literacy Level as Independent – it is the highest level at which a pupil can read independently and with ease without the help or guidance of the teacher. The next level is the Instructional – it is the level at which readers profit the most from teacher directed instruction in reading. The third level is the Frustration – It is the level at which readers find reading materials so difficult that they cannot successfully respond to them. And the last is the Non-Reader – it is the level at which readers cannot read and understand the text and the meaning. The result further showed that there were 173 Grade IV Pupils who took the test and based on the result their scores were interpreted and they were categorized as independent, instructional, frustration, and non-reader.

Furthermore, the result showed that among the Grade IV pupils' reading literacy level, the Instructional has the highest Frequency of 86 or 49.71 %. This means that majority of the Grade IV pupils' reading literacy level is not yet fully developed. In this level, the pupils require the assistance of a teacher, parent, or tutor. The role of the teacher, the parents, and even the tutor is vital in gaining the reading literacy expectations from the pupils. Also, reading literacy level is equally important to the academic performance since reading can be an indicator to have an excellence in the academic performance. This finding is supported with the study of Medalla, et al., (2022) stressed out that pupils showed a favorable Academic Performance if the pupils are good in reading as depicted in the positive coefficient result, suggesting a direct proportional linear relationship indicating that pupils with higher Reading Proficiency Level manifested higher Academic Performance than those whose reading performance was on the average only. This implies that pupils reading literacy level should not be taken for granted. If it is understood that pupils' reading literacy level is not good enough, then the role of the teacher, parents and even tutor must be executed.

On the other hand, the result showed that the Non-Reader got the lowest frequency among the Grade IV pupils' reading literacy level. It has a frequency of 6 or 3.47%. This means that despite the academic endeavor provided by the teacher in teaching the pupils to read, there were still pupils who can hardly read. Perhaps, these pupils' reading literacy level have not developed since first grade to their present grade and they had been overlooked by the teacher and parents. Also, they were not exposed to reading activities that would enhance their reading literacy. It is important that the pupils' needs should be prioritized by the teachers among other priorities in the classroom. It is the role of the teacher to know the pupils' strengths and weaknesses to be able to know the specific learning materials and teaching styles to fit the learning styles of the pupils. This finding is supported by Orilla, (2019) who stated that teachers should be aware of their pupils' strengths and weaknesses to maximize learning in each of them. This implies that since pupils have different learning styles and individual abilities, teachers should know their pupils' mental and emotional capabilities. In doing so, the pupils would be guided and their reading literacy level would be developed. Once their reading literacy is developed there would be no reason that these non-reader pupils be improved.

Problem 3. Is there a significant relationship between the Pupils' Academic Performance and the PHIL-IRI result?

Table 3
 Relationship of the Academic Performance and the Phil-IRI test of the Pupils

Independent Variable	dependent Variable	r value	p value	Remarks	Decision	Interpretation
Academic Performance	Phil-IRI	0.724	0.04	Moderately High Positive Correlation	Reject Null Hypothesis	Significant Relationship

The table showed the existing relationship between the academic performance and the Phil-IRI test result of the Grade IV pupils. The obtained p value is lesser than the set alpha of 0.05 which led to the rejection of the null hypothesis. Thus, there is a significant relationship between the Academic Performance and the Phil-IRI result of the pupils. Furthermore, the result revealed that the higher the academic performance of the pupils the higher the reading literacy level the Grade IV pupils have. This means that if pupils are able to reach the expected reading literacy level, their academic performance would also go along. significant relationship between the Academic Performance and the Phil-IRI of pupils. The overall result of this study indicated that it is very profitable for the learners to gain high level of reading performance to be able to get high academic performance. This finding is supported by Akbasli, (2019) who stated that a strong relationship has shown between the top reading performer learners and top Academic performer learners. Thereby, the higher the reading performance the higher the academic performance of the learners do.

The result further tells us that Phil-IRI should not be taken for granted. It should be given emphasis. This would serve as means to be able to gain high academic performance. Reading proficiency and academic performance are both of paramount importance to a pupils' holistic academic success. These aspects of a pupil's journey must not be taken for granted regardless of their locale, cultural context, and academic setting.

4. Conclusions and Recommendations

The following conclusions were drawn from the findings of the study:

1. Based on the finding, a conclusion can derive that majority of the Grade IV pupils' Academic Performance is Satisfactory. Their score is neither high nor low.
2. Based on the finding, it can be concluded that the Grade IV pupils need the assistance of the teacher, parent and tutor to develop their reading literacy level belonged to the instructional level since they cannot read without the aid of their teacher, parent or tutor.
3. Based on the finding, the conclusion is hereby made that the Academic performance of the Grade IV pupils has something to do with Reading Literacy level of the Pupils.

Based on the findings and conclusions of the study, the following recommendations are hereby made:

1. Based on the findings and conclusion, it is hereby recommended that the Grade IV Pupils must be provided with Phil-IRI reading materials to improve their reading literacy level and in effect their academic performance increases. Also, the teacher, the parent and other concerned people are strongly encouraged to get involved during the reading sessions so that the pupils are guided well.
2. The Pupils' Reading Performance must also be developed using the Phil-IRI materials, and the reading intervention program must be implemented throughout the year if feasible. A Reading Intervention

program may be implemented by teachers and the school head with the help of the parents to enhance the Reading Literacy of the pupils.

3. The result of this study must be introduced and disseminated during the In-Service Training (In-SET) and School Learning Action Cell (SLAC) sessions. It has to be emphasized during the said seminar and training that the Pupils' Reading literacy level has something to do with the academic performance of the learners.

4. Based on the finding and conclusion, it is strongly recommended that there must be implementation of the Reading Intervention program to improve the Reading Literacy of the pupils. As Reading literacy increases, pupils' academic performance increases. The Project Grade Children Assisted in School and at Home (GCASH) - a research initiative project has to utilize to elevate the Pupils' Reading Literacy level.

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