

A B S T R A C T

To investigate whether the students' sex and the type of verbal comment significantly affect the comprehension test performance of grade three elementary students, a two by three factorial design experiment was conducted. One hundred five grade three students of St. Paul's School in Makati were used as subjects for this study. These students were divided into three groups each subjected to either of the three treatments - the positive comment, the negative comment, and the no comment group. The comprehension part of the Gates-MacGinitie reading test was administered after each treatment was given. The standard scores were subjected to a two-way Analysis of Variance. The results indicated that neither students' sex nor the type of verbal comments affected the comprehension test performance of grade three students at 0.05 alpha level of significance. It was generally concluded therefore that the sex of the students and the type of verbal comments do not significantly affect the comprehension test performance of the students. Therefore, it is strongly recommended that future studies be made using other types of reinforcements that could probably yield a positive result.

