



Non–Cognitive Factors that Influence Reading Competency

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ABSTRACT

This study aimed to find out what factors influenced the reading proficiency of first-year college students at Isabela State University, San Mariano in SY 2020-2021. This study employed descriptive statistics. A questionnaire was utilized to collect data from 125 respondents. Analysis used frequency % and ranking.

Concerning student-related aspects, more than half of them stated that subject interest and self-motivation influenced their reading proficiency. Regarding teacher-related aspects, respondents indicated that instructors' job experience influenced their reading competency. Parental involvement in home academic activities ranked #1 as a factor influencing their reading skills. Among the school-related characteristics that influenced their reading ability, discipline scored first. Under student-related criteria, interest in a subject influenced reading proficiency, followed by teacher effectiveness with over half of the respondents. Most respondents said that discipline was the most important element influencing their reading ability.

Instructors should use a variety of learning activities, and parents should help their children with homework. The government must also focus on good reading teacher training. Aside from providing a conducive area for reading enhancement activities, book borrowing must be encouraged.

Keywords: Influence, Reading Competency, Non – Cognitive Factors

INTRODUCTION

Today, Higher Education Institutions recognize reading competence as an important skill that can fully contribute to the academic progress of every college student. In the school, various academic challenges are met that require reading and comprehension. If a certain college student possesses reading competence, college life becomes easier, hence encoding, explaining, analyzing and even expressing ideas about written materials will not be a serious problem (Bangayan- Manera,2019).

It can be said, therefore that reading competency of every college student cannot be taken for granted or undermined. Concerning this, (Stygles,2016) emphasized that educators and scholars, and other stakeholders in the educational sector have made several efforts to determine the causes of the dwindling fortunes of our educational system.

It is very true that reading is a significant skill in college that needs mastery as an assurance to combat emerging problems like decreasing performance of graduates taking board examinations and underemployment issues, (Julian, Malana & Calanoga 2019).

Previous studies have found that improvement in the reading competence of students is dependent on a combination of teacher, student, school and parental factors, (Malenab- Temporal, 2016)

In the case of ISU, San Mariano Campus, first year college students enrolled do not fully manifest reading competency. They are sometimes confronted with problems. Hence, to trace the factors that influence their reading competence is needed recognizing that the abovementioned factors are believed to bring positive effects to the tertiary education of students which can be evident in the successful board examination results and relevant and high employment rate of graduates.

Objective/s

This research paper aimed to generate information on the factors that influence the reading competence of the first year college students of Isabela State University, San Mariano Campus enrolled for School Year 2020-2021.

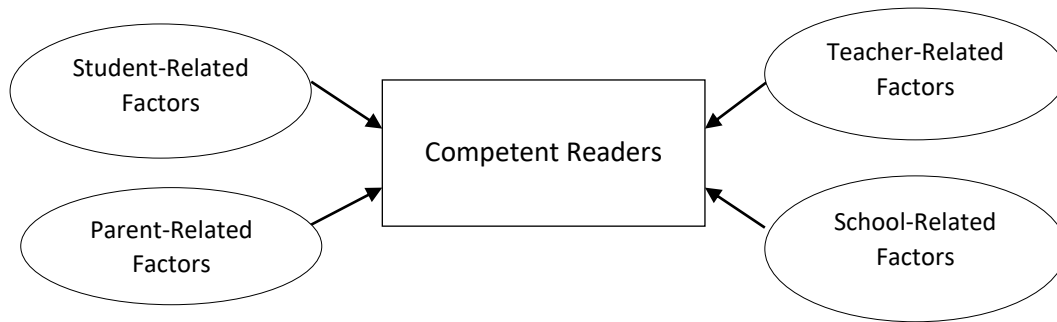


Fig.1: Shows the Theoretical Framework of the Study

Conceptual Framework

It is an accepted fact that learners have their own pace in reading. However, there are several non-cognitive factors that help learners build or master the skills needed to develop their reading competence. A sufficient knowledge of these non-cognitive factors that influence reading competence of learners is an ideal direction, thereby contributing an effective strategy to ensure quality academic response to the result of PISA 2018 where Filipino students ranked last in reading proficiency among all countries. It is, then highly significant to discover specific variables that can truly address reading weaknesses of students.

METHODS

Research Design

Descriptive statistics was used in this study to describe the basic features of the data gathered.

Research Participants

This study involved 125 first year college students as respondents or 33.51 percent of the total first year college population for SY 2020-2021 which was 373. This group of respondents graduated from the Senior High School program with different completed strands. They were prioritized as respondents realizing the fact that providing early intervention to academic challenges faced by students is a sound solution in ensuring a successful tertiary education.

Data Tools

In obtaining the needed data, a questionnaire was used. The questionnaire consisted of factors that influenced the reading competence of the respondents. These factors were grouped into 4 namely: student factors, teacher factors, school factors and parent factors.

In total, the questionnaire included 9 items under student factors. These were interest in a subject, engaging in co-curricular activities, regular studying, self- motivation, punctuality in school, personal goals or personal motivation, personality traits, social prestige and material reward.

Under teacher factors, included were teacher's related work experience, age, gender, professional qualification of the teacher, completion of syllabus, paying attention to weak students, assignments, teaching workload, teacher effectiveness, professional training and student-centered teaching method.

In relation to school factors, this category included instructional materials, discipline, effective teaching, class size and school environment.

As to parent factors, under these were parental involvement in home-academic activities and parent-school communication.

As a way to validate the answers of the respondents, online interview was also conducted.

Data Analysis

The answers of the respondents in the checklist were tallied, counted and ranked for every degree program. The frequencies were converted into percent multiplying 100 over the total number of respondents belonging to the program. The total frequencies and percent were further calculated and then ranked in order to give an overall numerical description of the responses pertaining to the factors influencing the respondents' reading competence level.

RESULTS AND DISCUSSIONS

Table 1: Frequency, percent, and rank of the responses indicated by the students regarding the student-related factors influencing their reading competence

Student Factors	Teacher Educ. (n = 59)			Hospitality Mgt. (n = 13)			Agri. Tech (n = 33)			Info Tech (n = 20)			Total (n = 125)		
	f	%	R	f	%	R	F	%	R	F	%	R	f	%	R
Interest in a subject	48	81.36	1	3	23.08	4	23	0.70	3	11	55.00	1.5	85	68.00	1.5
Engaging in co-curricular activities	19	32.20	6	3	23.08	4	8	0.24	6	5	25.00	6	35	28.00	6
Self-motivation	45	76.27	2	5	38.46	2	27	0.82	1	8	40.00	5	85	68.00	1.5
Regular studying	23	38.98	5	3	23.08	4	16	0.48	4	10	50.00	3	52	41.60	4
Personal goals	39	66.10	3	9	69.23	1	24	0.73	2	11	55.00	1.5	83	66.40	3
Personality traits	26	44.07	4	1	7.69	7	10	0.30	5	9	45.00	4	46	36.80	5
Punctuality in school	16	27.12	7	0	0.00	8.5	6	0.18	7	4	20.00	7	26	20.80	7
Social prestige	10	16.95	8	2	15.38	6	4	0.12	8	3	15.00	8	19	15.20	8
Material reward	8	13.56	9	0	0.00	8.5	2	0.06	9	2	10.00	9	12	9.60	9

Note. R means Rank

The table shows the distribution of the 125 college students by course as to student-related factors that influenced their reading competence.

For the BEd group, 48 or 81.36 percent of them claimed interest in a subject as one of the major student-related factors that influenced their reading competence followed by self-motivation with 45 or 76.27 percent; personal goals with 39 or 66.10 percent; personality traits with 26 or 44.07 percent; regular studying with 23 or 38.98 percent; engaging in co-curricular activities with 19 or 32.20 percent, punctuality in attendance with 16 or 27.12 percent; social prestige with 10 or 16.95 percent and material reward with 8 or 13.56 percent.

About the BSHM respondents, 9 or 69.23 percent of them believed that personal goals influenced their reading competence followed by self-motivation with 5 or 38.46 percent; an equal number of 23.08 or 3 percent claimed that interest in a subject, engaging in co-curricular activities and regular studying also influenced their reading competency; followed by social prestige with 2 or 15.38 percent; personality traits with 1 or 7.69 percent while punctuality in school and material reward were not considered by them as among the factors that influenced their reading competence.

For the BAT group of respondents, 27 or 82 percent of them believed that self-motivation was a strong factor that influenced their reading competence followed by personal goals with 24 or 73 percent; interest in a subject with 23 or 70 percent; regular studying with 16 or 48 percent; personality traits with 10 or 30 percent; engaging in co-curricular activities with 8 or 24 percent; punctuality in school with 6 or 18 percent; social prestige with 4 or 12 percent while only 2 or 6 percent considered material reward as a factor that influenced their reading competence.

For the BSIT group, an equal number of 11 or 55 percent claimed interest in a subject and personal goals as the major factors that influenced their reading competence followed by regular studying with 10 or 50 percent; 9 or 45 percent for personality traits; 8 or 40 percent for self-motivation; 5 or 25 percent for engaging in co-curricular activities; 4 or 20 percent for punctuality in school; 3 or 15 percent for social prestige and 2 or 10 percent for material reward.

As to the general findings, it came out that an equal number of 85 or 68 percent of the respondents declared that interest in a subject and self-motivation influenced their reading competence followed by personal goals with 83 or 66.40 percent; regular studying with 52 or 41.60 percent; personality traits with 46 or 36.80 percent; engaging in co-curricular activities with 35 or 28 percent; punctuality in school with 26 or 20.80 percent; social prestige with 19 or 15.20 percent and material reward with 12 or 9.60 percent.

In a phone interview conducted with the respondents, interest in a subject, self-motivation including personal goals were revealed by them as necessary factors that drive them to read in order to learn, thereby improving their reading competency level.

Table 2: Frequency, percent, and rank of the responses indicated by the students regarding the teacher-related factors influencing their reading competence

Teacher Factors	Teacher Educ. (n = 59)			Hospitality Mgt. (n = 13)			Agri. Tech (n = 33)			Info Tech (n = 20)			Total (n = 125)		
	F	%	R	f	%	R	F	%	R	F	%	R	f	%	R
Age	6	10.17	11	1	7.69	9	6	18.18	11	3	15.00	10.5	16	12.8	11
Gender	10	16.95	10	2	15.38	7	7	21.21	10	3	15.00	10.5	22	17.6	10
Teacher effectiveness	44	74.58	1	4	30.77	4	21	63.64	2	9	45.00	3	78	62.4	2
Teacher's related work experience	38	64.41	2	4	30.77	4	25	75.76	1	15	75.00	1	82	65.6	1
Paying attention to weak students	32	54.24	3	6	46.15	1	16	48.48	4	9	45.00	3	63	50.4	3
Teaching workload	12	20.34	9	0	0.00	11	11	33.33	7.5	4	20.00	9	27	21.6	9
Student-centered teaching method	29	49.15	5	5	38.46	2	10	30.30	9	9	45.00	3	53	42.4	5
Professional qualification of teacher	31	52.54	4	3	23.08	6	20	60.61	3	7	35.00	6	61	48.8	4
Assignments	18	30.51	8	1	7.69	9	11	33.33	7.5	6	30.00	7	36	28.8	8
Completion of syllabus	22	37.29	7	4	30.77	4	13	39.39	6	8	40.00	5	47	37.6	7
Professional training	28	47.46	6	1	7.69	9	14	42.42	5	5	25.00	8	48	38.4	6

Note. R means Rank

The data present the distribution of the respondents relative to the teacher-related factors that influenced their reading proficiency.

For the BSEd group of respondents, 44 or 74.58 percent of them considered teacher effectiveness as the primary factor that influenced their reading competence followed by teacher's related work experience with 38 or 64.41 percent; 32 or 54.24 percent for paying attention to weak students; 31 or 52.54 percent for professional qualification of the teacher; 29 or 49.15 percent for student-centered teaching method; 28 or 47.46 percent for professional training; 22 or 37.29 percent for completion of syllabus; 18 or 30.51 percent for assignments; 12 or 20.34 percent for teaching workload; 10 or 16.95 percent for gender while only 6 or 10.17 percent claimed that age influenced their reading competence.

About the BSHM group, 6 or 46.15 percent claimed that paying attention to weak students influenced their reading competence followed by student-centered teaching method with 5 or 38.46; an equal number of 4 or 30.77 percent for teacher effectiveness, teacher's related work experience and completion of syllabus; 3 or 23.08 percent for professional qualification of teacher; 2 or 15.38 percent for gender; while another equal number of 1 or 7.69 percent for age, assignments and professional training.

In the case of agriculture students, 25 or 75.76 percent of them claimed that teacher's related work experience influenced their reading competence; 21 or 63.64 percent for teacher effectiveness; 20 or 60.61 percent for professional qualification of teacher; 16 or 48.48 percent for paying attention to weak students; 14 or 42.42 percent for professional training; 13 or 39.39 percent for completion of syllabus; an equal number of 11 or 33.33 percent for teaching workload and assignments, respectively; 10 or 30.30 percent for student-centered teaching method; 7 or 21.21 percent for gender and only 6 or 18.18 percent for age.

For the BSIT respondents, 15 or 75 percent of them claimed that teacher's related work experience influenced their reading competence; an equal number of 9 or 45 percent for teacher effectiveness, student-centered teaching method and paying attention to weak students, respectively; 8 or 40 percent for completion of syllabus; 7 or 35 percent for professional qualification of teacher; 6 or 30 percent for assignments; 5 or 25 percent for professional training; 4 or 20 percent for teaching workload, and another equal number of 3 or 15 percent for age and gender, respectively.

In the overall findings, teacher’s related work experience gained the highest number of respondents who claimed that the said factor influenced their reading competence with 82 or 65.6 percent followed by teacher effectiveness with 78 or 62.4 percent; paying attention to weak students with 63 or 50.4 percent; professional qualification of teacher with 61 or 48.8 percent; student-centered teaching method with 53 or 42.4 percent; professional reading with 48 or 38.44 percent; completion of syllabus with 47 or 37.6 percent, assignments with 36 or 28.8 percent; teaching workload with 27 or 21.6 percent; gender with 22 or 17.6 percent and age with 16 or 12.8 percent.

The findings that teacher’s related work experience and teacher effectiveness influenced their reading competence being ranked 1 and 2, respectively are true since based on experience of the researcher of this study, these factors are considered faculty strength that can influence reading competence. These findings contradict to the study of Van Kujik, et.al (2016) which emphasized that professional development or training in reading is essential for teachers to be effective in increasing students’ performance in reading. He also added that professional development should focus on the fundamentals of reading instruction and not a particular curriculum.

Table 3: Frequency, percent, and rank of the responses indicated by the students regarding the parent-related factors influencing their reading competence

Parent Factors	Teacher Educ. (n = 59)			Hospitality Mgt. (n = 13)			Agri. Tech (n = 33)			Info Tech (n = 20)			Total (n = 125)		
	f	%	R	f	%	R	F	%	R	f	%	R	F	%	R
Parental involvement in home academic activities	50	84.75	1	8	61.54	1	27	81.82	1	18	90	1	103	82.4	1
Parent-school communication	31	52.54	2	6	46.15	2	22	66.67	2	9	45	2	68	54.4	2

Note. R means Rank

The data present the distribution of the respondents by course as to the parent-related factors that influenced their reading competence. As can be seen in the table, 50 or 84.75 percent of the BSEd respondents claimed that parental involvement in home academic activities influenced their reading competence followed by the BSHM respondents with 8 or 61.54 percent; the BAT respondents with 27 or 81.82 percent; and 18 or 90 percent for the BSIT respondents.

For parent-school communication, there were 31 or 52.54 percent of the BSEd respondents who believed that the said factor influenced them in their reading competence followed by the BSHM respondents with 6 or 46.15 percent; the BAT with 22 or 66.67 percent and 9 or 45 percent for the BSIT.

The data reveal that parental involvement in home-academic activities influenced the respondents’ reading competence. This finding is correct because parents’ intervention in the academic affairs of their sons and daughters is believed to create higher level of inspiration, thereby making academic life more fruitful in the area of reading. The above finding can be supported by Castro et al. (2016) who stressed that “parental involvement is the active participation of parents in all aspects of their children’s social, emotional and academic development.” (p.34).

Table 4: Frequency, percent, and rank of the responses indicated by the students regarding the school-related factors influencing their reading competence

School Factors	Teacher Educ. (n = 59)			Hospitality Mgt. (n = 13)			Agri. Tech (n = 33)			Info Tech (n = 20)			Total (n = 125)		
	f	%	R	F	%	R	f	%	R	f	%	R	f	%	R
Effective teaching	47	79.66	1	7	53.85	2	20	60.61	4	13	65.00	1.5	87	69.6	2
Discipline	45	76.27	2	9	69.23	1	30	90.91	1	13	65.00	1.5	97	77.6	1
Sch. Environment	34	57.63	4	4	30.77	4	21	63.64	3	7	35.00	4	66	52.8	4
IMs	38	64.41	3	5	38.46	3	22	66.67	2	11	55.00	3	76	60.8	3
Class size	8	13.56	5	2	15.38	5	9	27.27	5	5	25.00	5	24	19.2	5

Note. R means Rank

The data above show the distribution of the respondents by course based on their responses as to the school factors that influenced their reading competence.

As can be seen in the table, 47 or 79.66 percent of the BSEd respondents claimed that effective teaching influenced their reading competence followed by discipline with 45 or 76.27 percent; instructional materials with 38 or 64.41 percent; school environment with 34 or 57.63 percent; and class size with 8 or 13.56 percent.

For the BSHM respondents, there were 9 or 69.23 percent of them who considered discipline in school as a factor that influenced their reading competence with 9 or 69.23 percent followed by effective teaching with 7 or 53.85 percent; instructional materials with 5 or 38.46 percent; school environment with 4 or 30.77 percent and class size with 2 or 15.38 percent.

About the BAT respondents, 30 or 90.91 claimed that discipline influenced their reading competence with 30 or 90.91 percent followed by instructional materials with 22 or 66.67 percent; school environment with 21 or 63.64 percent; effective teaching with 20 or 60.61 percent and class size with 9 or 27.27 percent.

In the case of the BSIT respondents, an equal number of 13 or 65 percent believed that discipline and effective teaching, respectively influenced their reading competence; 11 or 55 percent for instructional materials; 7 or 35 percent for school environment and 5 or 25 percent of them considered class size as a factor that influenced their reading competence.

The data show that discipline and effective teaching ranked number 1 and 2, respectively in the list of factors that influenced the respondents' reading competence. According to some of the respondents when interviewed through phone, they emphasized that without possessing discipline, a certain college student is far from the realization of his dream. His academic direction will be greatly affected that can result to unsatisfying reading competency level. In addition, they also stressed that effective teaching helps them a lot in performing academic responsibilities.

CONCLUSIONS

1. More than half of the respondents claimed that interest in a subject and self-motivation including personal goals are student factors that contributed in improving their reading competence.
2. Under teacher factors, still more than half of them expressed in writing that teacher effectiveness, teacher's related work experience and paying attention to weak students were top 3 out of the 9 factors that influenced their reading competence.
3. In the case of parent factors, most of the respondents revealed that parental involvement in home academic activities was the primary factor that influenced their reading competence.
4. Three-fourth of the respondents considered discipline as the major factors that influenced their reading competence.

RECOMMENDATIONS

1. Instructors must use various teaching activities to ensure students' learning interest.
2. The Campus Guidance Counselor should strengthen delivery of regular counselling among first year college students including students at the upper level to ensure a more focused direction of their academic life.
3. If it is highly possible, parents should also find time to assist their children in home academic activities especially the difficult lessons or topics.
4. Policy on discipline of the university indicated in the Students Handbook should be strictly enforced to ensure very satisfactory academic performance among college students.
5. The Campus Recruitment and Selection Board must continue its practice hiring faculty applicants with relevant work experiences.
6. Trainings on teaching effectiveness must be given priority by the administration.

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