

DE LA SALLE UNIVERSITY

ABSTRACT

The primary objective of this study is to determine how expectations affect the reading comprehension of the De La Salle University freshman Arts and Commerce student. It was hypothesized that the levels of instruction would not affect the subjects' reading comprehension.

Ninety six subjects (n=96) were randomly assigned to each of the three treatment conditions. Results of the study showed that a comparison of scores of low and general expectancy levels did not reach significance. However, scores of subjects exposed to the low and high levels of expectancy; and the scores of subjects exposed to general and high levels of expectancy were found to be significant. The researchers therefore concluded that levels of instruction affect the subjects reading comprehension.

