

READING PROBLEM IN THE PHILIPPINES

by:

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Reading comprehension and academic success are closely related. One of today's education's top priorities is to provide people with strong literacy skills who can understand and analyze what they read. Because literacy is closely tied to a person's working life, it can improve the quality of a person's life.

Since reading requires "sensation, perception, comprehension, application, and integration," it is a difficult task. It is the process of infusing written words and symbols with meaning. People read everything from restaurant menus to culinary books, street signs, advertising, and dosage instructions. Reading is also the cornerstone of academic success and lifelong learning. It is nevertheless an obvious fact that most Filipino kids lack the aptitude and desire to read. It cannot be denied that, in today's rapidly changing world and technological landscape, reading is occasionally taken for granted.

Public schools in the Philippines have long suffered from overcrowding, underfunding, and an inability to advance due to a lack of long-term planning. The government spends 90 percent less per student than the global average on education, according to the PISA assessment, and a lack of useful teaching resources and a bad learning environment in the classroom make it harder for each student to learn and understand the material being taught. Due to inadequate investment in people who, in essence, are the nation's future, there has been major underperformance and an inability to compete with counterparts abroad.

The 2018 Program for International Student Assessment (PISA) Report, which showed that high school pupils in the Philippines received worse scores in reading

comprehension, mathematics, and science than the majority of those polled in other countries, caused a stir in December 2019. In actuality, the nation's reading score overall was a pitiful 340 points. China, which came in first place, was awarded 555 points. According to the results, more than 80% of Filipino pupils around the age of fifteen did not achieve the required level of reading proficiency.

This could be problematic given the current Covid-19 outbreak and the heightened community quarantine placed on a large portion of the nation. In the Philippines, false information tends to spread swiftly. Materials like "health tips" from questionable sources and purported government alerts are disseminated online faster than actual viruses.

It is hoped that by providing a suitable reading environment, teaching program, and family support, these students with reading difficulties will be able to overcome their difficulties. The form of the environment, program, and support that should be undertaken is an essential issue to be addressed here. Reading environments must be designed to alleviate students' reading difficulties in order for them to feel relaxed and willing to express themselves. Furthermore, students' learning must be supplemented with materials that correspond to their interests and abilities, as well as support from the teacher and students' family members.

References:

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