

Pupils' Reading Distraction and Confidence

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ABSTRACT: Reading distractions is something to be eliminated to help pupils improve their comprehension to develop their reading confidence. This study aimed to determine the pupils' level of reading distractions and confidence and its significant relationship. This employed a descriptive-correlational research design which utilized an adapted and modified questionnaire on reading distraction which included class environment factor, psychological factor and home and family factors to 235 Grade 5 pupils from North 1 District of Cagayan de Oro City Division through stratified random sampling using Slovin's Formula. The study utilized descriptive statistics like Mean, Standard Deviation and Pearson Product Moment Correlation Coefficient for the significant relationship. Results showed that pupils' overall reading is less distracted especially in class environment factor but most of the time distracted as to psychological and as to home and family factors. Also, pupils have reading confidence most of the time. Pupils' reading distraction and reading confidence have moderate negative correlation. Thus, pupils' reading confidence is not developed well when they are distracted. The more their reading is distracted, the lesser their reading confidence. The lesser their reading is distracted, the more their reading confidence increases. Teachers and family members may help promote a conducive place for reading, free from distractions to sustain the pupils' reading confidence.

KEYWORDS: reading action plan, reading confidence, reading distractions

I. INTRODUCTION

Reading is a fundamental skill that impacts various aspects of an individual's life. Its importance is irreplaceable in the life of individual. Reading has importance because it serves as the foundation for acquiring knowledge, developing critical thinking skills, and participating fully in society. A child's development can be inferred from how they interact with books, the kinds of books they like, and their reactions while reading aloud. A child surrounded by teachers, books, or any reading materials has a clear vision of the importance of education. It takes a combination of phonemic awareness, phonics, vocabulary development, and fostering a nurturing reading environment to ensure that every pupil can access the world of knowledge and imagination through the written word. If schools and teachers can develop enjoyment for reading according to Morris et al. (2021), it improves learning.

Through reading, a child can escape to different worlds or gain a skill. Reading provides benefits such as entertainment, education, and more. As the child continues reading, it influences the child's character. According to Law (2021) reading does not only boosts a sense of confidence, but it also broadens perspective and empowers the reader.

For Meron (2018), poverty is one of the reasons for children who cannot read. Poverty maybe a distraction in the learners' reading confidence because in the Philippine context of the education system, pupils from low-income families tend to put work first at an early age instead of formal schooling. Poverty and lack of academic resources also affect their cognitive development and socialization with people in the academe. In Manlapig (2020) study, it showed that the Philippines ranked second to the lowest in Science and Mathematics. Many academicians argued with the result of the study because Philippines is one of the best English-speaking countries globally. Based in his findings that education in reading focuses on the primary word definition. Though this is important, but it is a problem in the context of reading comprehension. According to the National Center for Education Statistics research, that there are adults with a low reading comprehension and literacy level lived in poverty in United States of America (Bales, 2018). It also shows that people who have an average or high literacy can break the cycle of poverty because they can have many opportunities to work full time.

Reading, however, is influenced not only by personal variables, but also by contextual variables that in turn have an influence on these personal variables. One of the important contextual variables deserving special attention is family involvement

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in the school-based process of learning to read. Melero et al. (2020) said that family involvement in children's reading skill is important because it builds the children's confidence. If learners have reading confidence, they have better reading skill.

Furthermore, the study of Cole et al. (2022) found out that there are young people aged who do not enjoy reading at all. Others do not continue reading when they find it difficult. One of his respondents' commented that he does not like to read much because he struggles with some things and he does not believe in himself. This shows that confidence in reading is one of the key factors that will engage the pupils into reading. Additionally, reading confidence showed significant correlation with reading comprehension (Melero et al., 2020). This implies that a student that has reading confidence can comprehend texts.

As a researcher of this study, it is important to identify the factors that distract pupils from reading that diminishes their confidence. And since pupils lack confidence, their attitude for school is affected. In the school where the researcher teaches, even in the post reading assessment for this school year, 2023-2024, there were still a number of pupils in the frustration level and these were the pupils who still lack confidence in reading up to the present. The objective of this study, then, was to explore the relationship between pupils' reading distraction and confidence.

Dual-Coding Theory, which was developed by Allan Paivio in 1971 and is detailed in Structural Learning (2023), served as the foundation for this work. Using this framework, one may get a basis for understanding how distractions can disturb the delicate balance of verbal and nonverbal processing that occurs while reading, which eventually results in a drop in confidence. By adopting technics that address both characteristics (distraction and confidence), it is possible to encourage reading experiences that are more focused and effective.

It is possible for pupils to get distracted when reading if they are exposed to an excessive amount of visual channels, such as alerts and background noise. There are other reading distractions that may be added to the factors that were investigated in this research. These variables included the class environment factors, which included the interaction between friends and classmates in terms of how they interact with one another, as well as the noise that was present either outside or within their classrooms. There is a possibility that the teacher is present in the classroom when their colleagues come to see them, and they are speaking in a voice that is out of control.

The psychological factor, as well as the home and family factors, are additional distractions that may occur when students are unable to focus on what they are reading because they are concerned with something or more that is distracting their thoughts. Pupils would have a difficult time concentrating on deciphering words and phrases, and their ability to integrate mental pictures would be diminished. It is possible that they will cause intrusive mental pictures that are unconnected to the content. To comprehend anything, it would be tough to generate mental pictures that are pertinent to the situation.

On the other hand, if students are more likely to engage with the text, they will be able to handle small distractions without experiencing considerable disruption. This will result in improved reading confidence, particularly if pupils have a stronger sense of self-efficacy about their reading skills. However, even as young as the Grade 5, they are prone to reading distractions, which may result in feelings of discouragement and avoidance of reading, ultimately leading to a loss of confidence in their ability to read.

II. METHODOLOGY

This study utilized a descriptive-correlational design because this study investigated for significant relationship between the pupils' reading distractions and confidence. According to Bhat (2023) a sort of study design known as descriptive correlational research strives to explain the link between two or more variables without establishing a cause-and-effect relationship. To determine whether there is a relationship between at least two variables, it entails gathering and evaluating data about them. To analyze the data gathered, this study utilized descriptive statistics like Mean and Standard deviation for Problem 1 on the level of pupils' reading distractions in terms of class environment factor, psychological factor and home and family factor; and Problem 2 on pupils' reading confidence. Pearson Product Moment Correlation Coefficient was used for Problem 3 on the finding the significant relationship between the pupils' reading distractions and confidence.

III. RESULTS AND DISCUSSION

Problem 1. What is the level of pupils' reading distraction as to:

- 1.1 class environment factor
- 1.2 psychological factor
- 1.3 home and family factor

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Table 1 shows the level of pupils' reading distraction as to class environment factor. It reveals that it has an overall Mean of 2.45 with SD = 1.08, described as Sometimes and interpreted as Less Distracted. This means that pupils are able to adapt and accept the environment of the classroom in which they are studying. They are not very disturbed by the atmosphere in their classes, regardless of whether they are large or small, or if they are packed. In the classroom, the pupils are not worried about the illumination, nor are they concerned about the noise that is either within or outside the classroom. When it comes to visitors, pupils consider it normal for their teachers to have guests such as their parents or other people whom the Department of Education may call these visitors as stakeholders.

Table 1. Reading Distraction on Class Environment Factor

Class Environment Factor	Mean	SD	Description	Interpretation
1. The room is dark or dimly lit.	1.98	1.08	Sometimes	Less Distracted
2. The atmosphere is humid and stuffy.	2.27	1.04	Sometimes	Less Distracted
3. My classmates are noisy talking to each other.	3.44	1.02	Always	Very Distracted
4. Our class is crowded because we are plenty.	2.11	1.12	Sometimes	Less Distracted
5. I can hear the discussion of the teacher in the other room.	2.24	1.14	Sometimes	Less Distracted
6. My teacher always has visitor either fellow teacher, parent and others.	2.65	1.11	Most of the time	Distracted
Overall	2.45	1.08	Sometimes	Less Distracted

Note: 3.26 – 4.00 Very Distracted ; 2.51 – 3.25 Distracted; 1.76 – 2.50 Less Distracted ; 1.00 – 1.75 Not Distracted

This implies that pupils could still feel at ease wherever class they would stay. They stay in their classrooms without complaints. They understand that there is noise in the school even in the classroom. They are less distracted. According to Tighe et al. (2019), the factor that determine whether or not a pupil is distracted is not the location of the child's reading but rather the reading habits of the child. Pupils have the thought that it is their school, it is where they are enrolled by their parents and with that, they are not complaining about where they are enrolled.

However, indicator 3, *My classmates are noisy talking to each other*, has the highest Mean of 3.44 with SD = 1.02, described as Always and interpreted as pupils are Very Distracted. This means that majority of the pupils agreed that when their classmates talk, they are very distracted. It could be that during reading practice or when they are reading their classmates are talking loudly that disturbed the other pupils by their noise that they could hardly follow the reading practice or they cannot concentrate in their reading to get the better grasp on the content of what they are reading. This implies that while pupils are reading, they are also listening to other things that are audible in the surroundings. They lack focus. While their eyes are looking at the text they are reading, their ears are listening to their classmates who are talking.

According to the finding that was conducted by Vasilev et al. (2018), background noise, voice, and music are all sources of distraction most of the time, even if they are very little in size. To be more specific, noises that constitute language that can be understood are distracting. It is likely that the semantic features cause difficulties in the comprehension of written material. When someone is speaking in the background, it is impossible for a person to fully understand what they are reading since they are also processing the discussion at the same time.

Additionally, research conducted by Cicekci and Sadik (2019) examined the behaviors shown by pupils while they are distracted. The pupils attempted to engage in conversation with their peers or call out to them. This suggests that a pupil who is not paying attention and engages in conversation with their classmate has the potential to divert the attention of another learner.

On the other hand, indicator 1, *The room is dark or dimly lit*, got the lowest Mean of 1.98 with SD = 1.08 and described as Sometimes and interpreted as the pupils are Less Distracted. It may be deduced from the statement that pupils are not often troubled by the poorly lit or dark environment while they are reading. One of the most common misconceptions about reading in the dark is that it might lead to eye issues. In spite of the fact that there is no scientific proof that can indicate that reading in a room with low lighting or darkness would do harm to one's vision, this may occasionally create pain owing to the soreness that happens. According to Hulewsky (2021), the assertions that reading in low light is detrimental to one's eyesight were disproved yet. This implies further that a possible cause of distraction of pupils in a dark or dimly lit room is due to short term eye fatigue that happens occasionally. However, this found that pupils are less distracted with classroom lighting. This may also mean that class lighting does not reach to pupils' concern.

Table 2 shows the level of pupils' reading distraction as to psychological factors. It reveals that it has an overall Mean of 2.50 with SD = 1.05, described as Sometimes and interpreted as Less Distracted. This means that the pupils are less distracted being with classmates and friends. They seem to consider being with classmates and friends as part of being in the school, even

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when having fights with classmates or being subject to ridicule. Thinking of their classmates or friends while they are not together, or thinking of other things like an embarrassing moment or work to do after school while studying or having reading practice can be distracting. These are sorts of multitasking the mind.

Table 2. Reading Distraction on Psychological Factor

Indicator	Mean	SD	Description	Interpretation
1. I am teased by my friends which bothers me.	3.00	1.06	Most of the time	Distracted
2.. I am thinking of works to do after school.	2.26	0.98	Sometimes	Less Distracted
3. I am jealous when my friends play without me.	2.21	1.05	Sometimes	Less Distracted
4. I have in mind an embarrassing experience.	1.84	1.05	Sometimes	Less Distracted
5. I have fights with my classmates in school.	2.40	1.13	Sometimes	Less Distracted
6. I lack the ability to concentrate due to troubles at home.	3.27	1.05	Always	Very Distracted
Overall	2.50	1.05	Sometimes	Less Distracted

Note: 3.26 – 4.00 Vey Distracted ; 2.51 – 3.25 Distracted; 1.76 – 2.50 Less Distracted ; 1.00 – 1.75 Not Distracted

According to Pooley and Goodwin (2021), the practice of multitasking has been shown to be unproductive owing to the psychological restrictions that are involved. Without experiencing negative consequences, the brain is unable to do many activities at the same time. The distractions that pupils face when reading might come from their surroundings, while other diversions come from inside their own thoughts that according to Mardika (2019) it makes it difficult for them to concentrate and think clearly.

Moreover, indicator 6, *I lack the ability to concentrate due to troubles at home*, has the highest Mean of 3.27 with SD = 1.05, described as Always and interpreted as Very Distracted. This means that the conduct of their classmates or friends does not bother them as much as it does when it comes to their families. Family affairs, either good or bad, are more important to the pupils because their studies or even reading cannot get the focus when their thoughts are disturbed. This implies that young children in Grade 5 consider their families as more valuable than classmates nor friends. If their families have troubles over their daily needs for example, children are affected.

According to Meron (2018), poverty can be the cause of distraction in their studies like in reading practice. When it comes to basic needs, if they are hungry, they cannot concentrate. If troubles are about fights at home, the more it will not boost their confidence. The mental well-being of the pupils is affected when pupils cannot anymore concentrate. According to Tighe et al. (2019) that stress, exhaustion, and anxiety can hurt attention span and reading comprehension. However, Bales (2018) has the hope in his study that reading can break the cycle of poverty. If only parents or families are involved in the reading practice of their children, it will build their confidence according to Melero et al. (2020).

On the other hand, the indicator 4, *I have in mind an embarrassing experience*, got the lowest Mean of 1.84 with SD = 1.05, described as Sometimes and interpreted as Less Distracted. This indicator would mean that the pupils may have not experienced embarrassing moment in their lives. As young as Grade 5, may not have the shame yet. It could be that whenever there were something shameful they just laugh at it but it does not bother them. It does not stir their emotions which implies that they feel alright with embarrassing experiences. It is such a good attitude of not taking embarrassing moments as distraction in their minds and in their hearts because if it does, this will become another distraction as discussed in the study of Lu et al. (2021) that distracting emotional stimuli can also distract performance.

Table 3: Reading Distraction in Home and Family Factor

Indicator	Mean	SD	Description	Interpretation
1. Our house has no electricity.	1.92	0.99	Sometimes	Less Distracted
2. We are noisy at home.	2.36	0.93	Sometimes	Less Distracted
3. My parents have fights	2.52	1.22	Most of the time	Distracted
4. My parents spank or scold me.	2.57	1.07	Most of the time	Distracted
5. My parents assign me household chores and errands.	3.27	0.97	Always	Very Distracted
6. I have siblings who do not help me in in my studies and works at home.	2.52	1.07	Most of the time	Distracted
Overall	2.52	1.04	Most of the time	Distracted

Note: 3.26 – 4.00 Vey Distracted ; 2.51 – 3.25 Distracted; 1.76 – 2.50 Less Distracted ; 1.00 – 1.75 Not Distracted

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Table 3 shows the level of pupils' reading distraction in home and family factors. It reveals that it has an overall Mean of 2.52 with SD = 1.04, described as Most of the time and interpreted as Distracted. This means that pupils are distracted in their studies when it is about family. Some children know that their families have problems, while other children do not. It is possible that the family is experiencing financial difficulties or dealing with other issues such as health problems, educational challenges, emotional well-being, and delinquency (Aschenberger et al., 2022).

This implies that children cannot concentrate on their studies and even reading when they are bothered at home. Especially that reading needs assistance from family members to guide them or teach them in order to have understanding on their readings. Suwanaroa (2021) identified family aid as a crucial kind of support for children to enhance their concentration throughout learning. The research conducted by Farooq et al. (2019) and Hussaini and Hussain (2023) revealed that students who achieve academic success are much more inclined to have a favorable family environment. Parental encouragement and support play a crucial role in the initial formation of a child's self-concept.

Moreover, the indicator 5, *My parents assign me household chores and errands*, has the highest Mean of 3.27 with SD = 0.97 which is described as Always and interpreted as Very Distracted. This means that household chores and errands distract pupils the most. This may mean that children nowadays do not like errands or doing errands as members of the family. This may imply that pupils love to study than working or helping at home, or children get lazy because they love to play with their gadgets after school. Many children nowadays are hooked on their gadgets.

As Gozum (2020) explained that modernization has influenced the changes in the values of family. Playing gadget is an example of modernization. Besides mothers sometimes cannot stop their children from playing with their gadgets. Parental control mostly stems from the authority exerted by a mother. Vitria Larseman Dela et al. (2023) mentioned in their study that a mother with a college degree would use innovative strategies to prevent her children from engaging with electronic devices, but mothers with little education have challenges in finding engaging alternatives to discourage their children from using gadgets. However, in the study of Bringula et al. (2021), a child testified that the people at home are busy doing household chores and this makes him guilty for doing school related activities. So, the pupil has to run errands to help the family. When running errands, the pupil also has to respond to neighbors. Another pupil stated that the pupil does other things at home. In consequence, these delays doing school related activities like assignments, readings, etc.

On the other hand, indicator 1, *Our house has no electricity*, got the lowest Mean of 1.92 with SD = 0.99, described as Sometimes and interpreted as Less Distracted. This means that children seldom experience dark homes or not well- lighted houses. Though this is believed may cause reading distraction, but nowadays, most houses have electric powered lights. Most houses in urban barangays especially the residencies of the respondents in this study are installed with electricity. Their studies, such as reading practices or just enjoying reading, are less distracted by their lighting at home.

As a family, parents really support the family in order for the family to feel provided. It is a family responsibility to support their children and installing electricity at home is one example of family responsibility. Besides, it is the right of every child for a safe shelter provided with his needs even the proper lighting in the home for it constitutes safety and protection (PD 603, Art.3 of the Philippines). Parents should also be aware with the study of Aschenberger et al. (2022) that households are at risk for educational failure of their children.

Table 4. Overall Pupils' Reading Distraction.

Variables	Mean	SD	Description	Interpretation
Class Environment Factor	2.45	1.08	Sometimes	Less Distracted
Psychological Factor	2.50	1.05	Most of the time	Distracted
Home and Family Factor	2.52	1.04	Most of the time	Distracted
Overall	2.49	1.06	Sometimes	Less Distracted

Note: 3.26 – 4.00 Very Distracted ; 2.51 – 3.25 Distracted; 1.76 – 2.50 Less Distracted ; 1.00 – 1.75 Not Distracted

Table 4 shows the overall level of pupils' reading distraction. It reveals that it has an overall Mean of 2.49 with SD = 1.06, described as Sometimes and interpreted as pupils are Less Distracted. This means that no matter what circumstances the children are in, their reading either practice or fun are less distracted by the factors included in this study. It could mean further that Filipino children are flexible. They can easily adjust to wherever they are. It implies that they are used with the classroom they have. That their teachers have visitors from time to time. They are not so affected by how they are treated with friends and families. But they are distracted when there is a problem in their homes.

According to Abdelhalim (2017) it is a matter of adopting a positive mindset. They have the ability to control their impulse and empathy. They think logically and adaptability with perseverance. It is their way of solving problems. Pupils at Grade 5 can already

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adapt to situations as long as it is not about troubles in their families. One big trouble in the family for them is when they are asked to run errands.

When their *Home and family* have problems, that is the time that children are distracted. It has the highest Mean of 2.52 with $SD = 1.04$, described as Most of the time and interpreted as Distracted. This means that children are emotional and it may also mean that children value home and family more than school and friends and classmates. It is a natural feeling that as humans, pupils care for the family above all else. It implies that Grade 5 pupils love their families. Being distracted in their studies, like in reading when there is trouble in their homes and families shows the strong bond they have for their families. But technical difficulties and distractions, in turn, represent challenges which pupils face when learning takes place at home (Chhetri, 2020). Distractions also appear to mainly arise from other household members or occur due to family responsibilities. Specifically, pupils are distracted from running errands. Usually, children hate running errands.

Nowadays, children love to just sit the whole day playing on their gadgets. They are products of modernization as Gozum (2020) discussed in his study. Modernization changes the values at home. Family ways are different now. Instead of running errands, everything can be ordered online, except when the running errands are just about washing dishes or bathing younger siblings.

On the other hand, the variable, *class environment*, got the lowest Mean of 2.45 with $SD = 1.08$, described as Sometimes and interpreted as pupils are Less Distracted. This means that pupils can manage and control themselves to avoid being distracted in their classes. Pupils can easily adjust. As young as they are (Grade 5) they are not distracted with everything in school like the lighting in class, even if it is dim, this does not distract them. If they have visitors in class and even if their teacher is talking to another teacher inside the classroom. This implies that pupils know how to manage themselves in order not to be disturbed. They can adapt to the noise in school. Learning how to become indestructible may be one of the most important life skills for the 21st century (Eyla & Li, 2019). In schools, pupils have the instinct to strive to become better in order to pass or be more than their classmates if not similar to their classmates.

Problem 2. What is the level of pupils' reading confidence?

Table 5: Pupils' Reading Confidence.

Indicators	Mean	Sd	Description	Interpretation
<i>I like...</i>				
1. to read books.	3.19	0.94	Most of the time	Confident
2. to read comics.	3.13	1.12	Most of the time	Confident
3. to read stories.	3.34	0.79	Most of the time	Confident
4. to read aloud in class.	2.91	1.06	Most of the time	Confident
5. to write about what I have read.	2.77	1.13	Most of the time	Confident
6. to read because it is easy for me.	2.95	1.06	Most of the time	Confident
7. to read when someone gives me a book.	2.64	1.04	Most of the time	Confident
8. when someone reads a book to me.	2.49	1.18	Sometimes	Less Confident
9. to read together with another classmate.	2.57	1.04	Most of the time	Confident
10. to do other activities about what I have read.	2.79	0.97	Most of the time	Confident
11. the things I do at school for learning how to read.	2.67	0.99	Most of the time	Confident
12. to talk with my classmates about the books I am reading.	2.78	1.08	Most of the time	Confident
13. to do reading and writing homework with one of my classmates.	2.34	1.25	Most of the time	Confident
14. reading because it is easy for me to understand the words I read.	3.02	0.91	Most of the time	Confident
15. to tell other classmates about whether I liked the book that I read.	2.46	1.16	Sometimes	Less Confident
Overall	2.80	1.05	Most of the time	Confident

Note: 3.26 – 4.00 Vey Confident ; 2.51 – 3.25 Confident ; 1.76 – 2.50 Less Confident ; 1.00 – 1.75 Not Confident

Table 5 shows the level of pupils' reading confidence. It reveals that it has an overall Mean of 2.80 with $SD = 1.05$, described as Most of the time and interpreted as Confident. This means that pupils have the confidence to indulge themselves in any activities that involve reading. Usually, children who can read are those pupils who are confident. Pupils' reading skill builds

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their confidence not only in reading but links to other skills like speaking, listening and even in writing which will increase their academic performance. This implies that these Grade 5 pupils are already confident in their reading skill.

The skill of reading has been among the most basic needs and indispensables of human beings since their existence, and the advancement in basic language skills has shown its positive effect in every moment and area of individual lives (Akyol, 2019; Bıyık & Erdoğan, 2017). However, it is a fact that there are pupils who have difficulty or fall behind in reading. One of the reasons is they are being distracted in their reading practices.

Early diagnosis of these pupils who have reading problems and interventions for these pupils are very important (Balci, 2017). Pupils' confidence in reading during the beginning years of schooling is believed to have a strong influence on reading achievement and other academic outcomes. Previous findings have revealed the connection of reading attitudes with pupils' reading development as well as academic performance, especially for pupils at an early age (Cheung et al., 2017).

Moreover, indicator 3, *I like to read stories*, has the highest Mean of 3.34 with SD = 0.79, described as Most of the time and interpreted as Confident. This means the pupils' reading confidence is caused by the leading reason that they like to read stories. Children are used to hear stories, read to them by any member in the family when they were younger, that this experience brought them to like to read stories now that they are older. It explains that pupils have the confidence because they can read and they read stories. Based on the study of Bayraktar (2021), the main bases behind pupils' preferences in reading a story are the characters and the plot. His study recommended that children's literature should have characters that they can relate with. Additionally, plots should include humor and mystery which have elements that can develop children's imagination, questioning, and critical thinking skills. According to Law (2021) reading does not only boosts a sense of confidence, but it also broadens perspective and empowers the reader.

On the other hand, the indicator 15, *I like to tell other classmates about whether I liked the book that I read*, got the lowest Mean of 2.46 with SD = 1.16, described as Sometimes and interpreted as Less Confident. This means that though pupils have the confidence in reading, maybe, they only share about the book to chosen few, probably their close friends or classmates. Besides, pupils at Grade 5 in the public school can seldom finish a whole book, it may be a portion of the book. This may imply that they are confident in reading but not comfortable at sharing with a classmate. There are children who like to be alone and others do not like to share answers and ideas. By being alone, they can have the ability to broaden their horizons and acquire new skills via the act of reading. A number of advantages, including enjoyment, education, and others, may be gained by reading. As the child continues to read, the child's personality is shaped by the reading experience without others' support. However, the National Centre for Family Learning (2023b) posited that it is better for children to share what they read whether they like what they or not because sharing improves their well-being, engagement and accomplishment as families. Perhaps, the sharing of what one reads may start in the family so that when they grow older, when they children can already read by themselves, they would also share. Starting in the family will impact to their development.

Problem 3. Is there a significant relationship between the pupils' reading distraction and confidence?

Table 6. Pearson's Correlation Test between Pupils' Reading Distraction and Confidence.

Independent Variable	r-value	p-value	Description	Interpretation
Reading Distraction				
Class Environment	-0.20	0.10	WNC	Not Significant
Psychological Factor	-0.25	0.09	MNC	Not Significant
Home and Family Factor	-0.33	0.08	MNC	Not Significant

MNC = Moderate Negative Correlation

p-value=Significant when computed p-value <0.05

WNC = Weak Negative Correlation

r-value=Correlation Coefficient

Table 6 shows Pearson's correlation test between pupils' reading distraction and confidence. The test reveals a negative correlation between the independent variables and dependent variable. Weak negative correlation between class environment factor and the reading confidence of the pupils. While psychological factor and home and family factor show moderate negative correlation towards pupils' reading confidence. Hence, if the pupils' reading distraction changes its direction their reading confidence will also change in opposite direction. In addition, the table took the analysis at the independent variable level by looking at the correlation test while holding the dependent variables constant at a time. As can be seen from the same table, all variables in reading distraction are significant at 0.05.

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This means that pupils' reading confidence is not developed well when they are distracted. Though they have reading confidence, it would lessen if there are reading distractions. If they have reading distractions, they are not so sure of their reading skill and more with comprehension to be at their best. They may have the confidence but since they are distracted, it lessens.

Based on the result, since their reading is less distracted, so they have reading confidence. The lesser their reading distraction, the more they will have the reading confidence because it has moderate negative correlation. It would also mean that the more they are distracted in their reading, the lesser their reading confidence level. Like in the reading distractions as to the pupils' psychological and home and family factors, both have moderate negative correlations with their reading confidence. The result signifies that the more pupils' reading distractions as to psychological and as to home and family factors, the more their reading confidence deteriorates. This means that if pupils are mentally disturbed by problems at home, or being teased in school, or feeling jealous of their friends, their reading is distracted so, their reading confidence decreases. Additionally, pupils' reading is also distracted when they are asked for running errands at home. It might be that they cannot focus on their reading because it is distracted, it is expected that their reading confidence will be gone.

Pupils nowadays consider responsibilities at home as reading distractions. They seem to not like working or helping household chores. In the data collected, children are distracted with errands especially the female children according to Dube (2020). They have more work than the male children. However, for Bringula et al. (2021), children are ashamed not to work at home because it is a responsibility being a member of the family.

In Gozum (2020) study on modernization stated that Filipino family is regarded as exemplary due to its strong adherence to family values such as tight family relationships, solidarity, spirituality, respect, and care for the elderly. Nevertheless, in this modern times, the process of modernization has significantly influenced individuals' perceptions. Children may have perceived that doing household chores is as not part of good family values that they do not want doing it while they are reading.

On the other hand, class environment factor is one of the reading distractions. Pupils though young, already have the heart and mind that feel and get distracted in their studies even on reading. Pupils have reading distractions in school, specifically in their classes when their classmates are talking. Pupils when studying used to have a quiet environment because that is what the teachers really are setting the class when having reading. As Callender (2023), suggested in his study that pupils should be provided with a quiet environment. Less distractions, more concentration. With more concentration, they will have better comprehension. If they have better comprehension, they will have more reading confidence. Thus, when pupils' reading is distracted in class, their reading confidence is lost. So, if their reading is an assessment, they may lose their reading confidence to answer the test because they are distracted.

In summary, taking it at the coefficient level, the reading distraction negatively correlated to pupils' reading confidence, with a p value greater than 0.05. Thus, the correlation analysis yielded that the null hypothesis test (H_0) was accepted. With the following findings, weak and moderate negative correlation.

IV. CONCLUSIONS

On the basis of the aforementioned findings, the following conclusions can be made:

1. Pupils value home and family more than their classmates and friends because their reading is more distracted when there is trouble in their families.
2. Pupils' reading confidence is based on their capacity to read. Their capacity to read includes their comprehension of what they are reading since they can already read stories.
3. The null hypothesis is accepted since pupils' reading confidence is not developed well when they are distracted. The more reading distractions, the more their reading confidence deteriorates.

V. RECOMMENDATIONS

Based on the findings and conclusions generated from this study, the researcher has formulated the following recommendations:

1. School and family may create a culture of reading. Set classrooms and home to be quite conducive for reading. Teachers can help avoid talking inside the class with colleagues and visitors by creating a receiving area for parents and other stakeholders. Families may give time for their children to read and time for household chores.
2. By working together, teachers and families may sustain the confidence of the pupils. They may create a supportive environment that fosters class environment, psychological, and home/family factors contribute to strong reading confidence in pupils like having reading practices with a place conducive to learning.

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3. Teachers and family members are encouraged to collaborate, create peer support groups, and positive teacher-pupil relationships to overcome reading distractions and build and sustain reading confidence among pupils.

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