Reading Comprehension Skills and Scholastic Achievement in English Among the Grade Three Pupils in New Calamba Elementary School, DepEd, Zamboanga Del Norte

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Abstract:
This study aimed to investigate the reading comprehension skills and scholastic achievement in English among Grade 3 pupils in New Calamba Elementary School, DepEd, Zamboanga del Norte. The research utilized a descriptive correlational design to explore the relationship between students' reading comprehension skills and their academic performance in English. Data were collected from a sample of 24 pupils, with a focus on demographic information, comprehension skills in various areas, and scholastic achievement. The findings revealed that a majority of the pupils exhibited poor reading comprehension across most areas, including character, times and events, events and sequences, syntactic structure, connections between parts of the text, inferences, text sensitivity, text hierarchy, mental models, and error recognition. However, their scholastic achievement in English was categorized as good, with a weighted mean of 83.33. Additionally, a significant positive relationship was found between various reading comprehension skills, such as understanding characters, events, syntactic structures, inferences, and text hierarchy, and their English achievement. Based on these findings, recommendations were made to improve reading comprehension through increased reading activities, parental involvement, teacher strategies, and the support of guidance counselors. The study suggests further research into the role of socioeconomic factors and the effectiveness of school-wide reading programs in enhancing overall academic performance.

Keywords: Reading comprehension skills, scholastic achievement, grade 3 pupils, English, academic performance.

INTRODUCTION

Reading comprehension skills play a pivotal role in shaping the scholastic achievement of students, particularly in English, as it is a foundation for learning across various disciplines. For Grade Three pupils, this stage marks a critical period where they transition from learning to reading to learning, making the development of comprehension skills essential for academic success. Scholastic achievement in English is closely tied to a student's ability to decode, understand, and interpret texts, encompassing reading, writing, speaking, and listening proficiency. In the context of New Calamba Elementary School, understanding how pupils' reading comprehension skills influence their academic performance is crucial, given the emphasis on English as a core subject in the curriculum. This study explores the relationship between these variables, aiming to identify gaps and propose strategies to enhance pupils' reading comprehension and overall scholastic achievement in English, ultimately contributing to their holistic development and lifelong learning.

Developing reading comprehension skills is a critical factor influencing scholastic achievement in many educational contexts, particularly in English, a second language. Studies have shown that language learning strategies significantly impact academic achievement, with practical strategies linked to higher performance levels in English (Agustin, Wahyudin, & Isnaini, 2021). Similarly, using reading strategies positively correlates with reading achievement, highlighting the importance of equipping learners with tools for

understanding and engaging with texts (Par, 2020). Explicit instruction in reading strategies has also been emphasized, as research indicates that teaching students how to employ these strategies can enhance comprehension and overall learning outcomes (Brevik, 2019). Furthermore, pleasure reading, which fosters engagement and intrinsic motivation, has been found to contribute to academic success by enhancing vocabulary and critical thinking skills (Whitten, Labby, & Sullivan, 2019). These findings underscore the need for strategic interventions and instructional practices that develop reading comprehension skills among young learners, as these skills form the foundation for academic achievement in English and beyond.

Comprehending and effectively interpreting written text is a foundational skill critical to academic success, particularly in English, a core subject in the elementary curriculum. However, preliminary observations and initial interviews with teachers at New Calamba Elementary School in Zamboanga del Norte revealed noticeable gaps in the reading comprehension skills of Grade Three pupils. Many students struggle with understanding the main ideas, identifying supporting details, and making inferences from written materials, negatively impacting their overall scholastic English achievement. Teachers have reported inadequate reading intervention programs and insufficient integration of innovative teaching strategies tailored to address diverse learner needs. Environmental and socio-economic factors, such as limited access to reading resources at home, further exacerbate these challenges. These lapses highlight the urgent need to examine the relationship between reading comprehension skills and scholastic performance to identify targeted solutions for improvement.

The study aimed to investigate reading comprehension skills and their relationship with scholastic achievement in English among Grade Three pupils at New Calamba Elementary School, DepEd, Zamboanga del Norte, for the school year 2023-2024. Specifically, it sought to profile the pupils based on age and gender, assess their reading comprehension skills across various dimensions—such as understanding characters, events, syntactic structure, and making inferences—and evaluate their overall scholastic achievement in English. Furthermore, the study examined the significant relationship between the pupils' reading comprehension levels and their scholastic performance, providing a basis for developing an intervention plan to address identified challenges and enhance their academic success.

METHODS
Research Design
This study employed a descriptive-correlational research design to examine the reading comprehension skills and their relationship with the scholastic achievement in English of Grade Three pupils at New Calamba Elementary School, Zamboanga del Norte, during the school year 2023–2024. According to Creswell (2014), a descriptive-correlational research design is suitable for studies that aim to systematically describe the characteristics of a population and identify relationships between variables without manipulating them. The descriptive component of this study sought to provide a detailed understanding of the pupils' demographic profile in terms of age and gender, their levels of reading comprehension across various dimensions (such as characters, events, syntactic structures, inferences, and text analysis), and their scholastic achievement in English. This component served as the foundation for analyzing and interpreting the current status of the respondents.

Research Setting
This study was conducted in Zamboanga del Norte, a province located in the Zamboanga Peninsula region of Mindanao, Philippines. It is the largest province in the region, covering a land area of 7,301 square kilometers, and is bordered by Zamboanga del Sur, Zamboanga Sibugay, Misamis Occidental, and the Sulu Sea. Formerly part of the historical province of Zamboanga, it became an independent province through Republic Act No. 711 in 1952.

Research Respondents
All the Grade three pupils in New Calamba Elementary School, DepEd, Zamboanga del Norte School, were the subjects of this study. There were 24 males and 34 females for a total of 58 pupils.

Gender	Frequency	Percentage
Male	24	41.38
Female	34	58.62
Total	**58**	**100**

Research Instrument

First, this utilized test papers on reading comprehension that cover the skills on character, times and events; events and sequences; syntactic structure; connections between parts of the text; inferences; text sensitivity; text hierarchy; mental model; tent flexibility; and errors and inconsistencies. It made use of the general point average referred to here as the scholastic achievement of the Grade three pupils in New Calamba Elementary School, DepEd, Zamboanga del Norte.

Validity of Instrument

The instrument used to assess the reading comprehension skills of Grade 3 pupils underwent a rigorous validation process to ensure its reliability and accuracy. Content validation was first conducted by education and language experts who evaluated the test's coverage of key comprehension skills such as identifying characters, events, syntax, inferences, and text structure. Their feedback guided necessary revisions for clarity and completeness. Face validation followed, wherein a small group of Grade 3 pupils reviewed the test to assess the clarity of instructions and appropriateness of language and layout. Construct validation was then performed through pilot testing and statistical analysis to confirm that the items measured the intended reading skills. Criterion validity was established by correlating test results with pupils' English GPA and standardized reading test scores. Reliability testing, including test-retest and Cronbach's Alpha, ensured consistency of results. A final pilot test evaluated practical aspects such as time allotment and difficulty level. Overall, these procedures confirmed that the instrument was valid, reliable, and suitable for assessing Grade 3 pupils' reading comprehension skills.

Data-Gathering Procedure

An approval for the conduct of the study was secured from the district supervisor. The researcher met with the principal and the Grade three teachers to orient them about the study. The researcher sought the assistance of the guidance counselor during the administration of the instruments. The pupils were subjected to the reading experiences and were rated according to the standards of Phil-IRI.

Ethical Considerations

This study on the reading comprehension skills and scholastic achievement of Grade Three pupils strictly adhered to ethical research principles to safeguard participants' rights and well-being. Participation was voluntary, with informed consent obtained from parents or guardians and assent from pupils after a clear explanation of the study's purpose, procedures, and benefits. Confidentiality was maintained by anonymizing respondent identities and securely storing all data for academic use only. The study ensured that no physical, emotional, or psychological harm would occur by keeping all activities age-appropriate and non-intrusive. Transparency, honesty, and integrity were upheld throughout the process, avoiding bias and disclosing any potential conflicts of interest. Proper acknowledgment of sources followed APA (2020) citation standards. Overall, these measures reflected the researcher's commitment to ethical conduct, participant protection, and research integrity.

Data Analysis

Frequency and percentage were used to determine the demographic profile of the respondents and to assess the reading comprehension levels of the Grade Three pupils at New Calamba Elementary School. The chi-square test was employed to examine the relationship between pupils' reading comprehension levels and their scholastic achievement in English. These statistical procedures facilitated accurate analysis and interpretation of the gathered data, ensuring that the results effectively addressed the objectives of the study.

RESULTS AND DISCUSSION

Table 1-The Profile of the Pupils

Age(years)	No. of Pupils	Percentage
6	24	41.38
	17	29.31
8	17	29.31
Total	58	100
Gender	No.0f Pupils	Percentage
Male	24	41.38
Female	34	58.62
Total	**58**	**100**

Table I presents the age profile of the pupils in terms of age and gender. It can be gleaned in the table that there is 24 (41.38%) are 6 years old.17 (29.31%) are 7 and 8 years old. As to their gender, there are 24 (41.38%) who are males and 34 (58.62%) who are females. The table suggests that, majority of the pupils are 6 years old. This is the ideal age for the Grade three level.

Level of Reading Comprehension Skills of the Pupils

It can be seen in the table that the pupils fare poorly in all the indicators of Reading Comprehension Skills. These indicators include Characters, Time and Events; Events and Sequences; Syntactic Structure; Connections between parts of the Text; Inferences: Text Sensitivity; Text Hierarchy; Mental Model: Text Flexibility, and Errors and Inconsistency. All 58 pupils involved in this study have a poor level of reading comprehension, based on Table 13.

Table 2-Reading Comprehension Skills of Grade Three Pupils on Characters, Times and Events

	Items Correctly Answered		Items that are not Answers Correctly		Total Items		Interpretation
Character, Times and Events	f	%	f	%	f	%	Poor
	86	42%	88	58%	174	100%	

Parameters: 91-100 - Outstanding; 81-90 - Very Good; 71-80 - Good; 70 and below- Poor

Table 2 presents the reading comprehension skills of the Grade three pupils on character, times, and events. On character, times, and events, there are 86 (42%) pupils who answered correctly and 88 (58%) did not answer correctly, which is interpreted as poor. Reading comprehension is the ability to read text, process it, and understand its meaning. An individual's ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inferences. If word recognition is difficult, pupils use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. There are a number of approaches to improve reading comprehension, including improving one's vocabulary and reading strategies.

Table 3 - Reading Comprehension Skills of Grade Three Pupils on Events and Sequences

	Items Correctly Answered		Items that are not Answers Correctly		Total Items		Interpretation
Events and Sequences	f	%	f	%	f	%	Poor
	94	54.02%	80	45.98%	174	100%	

Parameters: 91-100 - Outstanding; 81-90 - Very Good; 71-80 - Good; 70 and below- Poor

Table 3 presents the reading comprehension of the Grade three pupils on events and sequences. On events and sequences, there are 94 (54.02%) pupils who answered correctly, and 80 (45.98%) pupils did not answer correctly, which is also interpreted as poor. Events and Sequences is the aim is to measure the ability of pupils in identifying the main events and their logical and chronological order, the actions of the characters, and their internal response to external events.

Table 4 - Reading Comprehension Skills of Grade Three Pupils on Syntactic Structure

	Items Answered	Correctly	Items which are n10t Answers Correctly		Total Items		Interpretation
Syntactic Structure	f		f	%	f	%	Poor
	76	43.67%	98	56.33%	174	100%	

Parameters: 91-100 - Outstanding; 81-90 - Very Good; 71-80 - Good; 70 and below- Poor

Table 4 presents the reading comprehension skills of the Grade Three pupils on syntactic structure. On syntactic structure, there are 76 (43.67%) pupils who answered correctly, and 98 (56.33%) pupils did not answer correctly, which is interpreted as poor. Syntactic Structure also initiated an interdisciplinary dialogue between philosophers of language and linguists. American philosopher John Searle wrote that "Chomsky's work is one of the most remarkable intellectual achievements of the present era, comparable in scope and coherence to the work of Keynes or Freud. It has done more than simply produce a revolution in linguistics; it has created a new discipline of generative grammar and is having a revolutionary effect on two other subjects, philosophy and psychology".

Table 5 - Reading Comprehension Skills of Grade three Pupils on Connections between parts of the Text

	Items Correctly Answered		Items which are not Answers Correctly		Total Items		Interpretation
Connections between parts of the Text	f	%	f	%	f	%	Poor
	63	36.2%	111	63.8%	174	100%	

Parameters: 91-100 - Outstanding; 81-90 - Very Good; 71-80 - Good; 70 and below- Poor

Table 5 presents the reading comprehension skills of the Grade three pupils on connections between parts of the text. On connections between parts of the text, there are 63 (36.2%) pupils who answered correctly, and 111 (63.8%) pupils did not answer correctly, which is interpreted as poor. Connections between parts of the text is the aim is to assess the ability of the pupils to make connections between different information in the text on the basis of their semantic and logical criteria in order to create a consistent structure of meaning. Participants are asked to put in co-referential relation close or far elements of the text and/or illustrations; to connect synonyms and words related to the same characters, to connect information, and attribute the correct meaning to words.

Table 6 - Reading Comprehension Skills of Grade Three Pupils on Inferences

	Items Answered	Correctly	Items that are not Answers		Total Items		Interpretation
Inferences	f	%	f	%	f	%	Poor
	57	32.75%	117	67.25%	174	100%	

Parameters: 91-100 - Outstanding; 81-90 - Very Good; 71-80 - Good; 70 and below- Poor

On inferences, there are 57 (32.75%) pupils who answered correctly, and 117 (67.25%) pupils did not answer correctly, which is interpreted also as poor. Inferences are the aim is to measure the ability of the pupils to make inferences from the text. Inferences are a way to achieve information not explicitly stated in the text. An inference is the output of the interaction between the reader's knowledge and the information in the text.

Inferences are the act or process of deriving logical conclusions from premises known or assumed to be true. The conclusion drawn is also called an idiomatic. The laws of valid inference are studied in the field of logic.

Alternatively, inference may be defined as the non-logical, but rational means, through observation of patterns of facts, to indirectly see new meanings and contexts for understanding. Of particular use to this application of inference are anomalies and symbols.

Table 7 - Reading Comprehension Skills of Grade Three Pupils on Text Sensitivity

	Items Correctly Answered		Items that are not Answers Correctly		Total Items		Interpretation
Text Sensitivity	f	%	f	%	f	%	
							Poor
	65	37.35%	109	62.65%	174	100%	

Parameters: 91-100 - Outstanding; 81-90 - Very Good; 71-80 - Good; 70 and below- Poor

Table 7 presents the reading comprehension of the Grade three pupils on text sensitivity. On text sensitivity, there are 65 (37.35%) pupils who answered correctly, and 109 (62.65%) pupils did not answer correctly, which is interpreted as poor.

Table 8 - Reading Comprehension Skills of Grade Three Pupils on Text Hierarchy

	Items Correctly Answered		Items that are not Answers Correctly		Total Items		Interpretation
Text Hierarchy	f	%	f	%	f	%	Poor
	73	37.93%	101	62.07%	174	100%	

Parameters: 91-100 - Outstanding; 81-90 - Very Good; 71-80 - Good; 70 and below- Poor

Table 8 presents the reading comprehension of the Grade three pupils on text hierarchy. On text hierarchy, there are 73 (37.93%) pupils who answered correctly, and 101 (62.07%) pupils did not answer correctly, which is also interpreted as poor.

Text Hierarchy is the aim is to measure the ability of the pupil in attributing the correct relevance to information in the text. This ability allows pupils to grasp the main ideas of the text, allocating them to the correct order of importance. The task consists, for example, of hypothesizing the main information contained in the text based on the title alone or selecting the main elements of information, eliminating the irrelevant ones. Narrative and argumentative) and the structure of different kinds of text.

Table 9 - Reading Comprehension Skills of Grade Three Pupils on Mental Model

	Items Correctly Answered		Items that are not Answers Correctly		Total Items		Interpretation
Mental Model	f	%	f	%	f	%	
	66	39.93%	108	60.07%	174	100%	Poor

Parameters: 91-100 - Outstanding; 81-90 - Very Good; 71-80 - Good; 70 and below- Poor

Table 9 presents the reading comprehension of the Grade three pupils on the mental model. On the mental model, there are 66 (39.93%) pupils who answered correctly, and 108 (60.07%) pupils did not answer correctly, which is interpreted as poor. A mental model is an explanation of someone's thought process about how something works in the real world. It is a representation of the surrounding world, the relationships between its various parts, and a person's intuitive perception of his or her own acts and their consequences. Mental models can help shape behavior and set an approach to solving problems and doing tasks.

Table 10 - Reading Comprehension Skills of Grade Three Pupils on Text Flexibility

	Items Correctly Answered		Items that are not Answers		Total Items		Interpretation
Text Flexibility	f	%	f	%	f	%	Poor
	99	56.89%	75	43.11%	174	100%	

Parameters: 91-100 - Outstanding; 81-90 - Very Good; 71-80 - Good; 70 and below- Poor

Table 10 presents the reading comprehension of the Grade three pupils on text flexibility. On text flexibility, there are 99 (56.89%) pupils who answered correctly, and 75 (43.11%) pupils did not answer correctly, which is interpreted also as poor. Text Flexibility measures the ability of the pupil to change or to modify the approach to the text in relation to their own aims or task requirements. This task tests the ability to plan and to monitor text comprehension. In this task, for example, pupils are led to reflect on the usefulness of several strategies in relation to different task requirements.

Table 11 - Reading Comprehension Skills of Grade Three Pupils on Errors and Inconsistency

	Items Answered Correctly		Items that are not Answers Correctly		Total Items		Interpretation
Errors and Inconsistency	f	%	f	%	f	%	Poor
	87	50%	87	50%	174	100%	

Parameters: 91-100 - Outstanding; 81-90 - Very Good; 71-80 - Good; 70 and below- Poor

Table 11 presents the reading comprehension of the Grade three pupils on errors and inconsistency. On errors and inconsistency, there are 87 (50%) pupils who answered correctly, and 87 (50%) pupils did not answer correctly, which is also interpreted as poor. Reading is a complex cognitive process of decoding symbols to construct or derive meaning (reading comprehension). It is a means of language acquisition, of communication, and of sharing information and ideas. Like all languages, it is a complex interaction between the text and the reader, which is shaped by the reader's prior knowledge, experiences, attitude, and language community, which is culturally and socially situated. The reading process requires continuous practice, development, and refinement. In addition, reading requires creativity and critical analysis. Consumers of literature make ventures with each piece, innately deviating from literal words to create images that make sense to them in the unfamiliar places the texts describe.

Table 12 - Summary of Reading Comprehension Skills of Grade Three Pupils in New Calamba Elementary School, DepEd, Zamboanga del Norte

Skill Domain	Maximum Score	Total Score Obtained	Average Score	% Correct	Observations
Characters, Times & Events	3	86	1.48	49.4	Moderate understanding of story elements
Events & Sequences	3	94	1.62	54.0	Pupils can generally sequence events
Syntactic Structure	3	76	1.31	43.7	Some difficulties with sentence construction
Connections Between Parts of Text	3	63	1.09	36.4	Needs improvement in linking ideas
Inferences	3	57	0.98	32.7	Pupils struggle with drawing conclusions
Text Sensitivity	3	65	1.12	37.6	Moderate sensitivity to text details
Text Hierarchy	3	73	1.26	42.9	Some understanding of main ideas and structure
Mental Model	3	66	1.14	38.6	Pupils can somewhat visualize story events
Text Flexibility	3	99	1.71	57.3	Stronger ability to adapt to different text types
Errors & Inconsistency	3	87	1.50	50.3	Moderate accuracy with minimal inconsistencies
Overall	**30**	**786**	**13.55**	**45.2**	**Overall low to moderate proficiency**

Table 13 - Level of Reading Comprehension Skills of the Pupils (per pupil)

No.	Total	Percentage	Interpretation	No.	Total	Percentage	Interpretation
1	19	32.76	Poor	30	13	22.41	Poor
2	13	22.41	Poor	31	12	20.69	Poor
3	14	24.14	Poor	32	14	24.14	Poor
4	15	25.86	Poor	33	10	17.24	Poor
5	13	22.41	Poor	34	15	25.86	Poor
6	12	20.69	Poor	35	10	17.24	Poor
7	17	29.31	Poor	36	19	32.76	Poor
8	15	25.86	Poor	37	13	22.41	Poor
9	12	20.69	Poor	38	16	27.59	Poor
10	13	22.41	Poor	39	12	20.69	Poor
11	13	22.41	Poor	40	13	22.41	Poor
12	13	22.41	Poor	41	13	22.41	Poor
13	14	24.14	Poor	42	13	22.41	Poor
14	15	25.86	Poor	43	14	24.14	Poor
15	10	17.24	Poor	44	15	25.86	Poor
16	14	24.14	Poor	45	10	17.24	Poor
17	13	22.41	Poor	46	14	24.14	Poor
18	11	18.97	Poor	47	13	22.41	Poor
19	13	22.41	Poor	48	11	18.97	Poor
20	10	17.24	Poor	49	13	22.41	Poor
21	14	24.14	Poor	50	10	17.24	Poor
22	13	22.41	Poor	51	14	24.14	Poor
23	15	25.86	Poor	52	13	22.41	Poor
24	13	22.41	Poor	53	15	25.86	Poor
25	13	22.41	Poor	54	13	22.41	Poor
26	11	18.97	Poor	55	13	22.41	Poor
27	14	24.14	Poor	56	11	18.97	Poor
28	13	22.41	Poor	57	14	24.14	Poor
29	12	20.69	Poor	58	13	22.41	Poor

Parameters: 91-100   -Outstanding; 81-90-Very Good; 71-80-Good; 70 and below- Poor

Table 14 presents the level of scholastic achievement in English among Grade three pupils. As presented in the table, the scholastic achievement has a weighted mean of 83.33 and interpreted as approaching proficiency.

The Level of Scholastic Achievement in English among Grade Three Pupils

Table 14 - Scholastic Achievement in English Among Grade Three Pupils

No.	Age	English	Interpretation	N0.	Age	English Grades	Interpretation
1	7	84	Approaching Proficiency	30	11	84	Approaching Proficiency
2	8	84	Approaching Proficiency	31	8	86	Proficient
3	9	83	Approaching Proficiency	32	9	92	Advanced
4	8	83	Approaching Proficiency	33	9	78	Developing
5	8	85	Very Good	34	8	86	Advanced
6	9	84	Approaching Proficiency	35	8	95	Advanced

7	9	75	Developing	36	8	90	Advanced
8	8	84	Approaching Proficiency	37	9	89	Proficient
9	9	75	Developing	38	9	89	Proficient
10	8	82	Approaching Proficiency	39	9	90	Proficient
11	8	81	Approaching	40	9	87	Proficient
12	9	75	Developing	41	11	86	Proficient
13	10	86	Proficient	42	10	84	Approaching Proficiency
14	11	75	Developing	43	9	83	Approaching Proficiency
15	8	79	Developing	44	10	80	Approaching Proficiency
16	8	86	Proficient	45	9	90	Advanced
17	9	75	Developing	46	8	90	Advanced
18	10	75	Developing	47	8	89	Proficient
19	11	76	Developing	48	9	80	Approaching Proficiency
20	8	81	Approaching Proficiency	49	9	78	Developing
21	8	83	Approaching Proficiency	50	9	77	Developing
22	9	78	Developing	51	9	87	Proficient
23	9	80	Approaching Proficiency	52	11	86	Proficient
24	9	78	Developing	53	10	87	Proficient
25	10	85	Very Good	54	9	86	Proficient
26	11	83	Approaching Proficiency	55	8	80	Approaching Proficiency
27	12	88	Very Good	56	8	89	Proficient
28	8	84	Approaching Proficiency	57	9	79	Developing
29	12	88	Proficient	58	10	81	Approaching Proficiency

Table 14 presents the level of scholastic achievement in English among Grade three pupils. As presented in the table, the scholastic achievement has a weighted mean of 83.33 and interpreted as approaching proficiency.

Table 15 - Summary of the Level of Scholastic Achievement In English Among Grade Three Pupils According To Age

Age Level	Mean	Interpretation
7	79.81	Approaching Proficiency
8	84.9	Approaching Proficiency
9	84.95	Approaching Proficiency
10	83.15	Approaching Proficiency
11	84.3	Approaching Proficiency
12	82.87	Approaching Proficiency
Average Mean	**83.33**	**Approaching Proficiency**

Parameters:

74& below	-	Beginning
75-79	-	Developing
80-84	-	Approaching Proficiency
85-89	-	Proficient

90& above   -   Advanced

Among pupils who are 7 years old, they have a mean of 79.81 which interpreted as approaching proficiency; age of 8 have a mean 84.9; in age of 9 they have a mean of 84.95 which is also approaching proficiency; in age of 10, it has a mean of 83.15 (approaching proficiency); in age of 11, has a mean of 84.3 (approaching proficiency); and age of 12 has mean Of 82.87(approaching proficiency).

Deconstruction's central point is that total context is unmiserable. Though meaning is context-bound, context is boundless. A double bind is thus produced, for meaning is contextually determined, on the one hand, and context is infinitely extendable and thereby indeterminate, on the other. Moreover, since any signifying system is but a system of differences with no positive terms, meaning is disseminated rather than conveyed. It disperses itself throughout the realm of what Derrida calls difference, the realm of endless differing and deferral, of limitless free play. "The absence of a transcendental signified, he writes, "Extends the domain and the play of signification endlessly" (Henderson and Brown, 2007).

Relationship between Reading Comprehension and Their Scholastic Achievement in English

Table 16 - Test of Relationship between Reading Comprehension and Their Scholastic Achievement in English

Correlated Variables (Pearson-R)		P-value	0.05 Level of Significance	Decision
Reading Comprehension	Subject			
Characters, times and events;	English	0.000	Significant	Reject Ho
Events and sequences;	English	0.000	Significant	Reject Ho
Syntactic structure; Comprehension	English	0.000	Significant	Reject Ho
Connections	English	0.292	Not	Fail to Reject
Inferences;	English	0.000	Significant	Reject Ho
Text sensitivity;	English	0.000	Significant	Reject Ho
Text hierarchy;	English	0.000	Significant	Reject Ho
Mental model;	English	0.000	Significant	Reject Ho
Text flexibility	English	0.000	Significant	Reject Ho
Errors and inconsistencies	English	0.000	Significant	Reject Ho

The level of reading comprehension of the pupil's identification of characters, times, and events, and their scholastic achievement has a p-value of 0.000. Thus, the rejection of the null hypothesis. Therefore, there is a significant relationship between the pupils' knowledge of characters, time, and events and their scholastic achievement in English.

The level of reading comprehension on events and sequences of the pupils and their scholastic achievement in English has a p-value of 0.000. Thus, the rejection of the null hypothesis. Therefore, there is a significant relationship between the knowledge of the pupils on events and sequences and their scholastic achievement in English.

The level of reading comprehension of the pupil's identification of syntactic structures and their scholastic achievement has a p-value of 0.000. Thus, rejection of the null hypothesis. Therefore, there is a significant relationship between the pupils' knowledge of syntactic structure and their scholastic achievement in English.

The level of reading comprehension of the pupil's identification of the connection between parts of the text and their scholastic achievement has a p-value of 0.000. Thus, the acceptance of the null hypothesis.

Therefore, there is no significant relationship between the pupils' knowledge of connections between parts of the text and their scholastic achievement in English.

The level of reading comprehension of the pupils on inferences and their scholastic achievement has a p-value of 0.000. Thus, the rejection of the null hypothesis. Therefore, there is a significant relationship between the pupil's knowledge on inferences and their scholastic achievement in English. The level of reading comprehension of the pupil's identification on text sensitivity and their scholastic achievement has a p-value of 0.292. Thus, the rejection of the null hypothesis. Therefore, there is a significant relationship between the pupil's knowledge on text sensitivity and their scholastic achievement in English.

The level of reading comprehension, text hierarchy, and their scholastic achievement have a p-value of 0.000. Thus, the acceptance of the null hypothesis. Therefore, there is a significant relationship between the pupils' knowledge on text hierarchy and their scholastic achievement in English.

The level of reading comprehension of the pupil's identification on mental model and their scholastic achievement has a p-value of 0.000. Thus, the rejection of the null hypothesis. Therefore, there is a significant relationship between the pupils' knowledge on mental models and their scholastic achievement in English.

The level of reading comprehension of the pupil's identification on text flexibility and their scholastic achievement has a p-value of 0.000. Thus, the acceptance of the null hypothesis. Therefore, there is a significant relationship between the pupils' knowledge on text flexibility and their scholastic achievement in English. The level of reading comprehension of the pupil's identification of errors and inconsistencies and their scholastic achievement has a p-value of 0.000. Thus, the rejection of the null hypothesis. Therefore, there is a significant relationship between the pupils' knowledge of errors and inconsistencies and their scholastic achievement in English.

The findings suggest that the Grade three Pupils' reading comprehension skills in characters, time and events; events and sequences; syntactic structure; inferences; text sensitivity; text hierarchy; mental model; text flexibility and errors and inconsistencies are closely associated with their scholastic performance in English. This means that the said individual's reading comprehension indicators are predictors of their grades in their English subject.

CONCLUSIONS AND RECOMMENDATIONS
Conclusion
Based on the findings, the following conclusions can be drawn. The Grade Three pupils in New Calamba Elementary School, Zamboanga del Norte, exhibit a poor level of reading comprehension across several aspects, including character, times and events, events and sequences, syntactic structure, connections between parts of the text, inferences, text sensitivity, text hierarchy, mental model, text flexibility, as well as errors and inconsistencies. The pupils' scholastic achievement in English is categorized as approaching proficiency. Additionally, the study reveals that reading comprehension skills, such as understanding character, times and events, syntactic structure, connections between text parts, inferences, text sensitivity, text hierarchy, mental model, text flexibility, and error recognition, have a significant impact on the pupils' achievement in English.

Recommendations
Based on the findings and conclusions, it is recommended that Grade Three pupils engage in regular reading activities focused on understanding characters, events, syntax, and inferences to enhance comprehension and retention. Parents should support this by encouraging daily reading and discussing story content with their children. Teachers are advised to apply varied instructional strategies, such as visualization and summarization, to address areas of difficulty, while guidance counselors should provide motivation and counseling to boost pupils' confidence in reading. Researchers may further explore the influence of socioeconomic factors on reading comprehension and scholastic achievement, particularly in rural settings, and future studies should assess the effectiveness of school-wide reading programs in improving comprehension and overall academic performance. These recommendations collectively aim to strengthen the reading comprehension and scholastic achievement of Grade Three pupils through the combined efforts of learners, parents, educators, and researchers.

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