

Factors Affecting Grade 9 Students' Reading Proficiency: Basis for Intervention Programs

**Jen Camille Buño, LPT¹, Jonalyn Frane, LPT², Jeryll Nicko Mercado, MEd.³,
Jeanelin Punzalan, MAEd.⁴**

<https://orcid.org/0000-0002-0633-1156>¹, <https://orcid.org/0000-0002-2651-1939>², <https://orcid.org/0000-0002-5163-0710>³, <https://orcid.org/0000-0001-6665-4494>⁴

jencamille.buño@ub.edu.ph¹, jonalyn.frane@ub.edu.ph², jeryllnicko.mercado@ub.edu.ph³,
jeanelin.punzalan@ub.edu.ph⁴

University of Batangas, Philippines

Abstract

Reading is a lifelong skill to be used both at school and throughout life. It is a cornerstone for a child's success in school and, indeed, throughout life. With this, this study generally aims to identify the factors that affect the reading proficiency of Grade 9 students and propose appropriate and doable intervention activities that will successfully elevate students' reading proficiency. It is quantitative, utilizing the descriptive design of research to identify the factors affecting the reading proficiency of the respondents. Moreover, a questionnaire was used as the main data-gathering instrument to obtain the necessary data from the Grade 9 students, which was taken purposively from a certain university in Batangas City during the school year 2019-2020. The responses were determined and computed with the use of frequency count, percentage, weighted mean, ranking, and t-test as the main statistical treatments of data. The findings disclosed that most of the students belong to basic and below basic levels of reading proficiency based on the pre-test and post-test results. However, it was found that there is a significant difference in the reading proficiency of the students based on the pre-test and post-test. Furthermore, most of the students agreed that factors such as reading habits, motivation, vocabulary, comprehension, teachers' support, peers' support, and parents' support could have affected their reading proficiency. Meanwhile, the proposed reading intervention program will be composed of activities that would help the students improve their reading skills and proficiency. The researchers recommend that the programs and activities to be implemented for the students must consider the identified factors affecting the students' reading proficiency and the proposed reading intervention programs may be presented to the school principal, assistant principals, and department heads for evaluation and possible improvements.

Keywords: Education, Reading Proficiency, Reading Intervention, Descriptive, Philippines