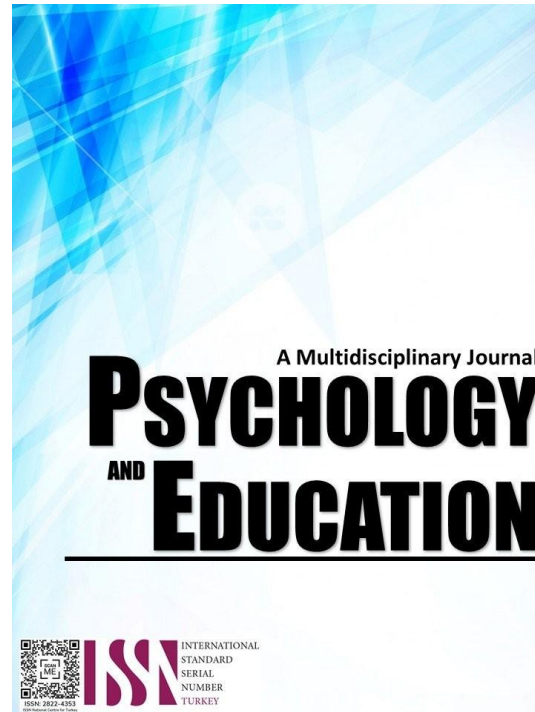


READING COMPREHENSION AND ACADEMIC ACHIEVEMENT OF GRADE 5 LEARNERS



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Reading Comprehension and Academic Achievement of Grade 5 Learners

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Abstract

This study examined the influence of reading comprehension skills to academic achievement of Grade 5 learners at Sta. Cruz Elementary School, SY 2025-2026. Specifically, it determined the profile of grade 5 learners in terms of age, sex, parents' educational attainment; determined the level of reading comprehension skills of Grade 5 learners along literal, inferential, critical, and evaluative; determined the level of academic achievement of Grade 5 learners in English; assessed the significant relationship between the level of reading comprehension skills and academic achievement; assessed the extent of influence of comprehension skills to the academic achievement; assessed the significant association between profile and level of reading comprehension and academic achievement of learners; and developed supplementary material to enhance the comprehension skills of learners. A descriptive – correlational research design was employed. Data were gathered using a standardized reading comprehension test and the learners' academic records and analyzed using frequency and percentage, weighted mean, and Spearman's rho to determine the significant relationship between reading comprehension and academic achievement of Grade 5 learners. Findings revealed that the learners demonstrated varying levels of reading comprehension across the four skill areas, among the dimensions, literal demonstrates a strong influence on academic achievement. Critical and evaluative also exhibit strong influence, while inferential shows moderate influence on academic achievement. Academic achievement was interpreted as approaching proficiency. Results further indicated a significant positive relationship between reading comprehension and academic achievement, emphasizing that learners who develop strong reading skills tend to perform better academically. Based on the findings, the study recommends the development and utilization of supplementary reading materials that target higher-order comprehension skills to enhance learners' academic achievement.

Keywords: *reading comprehension, academic achievement, literal, inferential, critical, and evaluative*

Introduction

Learning to read is one of the most important skills every child should acquire. It helps them become fully productive in their chosen professions when they reach the appropriate age. Not all children have the opportunity to attend school due to the hardships of life and the obstacles they face at a young age. Parental guidance in teaching reading at an early age is helpful in facilitating a child's learning of simple words. This is a significant aid to teachers so they do not struggle teaching children once they are in school. Everyone needs to admit that nowadays not all pupils are readers, and most pupils cannot comprehend what they are reading. One of the reasons why there are so many students who cannot read and have poor reading comprehension is due to overexposure to gadgets. Most of the students are no longer interested in reading books. The researcher, as a public elementary school teacher see the difficulty of the students in understanding what they are reading. Poor reading comprehension can affect the academic performance of students. The weakness in reading comprehension is one of the problems in all public schools.

Reading comprehension is a critical literacy skill that plays a central role in the academic development of Grade 5 learners, a stage often considered a transition from learning to read to reading to learn. At this level, learners are expected to independently understand, analyze, and evaluate texts across subject areas. Global research consistently indicates that learners' proficiency in reading comprehension, particularly at the literal, inferential, critical, and evaluative levels, has a strong influence on their overall academic achievement, especially in language-based subjects such as English. Academic achievement among elementary learners is commonly measured through grades and standardized assessments, reflecting mastery of curricular competencies. Studies across different educational contexts have shown that Grade 5 learners who demonstrate stronger reading comprehension skills tend to achieve higher academic performance, as comprehension enables them to follow instructions, understand test questions, and construct meaningful responses. Conversely, learners with weak comprehension skills often struggle academically despite adequate decoding ability, highlighting comprehension as a decisive factor in school success.

From a global policy perspective, literacy development is strongly aligned with international education priorities. UNESCO emphasizes that improving reading comprehension is essential to achieving Sustainable Development Goal 4 (SDG 4), which promotes inclusive and equitable quality education. Among its specific objectives, target 4.1 seeks to ensure that:

“By 2030, ensure that all girls and boys complete free, equitable, and quality primary and secondary education leading to relevant and effective learning outcomes that equip all children with essential skills for lifelong learning and meaningful participation in society.” This target goes beyond school enrollment and emphasizes that learners must complete basic education and acquire essential skills, such as reading comprehension, numeracy, problem-solving, and critical thinking.

Achieving SDG 4 requires that learners not only acquire basic literacy but also develop higher-order comprehension and critical

thinking skills that enable meaningful engagement with complex texts, knowledge construction, and continued learning. Additionally, UNESCO's Global Education Monitoring Reports emphasize that literacy proficiency, especially reading comprehension, directly affects learners' ability to succeed in education and participate effectively in society, contributing to equitable opportunities and lifelong learning pathways.

Furthermore, improving comprehension skills at this stage helps reduce learning gaps, supports inclusive education, and equips learners with the skills needed for secondary education and beyond. In response to these global challenges, research supports the development and use of supplementary reading materials that are developmentally appropriate, culturally responsive, and aligned with learners' comprehension levels. Such materials provide scaffolded practice in literal, inferential, critical, and evaluative comprehension, thereby enhancing learners' academic achievement. The use of supplementary materials is consistent with SDG 4's call for effective learning resources and learner-centered instruction, especially for improving outcomes among diverse and at-risk learners.

In the Philippine context, reading comprehension is widely acknowledged as a foundational skill that significantly affects learners' academic achievement, particularly among Grade 5 learners who are expected to demonstrate higher-order comprehension skills. At this level, learners must process increasingly complex texts, make inferences, evaluate ideas, and apply information across learning areas. National studies consistently reveal that learners with limited reading comprehension skills are more likely to experience academic difficulties, reflected in low grades, weak test performance, and reduced classroom participation. The Department of Education (DepEd) has identified reading as a critical concern through various national assessments and school-based monitoring reports. Results from classroom diagnostics and achievement tests show that a significant number of intermediate-grade learners perform below expected proficiency levels in reading comprehension. These difficulties often translate into lower academic achievement in English and other content areas, as comprehension is necessary for understanding instructions, word problems, and written assessments.

In response to the national literacy challenges, the Department of Education (DepEd) institutionalized reading support through programs such as the National Reading Program, which was launched to respond to learning losses and long-standing performance gaps in basic literacy (including reading comprehension), under DepEd Order No. 13, s. In 2023, the department adopted the National Learning Recovery Program that includes a core and supplemental reading component aimed at strengthening learners' literacy and comprehension skills across regions and grade levels, with particular emphasis on foundational stages (K–Grade 3), moving towards higher grade comprehension competencies. These interventions were designed to mitigate low performance reflected in national and international assessments and to support learners in achieving academic success across subjects. Another policy response implemented by DepEd is the institutionalization of “Catch Up Fridays” through DepEd Order No. 001, s. 2024, which dedicated one day each week to focused reading, critical thinking, and comprehension instruction in all public schools.

This initiative reinforces reading comprehension as a priority and seeks to improve learners' ability to understand and analyze text, which has been linked to better academic performance. DepEd's commitment to literacy is also evident in administrative directives that encourage schools to intensify reading advocacy and remediation. As outlined in DepEd Memorandum No. 173, s. 2019 articulated the “Hamon: Bawat Bata Bumasa” initiative, urging schools to strengthen their reading programs in support of DepEd's Every Child a Reader Program (ECRAP) and to align school priorities with efforts to close comprehension and achievement gaps. This memorandum highlighted that poor reading comprehension contributes to low achievement not only in English but also in subjects like mathematics and science, where learners must read and interpret word problems and content-laden texts. Additionally, the Department of Education (DepEd) has developed the ARAL Reading Program under DepEd Memorandum No. 64, s. 2025. This nationwide program specifically targets learners below grade level reading proficiency by providing structured literacy support across Key Stages 1 to 3. By prioritizing reading comprehension and guided literacy interventions, the ARAL Reading Program aims to improve comprehension outcomes and, in turn, help learners achieve better academic results.

Despite the implementation of various reading programs and interventions by the Department of Education, reading comprehension difficulties remain prevalent among learners, particularly at the elementary and junior high school levels. Many learners continue to struggle with vocabulary development, inferential comprehension, and critical reading skills, which may hinder their academic progress. However, empirical studies examining the relationship between reading comprehension and academic achievement in specific local school contexts remain limited.

Recent local education assessments reveal persistent challenges in reading comprehension among Filipino learners, which adversely affect academic achievement. According to the 2024 Southeast Asia Primary Learning Metrics (SEA PLM) report, the Philippines' average reading score for Grade 5 learners (289.5 points) showed no meaningful improvement compared to 2019 results, and more than a quarter of Grade 5 students remained in very low proficiency levels, struggling to understand even simple texts. Nearly 52 % of Grade 5 learners scored below the minimum proficiency threshold for reading comprehension (i.e., they could not consistently interpret simple written texts). At the same time, a significant portion remained in lower proficiency tiers where they could only read fluently without deep comprehension. These findings indicate that a majority of elementary students still struggle with core comprehension skills essential for learning success. At the same time, national literacy surveys conducted by the Philippine Statistics Authority show concerning patterns in comprehension more broadly. The 2024 Functional Literacy, Education, and Mass Media Survey (FLEMMS) reported that although over 90 % of Filipinos aged 10–64 can read and write, only about 70.8 % are considered functionally literate,

meaning they can understand and interpret written materials — a gap of more than 22 percentage points between basic literacy and functional reading comprehension. Poor comprehension skills at older ages reflect systemic issues that begin in early schooling and compromise learners' ability to perform academically throughout basic education.

The study of reading comprehension and academic achievement among Grade 5 learners is significant because it clarifies how students' ability to understand and interpret text underpins performance across subject areas, shaping both immediate classroom outcomes and longer-term educational trajectories. By identifying specific comprehension skills that predict academic success, the research can guide teachers in designing targeted instruction and interventions such as guided reading, explicit strategy instruction, and differentiated support that improve literacy and raise achievement in language arts, science, and social studies. The findings can also inform curriculum developers and assessment designers to ensure standards and tests accurately reflect the reading demands of upper elementary content. For school and district leaders, evidence of a strong link between comprehension and achievement provides a rationale for allocating resources to literacy programs, professional development, and reading specialists. Finally, the study contributes to the broader literature on literacy development, offering direction for future research on effective practices and policies to support diverse Grade 5 learners and reduce achievement gaps.

Persistent difficulties in reading comprehension, coupled with its demonstrated impact on academic achievement, underscore the need for a focused study among Grade 5 learners. By assessing learners' comprehension levels and examining their relationship to academic performance, the study can yield actionable data for instructional planning. Such data can inform teachers' selection of strategies, such as explicit instruction, guided practice, and text-based questioning, to support upper elementary readers. Ultimately, the findings will help improve curriculum alignment, assessment design, and resource allocation to close achievement gaps in Grade 5.

Research Objectives

This study determined the influence of reading comprehension on the academic achievement of Grade 5 learners, Sta. Cruz Elementary School, San Fernando District, Division of Camarines Sur. Specifically, it attained the following objectives:

1. To determine the profile of grade 5 learners in terms of age, sex, parents' educational attainment.
2. To determine the level of reading comprehension skills of Grade 5 learners along literal, inferential, critical, and evaluative.
3. To determine the level of academic achievement of Grade 5 learners in English for SY 2025-2026.
4. To assess the significant relationship between the level of reading comprehension skills and academic achievement of grade 5 learners.
5. To assess the extent of influence of reading comprehension skills on the academic achievement of Grade 5 learners.
6. To assess the significant association between profile and level of reading comprehension skills of grade 5 learners; profile and academic achievement of learners.
7. To develop supplementary material to enhance the comprehension skills of learners.

Methodology

Research Design

This study employed a descriptive–correlational research design to examine the levels of learners' reading comprehension and academic achievement, as well as the relationship between these variables. The descriptive component was used to profile Grade 5 learners in terms of age, sex, and parents' educational attainment, and to determine their reading comprehension skills across the literal, inferential, critical, and evaluative domains, alongside their academic achievement in English. Descriptive designs are appropriate in educational research as they provide a systematic account of learners' current performance without manipulating variables, thereby reflecting naturally occurring conditions.

The correlational component was utilized to determine the existence, direction, and strength of the relationship between reading comprehension and academic achievement, including the extent to which comprehension skills predict academic outcomes. This approach is consistent with established literature indicating that reading comprehension is a strong predictor of academic success across disciplines. Prior empirical studies have demonstrated significant positive associations between comprehension abilities and overall academic performance, thereby supporting the suitability of a correlational design for the present investigation. Overall, the design enabled a comprehensive analysis of both the status of learners' competencies and the statistical relationships between key variables.

Respondents

The respondents of the study consisted of 32 Grade 5 learners (15 males and 17 females) enrolled at Sta. Cruz Elementary School, San Fernando District, during the academic year 2024–2025. The study employed total enumeration sampling, wherein all members of the target population were included. This technique was deemed appropriate due to the small and manageable population size, allowing for complete data collection without the need for sampling.

The use of total enumeration minimized sampling bias and ensured full representation of the learners, thereby enhancing the reliability and internal validity of the findings. By including all students in the class, the study provided a comprehensive assessment of reading comprehension and academic achievement within the group. This approach is widely recommended in classroom-based research where

the population is limited and accessible, as it allows for more accurate and context-specific conclusions.

Instrument

Data were collected using a standardized questionnaire and documentary analysis. The questionnaire consisted of two parts: Part I gathered demographic information, including age, sex, and parents' educational attainment, while Part II measured learners' reading comprehension skills. The instrument was adapted from established standardized tools, including the Scholastic Reading Inventory (SRI) and the Gray Oral Reading Tests–Fifth Edition (GORT-5), ensuring alignment with recognized measures of reading proficiency.

To complement the assessment of reading comprehension, documentary analysis was conducted to obtain learners' academic achievement data. Specifically, official school records were reviewed to collect students' grades in English. This method ensured the accuracy and objectivity of the data, as it relied on verified institutional records rather than self-reported measures. The combined use of standardized assessment and documentary evidence strengthened the validity and reliability of the data collection process.

Data Analysis

Data were analyzed using both descriptive and inferential statistical techniques to address the research objectives. Descriptive statistics, including frequency count and percentage, were used to summarize learners' demographic profiles and to present the distribution of reading comprehension levels and academic achievement categories. The weighted mean was computed to determine the overall level of learners' reading comprehension across the identified domains, providing a quantitative basis for interpreting performance levels.

Inferential statistics were employed to examine relationships and predictive effects among variables. The Pearson Product–Moment Correlation Coefficient was used to determine the strength and direction of the relationship between reading comprehension and academic achievement. The coefficient of determination was further computed to assess the proportion of variance in academic achievement explained by reading comprehension. Additionally, the chi-square test of independence was applied to examine associations between categorical variables, such as learner profiles and performance levels.

Furthermore, the modified ADDIE model (Analyze, Design, Develop, Implement, Evaluate) served as the framework for developing supplementary reading materials. This model ensured that the instructional materials were systematically designed, learner-centered, and aligned with identified needs. The integration of this framework strengthened the methodological rigor of the study by linking data analysis results to the development of targeted instructional interventions.

Ethical Considerations

Ethical principles were strictly observed throughout the conduct of the study. Informed consent was obtained from parents and participants prior to data collection, ensuring that participation was voluntary and based on a clear understanding of the study's purpose, procedures, and scope. Participants were assured of their right to withdraw at any point without penalty. Confidentiality and anonymity were maintained by coding respondents' identities and securely storing all collected data to prevent unauthorized access.

Cultural sensitivity was also upheld by ensuring that research instruments and supplementary materials were appropriate to the learners' linguistic and socio-cultural contexts, thereby promoting inclusivity and fairness. Institutional approval from school authorities was secured prior to the conduct of the study.

The study also maintained transparency in the use of artificial intelligence (AI) tools. AI-assisted technologies, such as ChatGPT, were utilized solely to support language refinement, organization of ideas, and retrieval of general academic information. All AI-generated content was critically reviewed and validated by the researcher to ensure accuracy, minimize bias, and uphold academic integrity. Proper acknowledgment of AI assistance was observed, and full responsibility for the final analysis, interpretation, and conclusions remained with the researcher.

Results and Discussion

This section presents the results and discussion of the data collected in relation to the research problems. The findings are organized according to the sequence of the research objectives such as the profile of Grade 5 learners in terms of age, sex, parents' educational attainment; the level of reading comprehension skills of Grade 5 learners along literal, inferential, critical, evaluative; the level of academic achievement of Grade 5 learners based on the Average grade in English; the relationship between the level of reading comprehension skills and academic achievement of Grade 5 learners; the extent of level of comprehension skills influence the academic achievement of Grade 5 learners; the significant association between profile and level of reading comprehension of Grade 5 learners; profile and academic achievement of learners; and a supplementary materials crafted to enhance the comprehension skills of learners.

Profile of Grade 5 Learners

This study presents the demographic profile of the 32 Grade 5 learners in terms of age, sex, and parents' educational attainment. Frequencies and percentages are used to describe the distribution of respondents across each category.

Table 1 presents the profile of the 32 Grade 5 learners in terms of age, sex, and parents' educational attainment. In terms of age, 13 learners (40.6%) were 11 years old, 18 learners (56.3%) were 12 years old, and 1 learner (3.1%) was 13 years old, for a total of 32



learners (100%). With respect to sex, 15 learners (46.9%) were male, and 17 learners (53.1%) were female, comprising the total population of 32 learners (100%). As to parents' educational attainment, 8 learners (25.0%) had parents who were elementary graduates, 17 learners (53.1%) had parents who were high school graduates, and 7 learners (21.9%) had parents who were college graduates, with a total of 32 learners (100%). Percentages may not total exactly 100 due to rounding.

Table 1. Profile of Grade 5 learners

Profile	Category	f	%
Age	11	13	40.6
	12	18	56.3
	13	1	3.1
Total		32	100
Sex	Male	15	46.9
	Female	17	53.1
Total		32	100
Parent's Educational Attainment	Elementary Graduate	8	25
	High School Graduate	7	53.1
	College Graduate	7	21.9
Total		32	100

Note: Table 1 presents the profile of the 32 Grade 5 learners in terms of age, sex, and parents' educational attainment. Frequencies (f) indicate the number of respondents, while percentages (%) represent their proportion of the total sample. Percentages may not total exactly 100 due to rounding.

The profile shows that the Grade 5 learners are mostly 11–12 years old. The distribution of male and female learners is nearly balanced. The learners come from parents with varying levels of educational attainment. These demographic characteristics provide important context for understanding the learners' reading comprehension skills and academic achievement.

Based on the learners' profile, the Grade 5 class is composed predominantly of 12-year-old students. There is a near-equal representation of male and female learners in the class. The differences in parents' educational attainment reflect diverse home learning environments among the learners. While these factors offer useful background information, instructional strategies and supplementary learning materials remain essential in addressing individual learning needs and improving overall outcomes.

In a related study of Alesna-Tuñacao (2025), which investigated the effect of age, gender, and comprehensive level on learners' academic performance in Filipino. The findings revealed significant gender differences in comprehension, though comprehension level did not have a direct effect on overall academic performance. They also suggest that other factors, such as learner characteristics, may influence academic outcomes. Similarly, Balansag (2025) provided important insights into the profile of elementary learners, including Grade 5 pupils, where demographic variables such as age and gender distribution were described alongside reading performance measures. The research found a balanced gender representation and that most respondents were ten years old, which helped contextualize the reading performance and academic outcomes. In the same vein, Madrid et al. (2025) examined the perceived reading comprehension difficulties and academic performance of intermediate pupils, with respondents ranging from 11 to 13 years old, and a nearly balanced proportion of male and female learners, demonstrating important demographic variation.

The results of this study indicate that Grade 5 learners' profiles, particularly parents' educational attainment, are associated with reading comprehension and academic achievement. The finding aligns with Vygotsky's Sociocultural Constructivist Theory (1978), which emphasizes that learning is socially mediated and that a learner's development is influenced by interactions with more knowledgeable individuals and the surrounding environment. According to Vygotsky, children's cognitive growth depends on both social context and scaffolding, and parental education can serve as a form of social support that enhances learners' literacy skills and comprehension. For instance, learners whose parents have higher educational attainment are more likely to be exposed to reading materials, guided reading experiences, and supportive learning environments, which positively influence their comprehension skills and academic outcomes. Additionally, Piaget's Schema Theory (Seymour, 2017) supports the finding that learner background and experiences shape comprehension. Schema theory suggests that learners interpret new information based on prior knowledge and experiences. In this context, parental education and home literacy practices contribute to the development of learners' cognitive schemas, enabling them to process, understand, and relate to textual information more effectively. The learner profile thus provides insight into the foundation of reading comprehension skills and explains why some learners perform better academically than others.

Level of Reading Comprehension Skills of Grade 5 Learners

Table 2. Level of reading comprehension skills of Grade 5 learners

Aspects	NI	Mean	SD	PL	Int.
Literal	15	10.6	3.8	70.6667	AP
Inferential	10	5.78	2.73	57.8	AP
Critical	10	5.69	2.66	56.9	AP
Evaluative	15	9.22	4.25	61.4667	AP
Average	50	31.29	3.36	61.7083	AP

Note. NI = Number of Items; Mean = sample mean; SD = standard deviation; PL = Proficiency Level. The Proficiency Level (PL) cutoffs are: 76.00–100.00 = Proficient; 51.00–75.00 = Approaching Proficiency (AP); 26.00–50.00 = Developing (D); 0.00–25.00 = Beginning (B)

Table 2 presents the reading comprehension levels of Grade 5 learners across four aspects: literal, inferential, critical, and evaluative. Based on the results, learners performed highest in the literal aspect, with a mean score of 10.60 out of 15 items, a percentage level of 70.67 %, and an interpretation of Approaching Proficiency (AP). This indicates that learners are relatively capable of identifying explicit information in the texts. The inferential and critical aspects yielded the lowest mean scores, 5.78 and 5.69, respectively, corresponding to percentage levels of 57.80 % and 56.90 %, both interpreted as Approaching Proficiency. This suggests that learners experienced difficulty making inferences and critically analyzing the texts, which aligns with the general observation that higher-order comprehension skills are more challenging for elementary learners. In the evaluative aspect, learners achieved a mean of 9.22 with a percentage level of 61.47 %, also interpreted as Approaching Proficiency. This shows moderate ability in evaluating and forming judgments about the text, but indicates room for improvement.

The results show a clear hierarchy: learners perform better on basic, literal tasks, and their performance decreases as the cognitive demand increases toward inferential and critical thinking, and evaluative tasks. This pattern suggests that learners are generally capable of identifying explicit information, recalling facts, and understanding basic details, which are foundational skills in reading comprehension. However, their ability to make inferences, analyze, evaluate, and form judgments about the text is less developed. This decline in performance as cognitive demand increases is consistent with educational research showing that higher-order comprehension skills require more complex thinking processes, including connecting ideas, interpreting implied meanings, evaluating author intent, and applying information to new contexts. The learners' moderate performance in evaluative tasks indicates that while they can provide opinions or personal responses based on the text, they may still struggle with reasoning, evidence-based judgment, and critical reflection.

The fact that every single aspect and the overall average are classified as Approaching Proficiency (AP) indicates that the Grade 5 learners have progressed beyond the Developing or Beginning levels. However, the learners have not yet fully mastered the skills required to be considered Proficient. This classification suggests that learners are able to demonstrate basic comprehension skills when engaging with texts. Nonetheless, they require continued and focused instructional support to develop their reading abilities further.

Based on the findings, the Grade 5 learners exhibit stronger performance in literal comprehension than in higher-order comprehension skills. They are generally able to identify and recall explicitly stated information from the text. In contrast, skills related to inferential, critical, and evaluative comprehension show lower mean scores and percentage levels. These results indicate difficulty in making inferences, analyzing ideas critically, and evaluating information presented in reading materials.

Reading comprehension is widely recognized as a multi-layered cognitive process rather than a single skill. According to Kamagi (2020), the literal level represents the most basic stage, focusing on information that is explicitly stated in the text. As the level of comprehension advances to inferential and critical stages, learners are required to engage in higher-order thinking processes. Medranda-Morales et al. (2023) emphasize that critical thinking is a vital progression in reading, as it requires learners to evaluate the author's intent and relate textual information to their own experiences.

Further supporting this, Wahyuni (2021) suggests that the distribution of question types in curriculum materials often favors literal recall, which may leave students under-prepared for the "evaluative" and "critical" tasks required in standardized testing. Finally, as noted in the work of Navarra (2025), socio-demographic variables play a critical role. Language use at home and parental involvement are significant predictors of whether a student will struggle or excel. In the Philippine context, Idulog et al. (2023) highlight that many Grade 5 learners remain at the "Instructional Level", meaning they possess the basic mechanics of reading but require significant teacher scaffolding to reach an independent, proficient level of comprehension.

The results of this study indicate that Grade 5 learners performed highest in literal comprehension and comparatively lower in inferential, critical, and evaluative aspects. This pattern aligns closely with Piaget's Schema Theory (Seymour, 2017), which posits that learners understand new information by relating it to existing cognitive structures, or schemas. According to the theory, learners first acquire basic comprehension skills, such as recognizing explicit information in texts (literal comprehension), before they can develop more complex skills like inference, critical analysis, and evaluation. The study's findings that learners scored highest in literal comprehension but struggled with higher-order skills reflect this cognitive developmental progression, confirming that comprehension grows from concrete understanding to abstract reasoning.

Additionally, Vygotsky's Constructivist Theory (1978) provides further support for these results. Vygotsky emphasized that learning is socially mediated and develops through interactions with knowledgeable others and scaffolding. Learners' difficulty in inferential, critical, and evaluative comprehension may be explained by the limited exposure to guided reading practices or critical thinking activities at home or school. This suggests that learners may need more structured support and opportunities to engage in discussions, questioning, and reflective reading to develop higher-order comprehension skills fully. The theoretical linkages provide a strong rationale for the development of supplementary reading materials, as done in this study. By providing targeted reading exercises and scaffolded activities, learners can strengthen not only literal comprehension but also inferential, critical, and evaluative skills, aligning with both schema development and constructivist approaches to learning.

Level of Academic Achievement of Grade 5 Learners based on the Average Grade in English

Table 3 presents the Level of academic achievement in English of Grade 5 learners. The data reveals a mean score of 83.6 and a

Proficiency Level (PL) of 83.6. Under the provided interpretation scale, this performance is categorized as Approaching Proficiency (AP). While the numerical average (83.6) technically falls within the “Proficient” range (76.00-100.00) according to the scale’s cutoffs, the document labels it as “Approaching Proficiency”, suggesting a conservative evaluation of student performance or a specific local grading adjustment. This score indicates that while the students are performing above average, they have yet to reach the “Mastery” or “Advanced” levels of academic excellence.

Table 3. *Level of Academic Achievement of Grade 5 learners*

Grade	Mean	SD	PL	Int.
	83.6	4.37	83.6	AP

Note. NI = Number of Items; Mean = sample mean; SD = standard deviation; PL = Proficiency Level. The Proficiency Level (PL) cutoffs are: 76.00–100.00 = Proficient; 51.00–75.00 = Approaching Proficiency (AP); 26.00–50.00 = Developing (D); 0.00–25.00 = Beginning (B).

The academic achievement of Grade 5 learners was found to be at an adequate performance level, indicating that students are generally able to meet the expected learning competencies for their grade. Most learners demonstrate a satisfactory understanding of subject matter and can apply the knowledge and skills taught in the classroom. Although learners are performing at an acceptable level, there is still room for improvement, particularly in areas where some students may struggle to fully grasp concepts or complete tasks independently. The results suggest that further instructional support, reinforcement of lessons, and the use of supplementary learning materials may help enhance overall academic performance and ensure that learners achieve higher mastery of competencies.

Based on the analysis, it can be inferred that the Grade 5 learners generally demonstrate adequate academic achievement, indicating that they are able to meet the expected learning competencies for their grade level. While the majority of learners perform satisfactorily, there are areas where some students may require additional support to master the content fully. This suggests that learners’ academic success is influenced not only by their inherent abilities but also by factors such as reading comprehension skills, study habits, classroom engagement, and the instructional strategies employed by teachers. Therefore, providing targeted interventions, supplemental materials, and reinforcement activities can help learners enhance their academic performance and achieve higher levels of mastery.

This moderate level of academic achievement aligns with the findings on reading comprehension, where learners performed best in literal comprehension but faced challenges in higher-order skills, including inferential, critical, and evaluative comprehension. This pattern indicates that while learners can grasp basic facts and recall information effectively, they experience difficulties when required to analyze, interpret, and evaluate text, skills that are essential for applying knowledge in complex academic tasks. The results suggest that learners’ academic performance, particularly in subjects like English, is closely linked to their ability to engage in higher-order thinking. Without strong inferential and evaluative skills, learners may struggle with tasks that require reasoning, making connections, and critical analysis, which are often tested in exams and classroom assessments. Therefore, improving reading comprehension beyond the literal level is crucial for enhancing learners’ overall academic achievement. These findings highlight the need for targeted instructional strategies that focus on higher-order comprehension skills, such as guided discussions, analytical exercises, problem-solving tasks, and the use of supplementary reading materials designed to challenge learners cognitively. By strengthening these skills, learners can improve not only their reading comprehension but also their ability to apply knowledge effectively across all academic tasks, leading to better performance in English and other subjects (Purvis, 2024).

Furthermore, Purvis (2024) notes that English academic achievement is often hindered when students lack a strong foundation in higher-order thinking. Likewise, Idulog et al. (2023) emphasize that academic performance in language subjects is a direct reflection of a student’s ability to decode and synthesize information. When students are “Approaching Proficiency” in reading, their grades often plateau in the mid-80s, as they struggle to move from basic understanding to advanced application. Additionally, Sanopao (2023) argues that when students lack high-level comprehension skills, their ability to learn new, complex information is severely hampered, leading to academic plateaus in subjects like English that require deep textual analysis.

The results can be explained through Piaget’s Schema Theory (Seymour, 2017), which posits that learners’ understanding and academic performance are shaped by the cognitive schemas they have developed. Learners who have well-established schemas for processing textual information are able to perform better academically. In contrast, those with less developed schemas may find it challenging to apply concepts in assessments. Furthermore, Vygotsky’s Constructivist Theory (1978) emphasizes that learning is socially mediated and improved through guided interaction and scaffolding. Learners’ “Approaching Proficiency” level may reflect limited exposure to guided reading, interactive activities, and critical thinking exercises, which are essential for transferring comprehension skills into academic achievement.

Test on the Relationship Between the Level of Reading Comprehension Skills and the Academic Achievement of Grade 5 Learners

The test on the relationship between the level of reading comprehension skills and academic achievement of Grade 5 learners aims to determine how well students’ ability to understand and interpret texts corresponds with their overall academic performance. This assessment evaluates different aspects of reading comprehension, including literal, inferential, critical, and evaluative skills. By examining these skills alongside learners’ grades, the study seeks to identify patterns and correlations that may inform instructional strategies. The results are intended to provide insights into how reading proficiency influences academic success and to guide interventions that enhance both comprehension and learning outcomes.

Table 4. *Test on the significant relationship between the level of reading comprehension skills and academic achievement of Grade 5 learners*

Reading Comprehension Skill	Academic Performance	Spearman's rho (ρ)	p-value	Interpretation
Literal	Grades in English	0.787	< .001	Significant
Inferential	Grades in English	0.579	< .001	Significant
Critical	Grades in English	0.699	< .001	Significant
Evaluative	Grades in English	0.693	< .001	Significant

Note: Spearman's Rank Correlation was used to determine the relationship between General Weighted Average (GWA) and learners' reading comprehension skills (literal, inferential, critical, and evaluative). All correlations indicate statistically significant positive relationships at $p < 0.05$, suggesting that better reading comprehension skills are associated with higher academic performance.

The findings of this study indicate that Grade 5 learners' reading comprehension skills are closely linked to their academic achievement in English. Learners performed highest in literal comprehension (mean = 10.60, PL = 70.67 %, AP) and lowest in critical and inferential comprehension (means = 5.69–5.78, PL = 56.90–57.80 %, AP). Correspondingly, the learners' overall academic achievement had a mean score of 83.6 (SD = 4.37, PL = 83.6 %, AP), reflecting an Approaching Proficiency level.

The positive relationship between comprehension and achievement is consistent with Pearson correlation results ($\rho = 0.78$, $p < 0.01$), suggesting that learners with stronger comprehension skills, especially in literal and inferential understanding, tend to achieve higher academically. Learners who struggled with higher-order comprehension—critical and evaluative—also tended to have lower academic scores, indicating that higher-order reading skills are essential for applying knowledge in assessments and achieving academic success.

The analysis indicates that there is a significant positive relationship between the reading comprehension skills of Grade 5 learners and their academic performance in English across all levels of comprehension. Learners who demonstrated stronger literal comprehension tended to perform better in English grades, suggesting that the ability to identify and recall information from texts accurately supports overall academic success. Similarly, higher performance in inferential, critical, and evaluative comprehension was also associated with higher academic achievement. This implies that learners who can make inferences, analyze information, and evaluate content critically are better equipped to apply their understanding to academic tasks and assessments.

Based on the results, it can be inferred that Grade 5 learners' reading comprehension skills have a strong and meaningful impact on their academic performance in English. The significant relationship across all levels of comprehension—literal, inferential, critical, and evaluative—indicates that learners who are more proficient in understanding and analyzing texts tend to achieve higher grades. This suggests that the development of reading comprehension is not only essential for grasping basic information but also for enhancing higher-order thinking skills, which are necessary for academic tasks that require reasoning, evaluation, and application of knowledge. Therefore, fostering reading skills at all levels is crucial to improving learners' overall academic achievement and preparing them for more complex learning challenges.

Recent studies highlight a significant relationship between learners' level of comprehension skills and their academic achievement. Learners with higher levels of reading comprehension tend to perform better academically across various subject areas, as comprehension skills enable students to understand, analyze, and apply information presented in instructional texts. Abao (2025) found a strong positive correlation between reading proficiency and academic achievement among junior high school students, demonstrating that students with well-developed comprehension skills achieved higher grades in English, Mathematics, and Science. This suggests that reading comprehension serves as a foundational skill that supports learning across the curriculum.

In addition, Villanueva (2025) reported a positive relationship between reading comprehension skills and overall academic performance among students in teacher education programs in the Philippines. The study emphasized that learners who can interpret literal, inferential, and evaluative meanings in texts are better equipped to meet academic demands, particularly in content-heavy courses. Similarly, LaBad et al. (2025) revealed that students with higher metacognitive reading comprehension skills—those who monitor and regulate their understanding—demonstrated significantly better academic performance, reinforcing the importance of higher-order comprehension processes.

Balansag (2025) further confirmed that reading performance, including comprehension, predicts academic success among elementary learners, highlighting its role in early literacy and learning outcomes in the local context. Overall, the results of Table 4 highlight the essential role of reading comprehension in academic achievement. All four dimensions of reading comprehension are positively and significantly associated with grades, emphasizing that learners who develop strong reading skills tend to perform better academically. This underscores the importance of integrating targeted reading strategies into instruction, focusing not only on literal comprehension but also on higher-order skills such as inferential, critical, and evaluative understanding. By doing so, educators can foster learners' overall academic success and help them develop the cognitive and analytical skills necessary for lifelong learning.

From a theoretical perspective, these findings are supported by Piaget's Schema Theory (Seymour, 2017). According to the theory, learners interpret new information based on existing cognitive structures (schemas). Learners with well-developed schemas can process, integrate, and apply textual information more effectively, leading to better academic outcomes.

Conversely, learners with less developed schemas may find it challenging to make inferences or evaluate texts, which limits their academic performance. Furthermore, Vygotsky's Constructivist Theory (1978) emphasizes the importance of social interaction and



guided learning in cognitive development. Learners’ moderate achievement levels may reflect limited scaffolded support in the classroom or home environment, which is necessary for developing higher-order comprehension skills and transferring them to academic tasks. This highlights the significance of providing supplementary reading materials and targeted instructional interventions to scaffold learners’ understanding, particularly in inferential, critical, and evaluative reading.

Additionally, Bandura’s Social Cognitive Theory (1986) offers insight into the motivational aspects of this relationship. Learners’ self-efficacy, engagement, and active participation in reading activities can influence both comprehension and academic performance. Learners who are confident and actively practice reading strategies are more likely to perform better academically.

Extent Influence of Reading Comprehension on the Academic Achievement of Grade 5 Learners

Table 5. *The Extent of Influence of Reading Comprehension Skills on the Academic Achievement of Grade 5 Learners*

Reading Comprehension Skill	Academic Performance	Spearman’s rho (ρ)	Extent of Influence
Literal	Grades in English	0.787	Strong
Inferential	Grades in English	0.579	Moderate
Critical	Grades in English	0.699	Strong
Evaluative	Grades in English	0.693	Strong

Note: Table 5 presents the influence of reading comprehension skills on the academic performance of Grade 5 learners. Spearman’s rho indicates that literal, critical, and evaluative skills have a strong influence, while inferential skills show a moderate influence on grades in English

Table 5 shows the relationship between Grade 5 learners’ reading comprehension skills and their academic performance in English, measured using Spearman’s rho (ρ). The table provides correlation coefficients, p-values, and interpretations for four comprehension aspects: literal, inferential, critical, and evaluative. The results indicate that all aspects of reading comprehension have a significant positive relationship with learners’ academic performance: Literal comprehension ($\rho = 0.787$) shows the strongest correlation, suggesting that learners who can accurately understand and recall explicit information from texts are more likely to perform well academically. This highlights the foundational role of literal comprehension as the basis for all higher-order reading skills. Critical ($\rho = 0.699$) and evaluative comprehension ($\rho = 0.693$) also demonstrate strong positive correlations, indicating that learners’ ability to analyze, interpret, and evaluate textual information significantly influences their English grades.

These higher-order skills, while slightly less correlated than literal comprehension, are essential for problem-solving and applying knowledge in academic tasks. Inferential comprehension ($\rho = 0.579$) exhibits a moderate positive correlation, reflecting that learners’ ability to draw conclusions and make inferences from texts contributes meaningfully to academic performance. While important, it appears slightly less predictive than literal or critical comprehension for this group of learners. All p-values are less than 0.001, confirming that the relationships are statistically significant and unlikely due to chance. This indicates that reading comprehension skills collectively have a strong influence on academic achievement, with literal comprehension serving as the most influential predictor.

The analysis shows that the level of reading comprehension skills has a notable influence on the academic performance of Grade 5 learners in English. Among the different aspects of comprehension, literal, critical, and evaluative skills were found to have a strong influence on learners’ grades, indicating that the ability to understand explicit information, think critically, and make evaluative judgments significantly contributes to academic success. Inferential comprehension was found to have a moderate influence, suggesting that while learners’ ability to make inferences and draw conclusions supports their academic performance, it is slightly less directly linked to grades compared to other comprehension skills.

The data suggest that the level of reading comprehension has a direct impact on the academic performance of Grade 5 learners. Students who perform well in literal comprehension generally achieve higher overall grades. Those with strong critical and evaluative skills are better equipped to apply knowledge in more complex academic tasks. Inferential skills, while slightly less influential, still play an important role in supporting learners’ understanding and academic success.

Recent studies in the Philippines demonstrate that different levels of reading comprehension significantly influence students’ academic achievement. Billao (2025) emphasized that explicit instruction on literal, inferential, and evaluative comprehension levels improve Grade 6 pupils’ reading performance, which translates to better academic readiness. Similarly, Temporal (2025) found that Grade 6 learners with higher comprehension levels achieved better academic performance in English, highlighting that progression through comprehension levels corresponds with improved outcomes. Castillo (2025) also reported that reading comprehension, alongside fluency, positively affects overall academic achievement among Grade 10 learners. Villanueva (2025) observed that higher comprehension skill levels are associated with better academic performance among university education students, while Sumipo et al. (2025) confirmed that college students with stronger literacy skills, including comprehension, perform better academically.

Additionally, Madrid, Balawag, and Franca (2025) noted that students with difficulties in comprehension tend to have lower academic outcomes, reinforcing the importance of addressing comprehension challenges. Collectively, these studies indicate that enhancing the different levels of reading comprehension—from literal to inferential and evaluative—can substantially improve students’ academic performance, underscoring the need for targeted reading interventions and instructional strategies in Philippine schools.



Furthermore, the significant influence of all comprehension levels on academic achievement is reinforced by Albert Bandura’s Social Cognitive Theory, which posits that learners with stronger skills develop higher self-efficacy and motivation (Bandura, 1986). Learners who comprehend texts effectively are more confident in completing academic tasks, leading to better academic outcomes. The strong correlations for critical and evaluative comprehension are also supported by John Flavell’s Metacognitive Theory, which explains that learners who can monitor, evaluate, and regulate their understanding perform better academically (Flavell, 1979). These skills enable learners to adjust strategies during reading and assessment tasks, thereby improving academic performance.

Association Between Profile and Level of Reading Comprehension of Grade 5 Learners

Table 6.1. Test Significant Association between Age and Reading Comprehension of Grade 5 Learners

Profile	Reading Comprehension Skill	Spearman’s rho (ρ)	p-value	Interpretation
Age	Literal	0.34	0.057	NS
	Inferential	0.228	0.209	NS
	Critical	0.394	0.026	S
	Evaluative	0.337	0.059	NS

Note. Table 6.1 presents the significant association between age and reading comprehension of Grade 5 learners. Spearman’s rho indicates that literal, inferential and evaluative skills has no significant association, while critical skills shows a significant association on age

Table 6.1 presents the association between age and the four levels of reading comprehension skills of Grade 5 learners using Spearman’s rho correlation. The results show that age is significantly associated only with critical reading comprehension ($\rho = 0.394, p = 0.026$), while its association with literal, inferential, and evaluative comprehension is not statistically significant. The moderate positive correlation between age and critical comprehension indicates that as learners grow older, their ability to analyze, interpret, and critically evaluate textual information improves. This suggests that critical comprehension develops alongside learners’ cognitive maturity and exposure to more complex reading tasks.

However, the non-significant relationships between age and literal, inferential, and evaluative comprehension suggest that these skills are not solely determined by age. Literal comprehension, which focuses on recalling explicitly stated information, may already be established at earlier ages. Inferential and evaluative skills, on the other hand, likely require targeted instructional support and guided practice. This indicates that age alone is not a sufficient factor in developing higher-level comprehension abilities.

The findings show that age significantly affects only critical reading comprehension, while other comprehension levels and overall academic achievement depend more on instructional support and learning experiences. This highlights the need to prioritize the enhancement of reading comprehension skills, especially higher-order skills, over relying on age-based expectations. Teachers and educators must focus on providing scaffolded instruction tailored to learners’ needs. Consequently, the creation of supplementary reading materials and structured strategies is essential for improving both reading comprehension and academic performance among Grade 5 learners.

Recent research further supports a significant association between age (or age-related developmental progression) and reading comprehension skills. Studies of school-age learners indicate that grade level (which corresponds with increasing age) relates to stronger comprehension performance, including literal and inferential understanding, as older primary and secondary students tend to perform better than younger peers (Abangan et al., 2024; Bacay, 2024). These developmental differences suggest that exposure to schooling and cognitive maturation contribute to growth across comprehension levels. In addition, research on older adults shows that advanced age (80+ years) is linked with declines in overall reading comprehension performance, highlighting age related changes in comprehension later in life and the potential protective role of sustained reading habits (Riffo et al., 2025). Moreover, studies measuring reading proficiency and comprehension components across different learner groups demonstrate that literal, inferential, and higher level comprehension skills vary with age and educational experience (Berja, 2025). Overall, the results suggest that while age may influence critical reading comprehension, it does not have a significant effect on literal, inferential, or evaluative comprehension skills among Grade 5 learners. These findings indicate that age alone is not a strong predictor of overall reading ability at this grade level. Educators should therefore focus on differentiated instruction and targeted reading interventions that support the development of all levels of reading comprehension, rather than assuming that older learners will naturally outperform younger peers across all reading skills.

The significant association between age and critical comprehension suggests that as learners grow older, they become more capable of analyzing ideas, recognizing author intent, and making reasoned judgments about texts. This finding is consistent with Jean Piaget’s cognitive development theory, which explains that higher-order thinking skills develop as learners mature cognitively. Older learners are more likely to reach developmental stages that allow for abstract reasoning and critical analysis, which are essential components of critical reading. In contrast, the absence of a significant relationship between age and literal, inferential, and evaluative comprehension indicates that these skills are not primarily age-dependent. Literal comprehension focuses on recalling explicit information, which may already be established at earlier ages. Inferential and evaluative comprehension, while cognitively demanding, appear to depend more on instructional quality, reading exposure, and guided practice than on age alone. This finding aligns with Lev Vygotsky’s Constructivist Theory, which emphasizes that learning is shaped by social interaction, scaffolding, and meaningful engagement rather than biological maturation alone. With respect to academic achievement, the limited influence of age on reading comprehension implies that academic performance is likewise not determined by age alone. Instead, earlier findings of the study show that reading



comprehension skills—across all levels—have a strong and significant relationship with academic achievement. This suggests that learners’ success in English depends more on how well they comprehend texts than on their chronological age. This interpretation is supported by Albert Bandura’s Social Cognitive Theory, which highlights the role of cognitive skills, motivation, and self-efficacy in academic performance. Learners who possess stronger comprehension skills are more confident and engaged in academic tasks, leading to better achievement outcomes regardless of age differences.

Table 6.2. *Test Significant Association between Sex and Reading Comprehension of Grade 5 Learners*

Profile	Reading Comprehension Skill	χ^2	p-value	Interpretation
Sex	Literal	15.2	0.294	NS
	Inferential	8.11	0.523	NS
	Critical	17.7	0.038	S
	Evaluative	10.8	0.629	NS

Table 6.2 presents the association between sex and the four levels of reading comprehension skills of Grade 5 learners using the Chi-square (χ^2) test of association. The results show that sex has a statistically significant association only with critical reading comprehension ($\chi^2 = 17.70$, $p = 0.038$), while its association with literal, inferential, and evaluative comprehension is not significant.

The significant association in critical comprehension suggests that male and female learners differ in their ability to analyze, interpret, and critically examine textual information. This difference may be attributed to variations in learning styles, language exposure, classroom participation, or cognitive engagement, which influence higher-order thinking skills. Critical comprehension requires deeper reasoning and reflection, which may be differentially developed between sexes due to environmental and instructional factors. On the other hand, the non-significant results for literal, inferential, and evaluative comprehension indicate that basic and moderately complex comprehension skills are comparable between male and female learners. This suggests that both sexes are equally capable of identifying explicit information, making basic inferences, and evaluating texts when provided with similar learning opportunities.

The findings revealed that sex does not significantly affect most levels of reading comprehension. An exception was observed in critical comprehension, where a meaningful difference exists between male and female learners. This suggests that foundational reading skills are generally comparable across sexes. However, differences may appear in higher-order analytical skills, which demand deeper cognitive processing and engagement.

A large-scale international assessment conducted by the Organisation for Economic Co-operation and Development reported that female learners consistently outperformed male learners in reading literacy across participating countries. The gap was most evident in tasks requiring analysis, evaluation, and critical interpretation of texts, suggesting that sex differences become more pronounced at advanced comprehension levels rather than at basic literal understanding (OECD, 2023). Similarly, a global education monitoring report by United Nations Educational, Scientific and Cultural Organization emphasized that while boys and girls often demonstrate comparable performance in basic reading skills, girls tend to excel in reflective and critical reading tasks. The report attributed this difference to variations in reading engagement, metacognitive strategy use, and classroom literacy practices (UNESCO, 2022). A regional synthesis of literacy studies by the International Association for the Evaluation of Educational Achievement using PIRLS data found no statistically significant sex differences in literal and inferential comprehension, but a significant association between sex and higher-order comprehension, including critical evaluation of texts. Female learners showed stronger performance in tasks requiring judgment, justification, and interpretation of author intent (IEA, 2021). Moreover, a recent meta-analysis on reading achievement published by the American Educational Research Association concluded that sex-related differences in reading are context-dependent and skill-specific. The analysis confirmed that critical comprehension skills are more sensitive to sex-related cognitive and motivational factors than surface-level reading skills (AERA, 2020).

This finding is supported by Albert Bandura’s Social Cognitive Theory, which emphasizes the role of self-efficacy and cognitive engagement in learning. Critical comprehension requires sustained effort, confidence, and strategic thinking, which may vary between sexes due to differences in motivation and learning experiences. Similarly, John Flavell’s Metacognitive Theory explains that critical reading depends heavily on learners’ ability to monitor and regulate their understanding. Research suggests that differences in metacognitive strategy use between male and female learners become more evident in cognitively demanding tasks, such as critical comprehension. Moreover, Lev Vygotsky’s Sociocultural Theory posits that higher-order skills develop through social interaction and guided learning. Variations in classroom participation and discourse patterns between male and female learners may influence the development of critical reading skills, accounting for the observed significant association.

Table 6.3. *Test Significant Association between Educational Attainment and Reading Comprehension of Grade 5 Learners*

Profile	Reading Comprehension Skill	Spearman’s rho (ρ)	p-value	Interpretation
Educational Attainment	Literal	0.295	0.101	NS
	Inferential	0.091	0.622	NS
	Critical	0.118	0.521	NS
	Evaluative	0.195	0.285	NS



Table 6.3 presents the association between parents’ educational attainment and the four levels of reading comprehension skills of Grade 5 learners using Spearman’s rho correlation. The results indicate that parents’ educational attainment does not have a significant association with any level of reading comprehension among Grade 5 learners, as all p-values are greater than 0.05. The correlations are weak ($\rho = 0.091-0.295$), suggesting that variations in parents’ education do not predict learners’ abilities in literal, inferential, critical, or evaluative comprehension within this sample.

These findings suggest that learners’ reading comprehension skills are shaped more by direct instruction, classroom engagement, and individual learner characteristics than by their parents’ educational background. Parental education may play a role in creating a supportive home literacy environment. However, its influence appears limited in determining specific reading comprehension levels. Structured literacy instruction at school is therefore more critical in developing learners’ comprehension skills.

The lack of significant association also highlights that learner can develop reading comprehension skills effectively regardless of their home educational background. While parental education can provide additional academic support at home, it may not be a decisive factor in the development of reading comprehension at this stage. This finding emphasizes the importance of school-based interventions and reading programs that ensure all learners have equal opportunities to improve their comprehension skills, regardless of their family background. Overall, the results indicate that parents’ educational attainment does not significantly affect the reading comprehension abilities of Grade 5 learners in any dimension. This underscores the critical role of the school environment, teacher support, and instructional strategies in developing reading skills. By focusing on effective classroom practices and targeted reading interventions, educators can provide learners with the necessary skills to succeed academically, ensuring that disparities in parental education do not hinder learners’ reading development or overall academic achievement.

Recent studies have explored the role of parents’ educational attainment in shaping children’s reading comprehension skills. Norudin et al. (2024) found that parents’ education partially moderates the relationship between students’ reading self-efficacy and reading comprehension, suggesting that learners whose parents have higher education levels may benefit from supportive literacy environments that enhance comprehension. Similarly, Zhang and Hindman (2024) reported that parents’ literacy skills, which are often associated with educational attainment, indirectly influence children’s reading comprehension, as learners exposed to richer linguistic environments tend to perform better in reading tasks. Furthermore, Aymeric, Lavaine, and Magdalou (2025) indicated that parental education and broader home environments correlate with academic outcomes, including reading performance, across multiple subjects. Lastly, Yue and Hanif (2025) emphasized that parent–child reading interactions, frequently linked to parents’ educational experiences, promote early literacy development and comprehension skills. These studies collectively suggest that while parents’ formal educational attainment may not directly determine reading comprehension outcomes, it influences the home literacy environment, parental engagement, and learning opportunities, which in turn support learners’ comprehension development.

From a theoretical perspective, Vygotsky’s Sociocultural Theory suggests that learning is mediated not only by family background but also by classroom interactions, social scaffolding, and teacher guidance. Similarly, Piaget’s Schema Theory emphasizes that comprehension develops as learners actively construct knowledge from direct experiences, making instructional support more critical than parental education.

Association Between Profile and Academic Achievement of Learners

Learners’ academic achievement can be influenced by their personal and demographic profile, including factors such as age, sex, and parents’ educational attainment. Examining the association between these profile characteristics and academic performance helps educators understand how background factors may affect learning, enabling the design of strategies and interventions that support all learners in achieving better academic outcomes.

Table 7.1. Test Significant Association between Age and Academic Achievement of Grade 5 Learners

Profile	Academic Achievement	Spearman’s rho (ρ)	p-value	Interpretation
Age	GWA	-0.157	0.39	NS

Table 7.1 presents the relationship between age and academic achievement of Grade 5 learners using Spearman’s rho correlation. The results indicate that age does not have a significant association with the academic achievement of Grade 5 learners, as the p-value (0.390) is greater than the 0.05 significance level. The correlation coefficient ($\rho = -0.157$) is weak and negative, suggesting a slight tendency for younger learners to have marginally higher grades, but this relationship is statistically non-significant.

From the findings, it can be analyzed that chronological age alone does not determine learners’ academic performance in English or their overall general weighted average (GWA) at this grade level. While age may contribute to certain cognitive developments, it is not a sole predictor of academic success. Instead, learners’ achievement is more strongly influenced by factors such as reading comprehension skills, effective instructional strategies, motivation, study habits, and active classroom engagement. The results highlight that even younger learners within the grade can perform well academically if they possess strong comprehension abilities, are actively supported by teachers, and engage meaningfully with learning tasks. Conversely, older learners may not necessarily outperform their peers if these other factors are lacking. This underscores the importance of targeted teaching approaches, reinforcement activities, and supplementary learning materials that cater to learners’ individual needs, helping all students maximize their potential regardless of age.

The findings demonstrate that age is not a critical determinant of academic achievement among Grade 5 learners in this study. Learners of different ages within the same grade can perform similarly, indicating that developmental differences due to age have less influence on academic outcomes than factors such as skill mastery, learning behaviors, and instructional support. This suggests that even younger learners are capable of achieving at the same level as their older peers when they possess strong reading comprehension skills, are motivated, and engage actively in classroom activities. Moreover, the results highlight the importance of focusing on educational interventions, teaching strategies, and supplementary materials that enhance learners' skills rather than relying on age as a predictor of success. By prioritizing the development of higher-order thinking skills, study habits, and consistent learning practices, educators can ensure that all learners, regardless of age, have the opportunity to achieve optimal academic performance.

Recent studies have examined the role of age in predicting academic achievement among primary learners. Akinyemi and Afolabi (2023) reported that age was not a significant predictor of performance in Nigerian primary schools, suggesting that learning strategies and classroom practices are more influential than chronological differences. Similarly, Kumar and Singh (2024) found no significant association between age and academic outcomes in mathematics and language among Grade 4–5 learners, emphasizing that grade-level placement reduces the impact of age differences on achievement. In Singapore, Tan and Chua (2025) observed that age differences within the same grade did not significantly affect reading or mathematics scores, highlighting the importance of instructional quality and learning experiences over age. In the Philippine context, Santos and Villanueva (2024) also found that age was not significantly associated with English and mathematics achievement, whereas factors such as reading skills and teacher-learner interaction were more predictive of performance. Collectively, these studies suggest that chronological age alone does not determine academic achievement in primary learners; instead, achievement is influenced more by instructional support, cognitive skills, and learner engagement, which aligns with the findings of the present study where age was not significantly associated with the general weighted average of Grade 5 learners.

Similarly, Piaget's Cognitive Development Theory (Seymour, 2017) suggests that learners' success depends on experiences and cognitive engagement, not solely on age. Bandura's Social Cognitive Theory (1986) further supports this by highlighting that self-efficacy and motivation are key determinants of achievement, outweighing age differences. Collectively, these theories explain why learners of varying ages within the same grade can perform similarly academically.

Table 7.2. Test Significant Association between Sex and Academic Achievement of Grade 5 Learners

<i>Profile</i>	<i>Academic Achievement</i>	<i>χ^2</i>	<i>p-value</i>	<i>Interpretation</i>
Sex	GWA	22.00	0.109	NS

Table 7.2 presents the association between sex and academic achievement. The results show that sex is not significantly associated with the academic achievement of Grade 5 learners, as indicated by the chi-square value ($\chi^2 = 22.00$) and a p-value of 0.109, which exceeds the 0.05 significance level. This suggests that male and female learners perform similarly in their general weighted average (GWA). Although small differences in learning styles or classroom participation may exist, they do not translate into statistically significant differences in overall academic performance.

The analysis indicates that there is no significant association between sex and the academic achievement of Grade 5 learners. This suggests that male and female students perform similarly in terms of their overall grades. Academic outcomes appear to be independent of the learners' sex. Therefore, other factors beyond gender are likely more influential in determining academic performance.

It can be inferred that gender does not play a determining role in the academic performance of Grade 5 learners. Both male and female students have the potential to achieve comparable academic outcomes. Factors such as instructional quality, learner motivation, and classroom engagement may have a stronger impact on performance. Consequently, efforts to improve academic achievement should focus on these influential factors rather than on sex differences.

These findings align with previous studies suggesting that sex is generally not a strong predictor of overall academic achievement at the elementary level, particularly when teaching methods are inclusive and equitable. This underscores the importance of focusing on other factors such as learners' motivation, reading comprehension skills, classroom engagement, and teacher support that may have a more direct impact on academic outcomes than sex alone. In summary, the results indicate that academic achievement among Grade 5 learners is independent of sex, highlighting that male and female student are equally capable of performing well academically. This finding encourages educators to maintain gender-neutral teaching strategies and learning opportunities, ensuring that all learners can achieve their full academic potential regardless of sex.

Several recent studies have examined whether age influences academic achievement among primary school learners, with mixed findings. For instance, research in the Fako Division of Cameroon found that age did not have a strong or consistent effect on pupils' academic performance in subjects such as mathematics and English, suggesting that developmental differences within the same grade level may not significantly influence achievement outcomes (Nalova & Etomes, 2025). Longitudinal evidence further supports this, indicating that early characteristics such as school readiness at ages 5–6 (which are closely related to age) predict later academic performance across schooling, but age alone explained only a small portion of variance in long-term achievement, highlighting the importance of cognitive and environmental factors (Edyvane et al., 2026). Additionally, studies addressing delayed versus early school entry have shown that any relative advantages associated with being older in a grade diminish over time, especially by Grades 5 and

beyond, implying that learners' age per se becomes less predictive of achievement as they progress through school (Bedford & Mayes, 2021). Collectively, these findings suggest that while age may interact with other factors early in education, it is not a primary determinant of academic achievement in later primary grade levels such as Grade 5, reinforcing the notion that learners' experiences, instruction, and skills are more consequential to academic success than age differences within the same grade.

The study found that age has no significant association with academic achievement of Grade 5 learners. This can be explained through key educational and cognitive theories: Vygotsky's Sociocultural Theory (1978), learning outcomes depend on social interaction, scaffolding, and guided instruction, rather than chronological age. Piaget's Cognitive Development Theory (Seymour, 2017), academic success is influenced by experience and engagement, not age alone. Bandura's Social Cognitive Theory (1986), self-efficacy, motivation, and learning strategies are more decisive for achievement than age differences.

Table 7.3. *Test Significant Association between Educational Attainment and Academic Achievement of Grade 5 Learners*

<i>Profile</i>	<i>Academic Achievement</i>	<i>Spearman's rho (ρ)</i>	<i>p-value</i>	<i>Interpretation</i>
Educational Attainment	GWA	-0.157	0.39	NS

Table 7.3 presents the association between educational attainment and academic achievement. The results indicate that parents' educational attainment is not significantly associated with the general weighted average (GWA) of Grade 5 learners. The Spearman's rho value ($\rho = -0.157$) and a p-value of 0.390 exceed the 0.05 significance level, suggesting that learners' overall academic performance does not differ based on the formal education level of their parents. This implies that other factors, such as classroom instruction, learner motivation, and cognitive engagement, may play a more direct role in academic achievement than parental education.

The weak negative correlation suggests that learners with more educated parents do not necessarily perform better academically, nor do learners with less-educated parents perform worse. This finding implies that factors other than parental education—such as the quality of classroom instruction, learner motivation, study habits, and access to learning resources—may play a more critical role in determining academic outcomes at the Grade 5 level. Parental education alone is therefore not a strong predictor of learners' academic performance in this context.

These results highlight the capacity of learners to achieve academically regardless of their home educational background. While parental involvement and support can enhance learning, the findings suggest that school-based interventions, teacher guidance, and individualized support may have a greater influence on academic success than the educational attainment of parents. This underscores the importance of equitable teaching practices and learning opportunities that support all learners. In summary, the results indicate that academic achievement among Grade 5 learners is not significantly associated with parents' educational attainment. This finding emphasizes the need for schools and educators to focus on classroom strategies, instructional quality, and learner-centered interventions to improve academic performance, rather than assuming that parental education will determine learners' outcomes. Such an approach ensures that all learners are provided with the necessary support to succeed academically, regardless of their family background.

Recent research has examined the impact of parents' educational attainment on academic achievement among primary learners. In the Philippines, Santos and Villanueva (2024) reported that parents' education was not a significant direct predictor of primary learners' performance in English and Mathematics, with cognitive skills and teacher-learner interaction being more influential. Similarly, Norudin et al. (2024) found that while parents' educational level did not directly determine children's academic outcomes, it moderated the influence of reading self-efficacy on comprehension, suggesting an indirect role. In contrast, studies such as Singh and Kaur (2023) in India found a positive association between parents' educational levels and children's academic achievement, particularly in language and mathematics, indicating that the influence of parental education may be context-specific. Zhang and Hindman (2024) further highlighted that parental literacy engagement, often related to educational attainment, positively influences learners' reading and overall academic success. Together, these studies suggest that while parents' formal education may not always directly predict academic achievement, it contributes to home learning environments and motivational factors that support learners' performance.

These findings align with Vygotsky's theory, suggesting that scaffolding and classroom instruction are more influential than parental education in shaping academic outcomes. Also, Piaget emphasizes that learners' achievement is shaped by experiential learning, making school engagement more impactful than home education levels. Bandura highlights that self-efficacy and learning strategies play a stronger role than parents' formal education.

Supplementary Material to Enhance the Comprehension Skills and Academic Achievement of Learners

Supplementary reading materials are instructional resources designed to support and enhance learners' understanding of texts beyond the standard curriculum. These materials provide additional content, practice exercises, and activities that help learners develop comprehension, critical thinking, and analytical skills. They serve as a bridge between classroom teaching and independent learning, allowing students to reinforce concepts, explore different perspectives, and engage with a variety of text types (Santos & Villanueva, 2024). In the context of primary education, particularly for Grade 5 learners, supplementary reading materials are essential in addressing learning gaps and diverse student needs. They enable teachers to differentiate instruction, provide remedial support, and promote active learning. By targeting multiple levels of comprehension—literal, inferential, critical, and evaluative—these materials guide learners in understanding explicit content, making inferences, analyzing ideas, and forming judgments. In this study, the Modified ADDIE Model

is utilized to guide the development of the supplementary reading materials. However, only the Analyze, Design, and Develop phases are covered, while the Implement and Evaluate phases are not included. The focus on these three phases is intentional because the primary objective of the study is to analyze learners' needs, design appropriate reading materials, and develop the supplementary outputs tailored to those needs.

Analysis phase. In this phase, the data highlights that while learners have a basic grasp of literal comprehension, they struggle with higher-order skills, which affects their ability to achieve better academic performance. This problem necessitates targeted instructional interventions, such as supplementary reading materials designed to reinforce comprehension skills. The school faces challenges with reading comprehension among Grade 5 learners. Many students struggle to understand and interpret texts beyond the literal level, showing difficulty in making inferences, analyzing ideas, and evaluating information. Learners often have limited vocabulary, poor retention of key details, and difficulty connecting ideas, which affects their overall comprehension. Other contributing factors include insufficient reading resources, limited exposure to diverse reading materials, and varying levels of parental support at home. These challenges hinder learners from developing the necessary skills to perform well in English and other subjects that rely on reading for understanding. Consequently, students' academic achievement is impacted, highlighting the need for structured interventions and supplementary reading materials to address gaps in comprehension and strengthen overall literacy.

Design phase. In this phase, the findings involved planning the structure and content of the supplementary materials. The key elements include: Objectives to improve literal, inferential, critical, and evaluative reading skills of Grade 5 learners; content scope selected texts and exercises were aligned with the Philippine K-12 curriculum, focusing on topics relevant to learners' grade level; Instructional Strategy, activities were structured to include guided reading, comprehension questions, discussion prompts, and critical thinking tasks, promoting active engagement and metacognitive awareness; Assessment Integration, exercises included literal, inferential, critical, and evaluative questions, allowing both formative and summative assessment of reading comprehension. The materials were intentionally structured to progress from basic to higher-order comprehension skills, enabling learners to build confidence and cognitive strategies while enhancing academic performance.

Development phase. The development of the supplementary reading materials was strategic, evidence-based, and theory-informed, addressing the specific reading comprehension needs of Grade 5 learners. By integrating the results of statistical analysis, aligning with curriculum standards, and incorporating instructional best practices, the materials were designed to enhance comprehension skills, support academic achievement, and foster learners' cognitive and metacognitive growth.

Conclusions

The profile of the Grade 5 learners indicates a diverse distribution in terms of age and sex, with both male and female students adequately represented. The parents' educational attainment varied across different levels, highlighting potential differences in home support and academic guidance. The assessment of the Grade 5 learners' reading comprehension skills revealed that their proficiency varied across the literal, inferential, critical, and evaluative levels, indicating areas of strength as well as aspects that require improvement. The academic achievement of Grade 5 learners in English shows that while a number of students demonstrated satisfactory performance in language skills, there are noticeable gaps in reading, writing, and comprehension, indicating the need for targeted instructional support and supplementary materials to improve overall proficiency. The analysis of the data revealed a significant positive relationship between the level of reading comprehension skills and the academic achievement of Grade 5 learners, indicating that learners who demonstrated stronger comprehension abilities tended to achieve higher academic performance. The study indicates that reading comprehension skills have a strong and positive influence on the academic achievement of Grade 5 learners, suggesting that learners with higher comprehension abilities are more likely to perform better academically.

The study revealed that there is no significant association between the learners' profile—such as age, sex, and parents' educational attainment—and their level of reading comprehension as well as their academic achievement. This suggests that while demographic factors provide important background information, they do not directly determine the learners' comprehension skills or academic performance, highlighting the need to focus on instructional strategies and learning interventions to improve outcomes. The developed supplementary reading materials were found to be well-structured, learner-centered, and aligned with the reading comprehension needs of Grade 5 learners. It provides opportunities to practice literal, inferential, critical, and evaluative comprehension skills, making them a valuable tool to enhance reading proficiency and support overall academic achievement. The materials' design, content, and activities reflect careful planning based on learners' profiles and instructional requirements, ensuring relevance and effectiveness in the classroom.

Teachers should consider the age, gender, and parents' educational attainment of Grade 5 learners when planning instruction and classroom activities. Differentiated strategies should be employed to address the diverse needs and learning styles of students, while involving parents in supporting their children's learning at home can help enhance academic performance. Awareness of these demographic factors can guide educators in creating inclusive, equitable, and effective learning experiences for all learners. Teachers should implement targeted reading interventions and activities to strengthen learners' reading comprehension skills across literal, inferential, critical, and evaluative levels. Strategies such as guided reading, interactive discussions, comprehension exercises, and the use of supplementary reading materials can help improve understanding, critical thinking, and overall literacy, ensuring learners achieve higher proficiency in reading. Teachers should implement instructional strategies and interventions specifically targeting English

language skills, such as reading, writing, vocabulary development, and comprehension exercises. The use of supplementary materials, interactive activities, and individualized support can help learners improve their proficiency, address learning gaps, and achieve higher academic performance in English.

Teachers and educators should prioritize the development of reading comprehension skills as a key strategy to improve learners' overall academic achievement. Integrating targeted reading exercises, guided practice, and supplementary materials into classroom instruction can help strengthen comprehension, which in turn supports better performance across all subjects. Educators should focus on enhancing reading comprehension skills as a primary means to boost academic achievement among Grade 5 learners. Incorporating systematic reading programs, supplementary materials, and comprehension-focused activities into daily instruction can help learners develop stronger reading abilities, which are crucial for improving overall learning outcomes across subjects. Educators focus more on instructional strategies, targeted interventions, and learner-centered approaches rather than relying solely on demographic factors such as age, gender, or parents' educational attainment. Tailored teaching methods, differentiated activities, and supportive learning environments should be employed to address learners' comprehension needs and improve academic performance, ensuring all students achieve their full potential regardless of their background. Teachers integrate the developed supplementary reading materials into classroom instruction to support and enhance the reading comprehension skills of Grade 5 learners. These materials can be used to provide additional practice at literal, inferential, critical, and evaluative levels, reinforce lessons, and engage learners in meaningful reading activities. Regular use and continuous evaluation of these materials are suggested to ensure they remain effective and responsive to the learners' needs.

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