School-Based Factors Affecting the Reading Performance of the Grade 1 Non-Reader Pupils in Valencia District

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Abstract

This study examined the key school factors affecting the poor reading performance of Grade 1 pupils identified as non-readers in public elementary schools in the Valencia District, Division of Negros Oriental, during the School Year 2018–2019. The study used a descriptive-correlational design and involved purposively selected non-reader pupils and their teachers. Data were collected using researcher-made questionnaires with 5-point Likert-scale items and analyzed using the Spearman Rank correlation coefficient. Results showed that most pupils were six years old, and they generally received appropriate preparatory instruction, had positive social experiences, and developed basic language backgrounds. Teachers reported having a positive classroom environment and applying suitable reading strategies, although some indicated limited reading resources. Common school factors that affected the poor reading performance included mixed-ability classes, lack of instructional materials, and limited time for reading and remedial instruction. This study concludes that while supportive teaching practices are present, gaps in school resources and instructional time continue to affect reading outcomes. These findings recommend more teacher professional development training on how to effectively teach reading, improved classroom materials, better classroom organization such as smaller class size, and strengthened reading programs to support early-grade learners.

Keywords: Language background; non-reader pupils; Preparatory instruction; Reading performance; Social sense, Reading Achievement; Reading achievement, learning environment, Reading resources, Reading programs, Reading strategies, School-based factors; Descriptive Correlational Survey Design, Likert Scale, Quantitative Approach; Valencia, Negros Oriental, Philippines.