

## READING COMPREHENSION SKILLS OF KEY STAGE 2 LEARNERS

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### Abstract

Reading comprehension is the ability to understand what we read, where words have context and texts have meaning. Students may fall behind if they lack reading comprehension skills. There are many reasons why children may have difficulty understanding what they read, including making inferences, predicting outcomes, sequencing events, and determining cause-and-effect relationships. In this context, the goal of this study was to assess the reading comprehension skills of key stage 2 learners in preparation for a proposed intervention plan. This study employed a descriptive research design using a self-made test instrument to assess the reading comprehension skills of 36 key stage 2 learners. The data were statistically analyzed using frequency, percentage, mean, and t-test. The results revealed that the respondents were mostly male, belonged to the higher-income group, had many siblings, and resided far from school. Overall, the reading comprehension skills of key stage 2 learners fall into the frustration category. Further, a significant difference was found in the level of reading comprehension skills of key stage 2 learners in sequencing events, according to sex. The frustration stemmed from learners' limited vocabulary, prior knowledge, critical thinking, and analytical skills, as well as their limited exposure to various reading materials. This calls for school heads and reading specialists to work together to implement targeted interventions to address the least mastered skills, particularly for students at the frustration level.

**Keywords:** *Reading comprehension, key stage 2 learners, vocabulary, fluency, word recognition*

### Bio-profile

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## Introduction

### Rationale

Reading and reading comprehension are interrelated skills. For students to comprehend what they are reading, they must develop their reading comprehension skills. By itself, the concept of reading comprehension is vast in breadth and depth. Comprehension is the outcome of having read. It is the most critical ongoing activity in reading (Manaois, 2021). On the other hand, children without the ability to read and comprehend often face numerous academic, emotional, and social issues. Children who fall behind their peers in reading are at risk of developing low self-esteem and feelings of inadequacy (Bernanke, 2022).

According to a detailed study based on the National Achievement Test (NAT), which measures students' reading proficiency, the majority of Filipino students fail to understand texts across various subjects at different grade levels (Custodio, 2024). A large number of students have become victims of social media and cellphones, leading them to read fewer books. Consequently, their critical reading skills have gone down. Additionally, children from low-income areas face further obstacles in accessing top-notch educational resources, including books and other reading materials. Lack of access to libraries and supportive learning environments further widens the disparity in reading comprehension levels.

Reading comprehension skills enable students to access a vast body of knowledge and engage with texts across various disciplines, supporting academic and personal development. In addition to comprehension, students in the 21st century need to be able to make inferences, predict outcomes, sequence events, and figure out cause-and-effect relationships. Making inferences is the skill of formulating hypotheses or conceived ideas expressed in the text. This process leads students to draw sensible conclusions from the given facts or evidence, and predicting outcomes involves formulating predictions or forecasting something in advance (De Jesus, 2016). This skill guides pupils in making intelligent guesses about what may happen next after carefully considering a series of observations. Sequencing events is a comprehension skill that learners use to organize and structure ideas and events in order of occurrence (Linde, 2021). Whereas, according to McNeely (2022), readers use the strategy of determining cause-effect relationships to understand why things happen the way they do in the text. These skills help students learn how to understand, judge, and combine information while also improving their ability to think for themselves and reflect on their thoughts.

As part of broader global efforts, the integration of these reading competencies aligns with Sustainable Development Goals 4 (SDGs 4), which aim to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (Ragadhita et al., 2026). In the Philippines, educational reforms have emphasized the importance of integrating higher-order literacy skills into classroom practice, particularly at the elementary level, where foundational learning occurs. Most of the public elementary schools across the country had adopted their reading interventions to enhance the reading skills and lifelong learning opportunities for all Filipino learners. In support of SDG 4, the researcher, a teacher at a public elementary school, was motivated to investigate the level of reading comprehension among Key Stage 2 learners.



The results would equip teachers with comprehensive knowledge of how to develop intervention plans to address deficiencies.

## Literature Review

One of the most significant problems facing the Department of Education is students' poor reading comprehension (Velardo & Catoto, 2022). Hernandez (2018) defines reading comprehension as the capacity to comprehend what we read, where texts have meaning and words have context. Individuals with strong reading comprehension skills can read effectively, learn efficiently, solve problems, plan, think critically, and achieve success in life. Acquiring reading comprehension skills is even more important and functional, especially in elementary school, the first stage of children's school years. Students may fall behind if they lack reading comprehension skills. There are many reasons why children may have difficulty understanding what they read, including making inferences, predicting outcomes, sequencing events, and determining cause-and-effect relationships. Hence, to improve learners' comprehension skills, they should be exposed to a specific teaching strategy or intervention.

Making inferences is a skill that learners need to develop in their early years of school. According to De Jesus (2016), making inferences is the skill of formulating hypotheses or conceived ideas expressed in the text. This process leads students to draw sensible conclusions from the given facts or evidence. Agabon (2020) emphasizes that pupils need to develop their comprehension skills, especially in making inferences, because they cannot yet integrate information within or across texts using background knowledge to fill in details that are not explicitly stated. Agabon (2021) also found that female learners received higher reading comprehension scores than their male counterparts. However, the study by Bohol (2024) revealed no significant difference in comprehension skills among learners, regardless of their profile variables.

Predicting outcomes is a skill that involves formulating predictions or forecasting something in advance (De Jesus, 2016). This skill guides pupils in making intelligent guesses about what may happen next after carefully considering a series of observations. It can be used as a pre-reading strategy, where readers are directed to predict or infer intelligently what the text is about or what the next event will be based on the given information and their prior knowledge. Dolba et al. (2020) reported that students sometimes struggle with predicting, a skill that can be tricky. One of the proposed teaching comprehension tactics is to teach students how to identify and apply information from the text to predict outcomes, and then assess their predictions. Tuell (2021) identified notable disadvantages for students from low socioeconomic backgrounds, including limited or no support at home and a lack of available resources. Likewise, Villados (2020) revealed that learners from higher-income families performed better in reading abilities than their counterparts. However, in the study, Sali (2023) found no significant difference in reading proficiency levels across the variables.

Sequencing events is another skill that learners need to acquire in the elementary grades. Sequencing is one of many skills that contribute to students' ability to comprehend what they read. Sequencing is the process of identifying the beginning, middle, and end of a story, as well





as the ability to recount the events in a particular text in the chronological order in which they occurred. This task is described as the skill of chronologically ordering events or actions, systematizing steps in a procedure, or arranging life cycles correctly (De Jesus, 2016). This skill involves sequencing events, sometimes using time markers and other strategies to identify their relationships. Agabon (2020) concluded that learners need to develop their comprehension skills, especially in sequencing, because they struggle to retell the chronology of events in a story. Chung et al. (2019) found that adolescent learners who interact with siblings and engage in dialogue with family members achieved the best reading comprehension results. In addition, Oliveira et al. (2016) found that learners with strong connections to family members tend to achieve the best results in reading comprehension.

Further, understanding cause-and-effect relationships is another essential skill in reading comprehension. It is a strategy readers use to understand why things happen the way they do in the text. This method, as defined by De Jesus (2016), is a skill that helps students identify the reason or outcome of every action. It points to the ability to identify the action-reaction relationship. Understanding that the cause leads to the consequence and that they are linked is the goal of this skill. According to Knight & Child (2021), readers who recognize cause-and-effect relationships understand that, in text, events (effects) occur and that the reasons they occur (causes) are presented. Students' comprehension increases when they recognize this relationship. Taiwo (2019) found that walking long distances to and from school daily negatively affects students' performance, as it can promote absenteeism and fatigue, leading to reduced concentration and interest in reading and school activities. Thomas (2016) found that learners traveling substantial distances to school would spend more time in transit, which may detract from the time they can spend on homework or preparing for the next day of school. Nelson, Misra, Sype, and Mackie (2016) reported that students who live farther from school find it difficult to complete outside-school tasks assigned by their teachers.

## Theoretical Underpinning

This study is grounded in Rumelhart's (1980) Schema Theory, which provides an overview of how information is shaped and stored in the reader's mind during the reading process. The theory explains that any text, whether spoken or written, does not inherently carry meaning. This text only provides directions as to how a reader should retrieve or construct meaning from previously acquired knowledge. Comprehending words, sentences, and the entire text requires the ability to relate the materials to one's own stored knowledge. Compelling reading is a combination of the non-visual information already stored or organized in the brain and the present visual information printed on the page.

As a link in the present study, Schema Theory will determine whether learners can perform satisfactorily if given the opportunity. By using assessment and evaluation activities to examine reading comprehension skills, teachers will understand the discrepancies between learners' current and desired reading proficiency. Hence, teachers may have the opportunity to adjust their teaching methods to meet learners' needs and should not hesitate to make the necessary changes.



## Objectives

This study aimed to determine the level of reading comprehension skills among key stage 2 learners in a public elementary school. Specifically, it aimed to determine 1) the level of reading comprehension skills across four key areas: making an inference, predicting outcomes, sequencing events, and determining cause-and-effect relationship; 2) the level of reading comprehension skills when grouped according to demographic variables; and 3) whether there were significant differences in the level of reading comprehension skills when grouped and according to the demographic variables.

## Methodology

This section presents a discussion of the research methodology used, the study's subjects and respondents, the research instruments, the validity and reliability of the instruments, the data-gathering procedure, and the statistical tools and procedures for data analysis.

## Research Design

This study employed the descriptive research design to determine the level of reading comprehension skills among key stage 2 learners in a public elementary school. According to Aggarwal & Ranganathan (2019), descriptive research is a methodical approach to gathering and analyzing factual data. It is valuable in providing facts on which scientific judgment may be based when assessing the present study. This also involves understanding the "what," "where," and "when" of phenomena, as well as uncovering the deeper meanings behind observed behaviors or interactions. It means that the researcher does not manipulate any of the variables but rather only describes the sample and/or the variables (Siedlecki, 2020).

## Study Respondents

The study's respondents were the 36 key stage 2 learners. The researcher employed purposive sampling. Purposive sampling is a form of non-probability sampling in which researchers rely on their judgment when choosing population members to participate in the study. Purposive sampling allows researchers to access a specific subset of people by selecting all survey participants who meet a specified profile (Ames, 2019).

## Instrument

This study utilized a researcher-made questionnaire. The researcher made a questionnaire in two parts. The first part comprises the learners' personal profiles, including sex, average monthly family income, number of siblings, and distance from home to school. The second part assesses learners' reading comprehension skills in Key Stage II. The reading comprehension skills were divided into four areas: making inferences, predicting outcomes, sequencing events, and determining cause-and-effect relationships. Each area consists of 10 items, totaling 40 items





across all regions. The researcher asked the learners to read the directions carefully and select the best answer for each question. The research instrument was subjected to validity (4.83-excellent) and reliability (0.917-excellent).

### Data Collection Procedure

To facilitate the smooth conduct of the study, the researcher employed the following procedures: a letter of request was addressed to the Schools Division Superintendent for approval to conduct the study. Upon approval, a separate letter was also issued to the head of the concerned school. The researcher distributes the questionnaires to the target respondents with the assistance of class advisers. A consent form was provided to the parents for their permission to allow their children to participate as subjects in the study. The researcher clearly explained the study's purpose to the learners and their parents. The responses in the research questionnaire were anonymous, and the researcher maintained the confidentiality of the learners' data. The questionnaires were administered during the learners' free time to minimize disruptions to their class schedule. Upon the 100% retrieval of the needed data, it was tallied and presented in tabular form for straightforward interpretation and analysis by the researcher.

### Data Analysis and Statistical Treatment

Objective No. 1 used a descriptive-analytical scheme and a weighted mean to determine the level of reading comprehension skills in making inferences, predicting outcomes, sequencing events, and determining cause-and-effect relationships. Objective No. 2 used a descriptive-analytical scheme and a weighted mean to determine the level of reading comprehension skills across demographic groups. Objective No. 3 used a comparative analytical scheme and the Mann-Whitney U-test to determine whether there was a significant difference in reading comprehension levels across demographic groups.

### Ethical Considerations

The researcher prioritized respondents' voluntary participation, informed consent, the risk of harm, confidentiality, and anonymity to prevent human rights violations during the research process. Participation in the study was voluntary, and the respondents could withdraw at any time without any consequences. We informed them about the study's academic purpose. Only the researcher(s) had access to the research data, ensuring confidentiality. Moreover, during the study, the researcher strictly adhered to the Data Privacy Act of 2012 and its implementing guidelines, ensuring that appropriate security measures were in place to protect personal and sensitive information. This commitment to ethical standards fostered trust among participants and enhanced the integrity of the research findings. By adhering to these guidelines, we aimed to uphold the highest level of professionalism in our research process.

### Results and Discussions



In this section, the gathered data were further processed, presented, analyzed, and interpreted to focus on the study's specific objectives.

**Table 1**

*Level of Reading Comprehension Skills of Key Stage 2 Learners According to Making Inferences, Predicting Outcome, Sequencing Events, and Determining Cause-Effect Relationship*

Areas	Mean	Interpretation
Making Inferences	41.67	Frustration Level
Predicting Outcomes	35.07	Frustration Level
Sequencing Events	47.57	Frustration Level
Determining Cause-Effect Relationship	22.22	Frustration Level
<b>Overall Mean</b>	<b>36.63</b>	<b>Frustration Level</b>

Table 1 presents the results on the level of reading comprehension skills of Key Stage II learners in making inferences, predicting outcomes, sequencing events, and determining cause-and-effect relationships. Overall, the learners obtained a mean score of 36.63, indicating a moderate level of frustration. This suggests that they are having significant difficulty understanding the text they are reading. The student finds the text too difficult to understand, even with help (below 90% word accuracy and poor comprehension). The learners' overall reading comprehension was inadequate, as they found the reading materials so challenging that they could not answer the questions correctly. This is due to learners' limited vocabulary, inadequate prior knowledge, weaker critical thinking and analytical skills, and less exposure to a variety of reading materials. This difficulty not only hinders their ability to grasp the content but also affects their motivation to engage with reading tasks. Targeted interventions and support strategies are necessary to enhance their reading skills and confidence. Sali (2023) supports the results, revealing low comprehension proficiency among grade school learners.

In making inferences, the learners obtained an overall mean of 41.67, which can be interpreted as a frustration level. This implies that learners consistently struggle to draw logical conclusions or interpret the text effectively when engaging with it. Inference-making is a higher-order thinking skill that requires combining textual clues with prior knowledge to understand implied meanings, not just what is explicitly stated. Learners often struggle to integrate different types of information to gain meaning from the text and draw conclusions. This is because some learners tend to focus more on memorizing facts and figures than on engaging deeply with the content they are reading. This difficulty can stem from various factors, including a lack of prior knowledge, insufficient vocabulary, or ineffective reading strategies. As a result, educators may need to implement targeted interventions to support these learners in developing their comprehension skills. The result is supported by Agabon (2020), who emphasizes that pupils need to develop their comprehension skills, especially in making inferences, because they cannot yet integrate information within or across texts using background knowledge to fill in details that are not explicitly stated.





In predicting outcomes, the learners obtained an overall mean of 36.07, which was interpreted as a frustration level. This implies that the learners struggle significantly to anticipate what might happen next in a text, even with support. Predicting outcomes is a crucial reading comprehension skill that involves utilizing textual clues, prior knowledge, and logical reasoning to forecast events or draw conclusions in a story or informational text. This difficulty in making predictions suggests a lack of critical thinking and analytical skills, which are essential for understanding and engaging with texts. As a result, these learners may struggle to grasp the overall meaning or context of the material presented to them. Dolba et al. (2020) support the finding that students sometimes struggle with predicting, one of the trickier skills. One of the proposed teaching comprehension tactics is to educate students on how to identify and apply information from the text to predict outcomes, and then to assess their predictions.

In sequencing events, learners obtained an overall mean score of 47.57, which can also be interpreted as a level of frustration. This implies that the learners have great difficulty identifying the correct order of events in a text—even with support. Sequencing is a foundational comprehension skill that helps learners understand how a story unfolds or how information is logically organized in nonfiction. This lack of sequencing skills not only hampers their understanding of narratives but also affects their overall ability to engage with and analyze texts effectively. Consequently, this can hinder their academic performance and limit the development of their critical thinking. The finding is supported by Agabon (2020), who concluded that learners need to develop their comprehension skills, especially in sequencing, because they struggle to retell the chronology of events they have read in a story.

Furthermore, in determining cause-and-effect relationships. The learners obtained an overall mean score of 22.22, interpreted as a frustration level. This indicates that the learners struggle significantly to identify why things happen (causes) and what happens as a result (effects) in a text—even with guidance. Cause-and-effect understanding is crucial for comprehending events, actions, and outcomes in both narrative and informational texts. The results suggest that teachers should implement targeted strategies to enhance these skills, such as providing explicit instruction on identifying signal words and practicing with various texts. By improving their ability to recognize cause-and-effect relationships, learners can develop a deeper understanding of the material and enhance their overall reading comprehension. The finding is supported by Knight & Child (2021): readers who recognize cause-and-effect relationships understand that in text, events happen (effects), along with the reason why they happen (causes). Students' comprehension increases when they recognize this relationship.

**Table 2**

*Level of Reading Comprehension Skills of Key Stage 2 Learners According to Making Inferences, Predicting Outcome, Sequencing Events, and Determining Cause-Effect Relationship when grouped according to Sex*

Areas	Male		Female	
	Mean	Interpretation	Mean	Interpretation
Making Inferences	34.87	Frustration Level	49.26	Instructional Level
Predicting Outcomes	34.87	Frustration Level	35.29	Frustration Level



Sequencing Events	40.79	Frustration Level	55.15	Instructional Level
Determining Cause-Effect Relationship	23.68	Frustration Level	20.59	Frustration Level
<b>Overall Mean</b>	<b>33.55</b>	<b>Frustration Level</b>	<b>40.07</b>	<b>Frustration Level</b>

Table 2 presents the results on the reading comprehension skills of key stage 2 learners in making inferences, predicting outcomes, sequencing events, and determining cause-and-effect relationships, grouped by sex. As revealed in the table, both males and females obtained an overall mean score of 33.55 and 40.07, which can be interpreted as a frustration level. Analyzing the results further, it is evident that there is a significant difference in the mean scores; the female group achieved higher mean scores than the male group in making inferences and sequencing events, as well as in the overall mean.

This suggests that female learners have better reading comprehension skills, particularly in making inferences and sequencing events, than male learners. This may indicate that female learners are more adept at processing and understanding complex texts, allowing them to connect ideas and follow narratives more effectively. Gender has a unique influence on reading comprehension. Therefore, any reading intervention program should maintain gender as a constant factor. The result aligns with that of Agabon (2021), which revealed that female learners obtained higher ratings on reading comprehension skills than their male counterparts.

**Table 3**

*Level of Reading Comprehension Skills of Key Stage 2 Learners According to Making Inferences, Predicting Outcome, Sequencing Events, and Determining Cause-Effect Relationship when grouped according to Average Family Monthly Income*

Areas	Lower Income		Higher Income	
	Mean	Interpretation	Mean	Interpretation
Making Inferences	46.88	Frustration Level	39.06	Frustration Level
Predicting Outcomes	35.42	Frustration Level	34.90	Frustration Level
Sequencing Events	46.88	Frustration Level	47.92	Frustration Level
Determining Cause-Effect Relationship	16.67	Frustration Level	25.00	Frustration Level
<b>Overall Mean</b>	<b>36.59</b>	<b>Frustration Level</b>	<b>36.72</b>	<b>Frustration Level</b>

Table 3 presents the results on the level of reading comprehension skills of Key Stage 2 learners in making inferences, predicting outcomes, sequencing events, and determining cause-and-effect relationships, grouped according to average family monthly income. As shown in the table, both groups of learners with lower and higher average family monthly incomes obtained an overall mean score of 36.59 and 36.72, both of which are interpreted as indicating a



frustration level. Evaluating the results further, the reading comprehension skills of the learners, including making inferences, predicting outcomes, sequencing events, and determining cause-and-effect relationships, were also interpreted as a measure of frustration level.

The results imply that learners’ reading comprehension skills were poor, regardless of their family’s average monthly income. This is because many of the learners have poor vocabulary and working memory, which contribute to their low comprehension skills. The lack of language and working memory skills indicates that these learners struggle to understand and retain information from texts, which ultimately hinders their overall reading comprehension. Consequently, financial factors do not significantly impact their reading abilities. The finding contradicts that of Tuell (2021), revealing notable disadvantages associated with students from low socioeconomic backgrounds, including limited or no support at home and a lack of available resources. Likewise, Villados (2020) revealed that learners from higher-income families performed better in reading abilities than their counterparts.

**Table 4**

*Level of Reading Comprehension Skills of Key Stage 2 Learners According to Making Inferences, Predicting Outcome, Sequencing Events, and Determining Cause-Effect Relationship when grouped according to Number of Siblings*

Areas	Few		Many	
	Mean	Interpretation	Mean	Interpretation
Making Inferences	50.00	Instructional Level	38.89	Frustration Level
Predicting Outcomes	34.72	Frustration Level	35.19	Frustration Level
Sequencing Events	38.89	Frustration Level	50.46	Instructional Level
Determining Cause-Effect Relationship	18.06	Frustration Level	23.61	Frustration Level
<b>Overall Mean</b>	<b>35.42</b>	<b>Frustration Level</b>	<b>37.04</b>	<b>Frustration Level</b>

Table 4 presents the results on the level of reading comprehension skills of Key Stage 2 learners in making inferences, predicting outcomes, sequencing events, and determining cause-and-effect relationships when grouped according to the number of siblings. As shown in the table, learners with few siblings obtained an overall mean score of 35.42, which can be interpreted as a frustration level. In contrast, learners with many siblings obtained an overall mean score of 37.04, also indicating a frustration level. However, upon further examination of the table, it becomes clear that there is a significant difference in the mean results; learners with few siblings achieved a mean of 50.00, corresponding to the instructional level, while those with many siblings attained a mean of 38.89, indicating a frustration level. Likewise, in sequencing events, learners with few siblings obtained a mean score of 38.89, indicating a high level of frustration. In contrast, those with many siblings obtained a mean score of 37.49, interpreted as an instructional level.



The results suggest that learners with few siblings tend to have better reading comprehension skills and are more adept at making inferences than those with many siblings. On the other hand, learners with many siblings outperformed learners with few siblings in reading comprehension skills and sequencing events. This suggests that the presence of multiple siblings may contribute to the development of specific reading skills, such as sequencing events, possibly due to more opportunities for social interaction and collaborative learning. Consequently, the dynamics of sibling relationships may play a significant role in shaping various aspects of literacy. The result aligns with that of Chung et al. (2019), who found that adolescent learners who interact with siblings and engage in dialogue with family members achieved the best results in reading comprehension. In addition, Oliveira et al. (2016) found that learners with strong connections with their family members tend to present the best results in reading comprehension.

**Table 5**

*Level of Reading Comprehension Skills of Key Stage 2 Learners According to Making Inferences, Predicting Outcome, Sequencing Events, and Determining Cause-Effect Relationship when grouped according to Distance from Home to School*

Areas	Nearer Distance		Farther Distance	
	Mean	Interpretation	Mean	Interpretation
Making Inferences	45.00	Frustration Level	40.38	Frustration Level
Predicting Outcomes	32.50	Frustration Level	36.06	Frustration Level
Sequencing Events	55.00	Instructional Level	44.71	Frustration Level
Determining Cause-Effect Relationship	15.00	Frustration Level	25.00	Frustration Level
<b>Overall Mean</b>	<b>36.88</b>	Frustration Level	<b>36.54</b>	Frustration Level

Table 5 presents the results on the level of reading comprehension skills of Key Stage 2 learners in making inferences, predicting outcomes, sequencing events, and determining cause-and-effect relationships when grouped by distance from home to school. As disclosed in the table, learners who lived nearby obtained an overall mean score of 36.88, which can be interpreted as a frustration level. Learners who lived far from home to attend school received an overall mean score of 36.54, which can also be construed as a measure of frustration. Examining the mean results comprehensively, it is noticeable that there is a significant difference in the mean results; learners who lived nearer to school achieved 55.00, or an instructional level, while those who lived farther from school achieved 44.71, indicating a frustration level.

The results suggest that learners who live near their school have higher reading comprehension skills in terms of sequencing events than learners who live farther away from school. Learners who live near the school spend less time traveling and thus have more time to spend practicing reading, while learners living farther from school have to spend longer hours traveling to school and thus have less time for practicing reading. This is because long walking distances pose psychological, physical, and health hazards to the learners. The learners suffer



from fatigue and poor concentration in class after spending long hours on the road, trying to get to and from school. The finding aligns with that of Taiwo (2019), which revealed that walking long distances to and from school daily hurts students’ performance, as it can promote absenteeism and fatigue, leading to a lack of concentration and interest in reading and school activities. Thomas (2016) revealed that learners traveling substantial distances to school would be exposed to longer time spent in transit, which may detract from the time they can spend on homework or preparing for the next day of school. Nelson, Misra, Sype, and Mackie (2016) reported that students who live farther away from a school find it difficult to complete outside-school tasks requested by their teachers.

**Table 6**

*Comparative Analysis in the Level of Reading Comprehension Skills of Key Stage 2 Learners according to Making Inferences when grouped and compared according to Sex, Average Family Monthly Income, Number of Siblings, and Distance from Home to School*

Variable	Category	N	Mean	t-value	p-value	Sig. level	Interpretation
Sex	Male	19	34.87	-2.002	0.053	0.05	Not Significant
	Female	17	49.26				
Average Family Monthly Income	Lower Income	12	46.88	0.963	0.346	0.05	Not Significant
	Higher Income	24	39.06				
Number of Siblings	Few	9	50.00	1.494	0.152	0.05	Not Significant
	Many	27	38.89				
Distance From Home to School	Nearer Distance	10	45.00	0.578	0.570	0.05	Not Significant
	Farther Distance	26	40.38				

Table 6 presents the inferential statistics on the difference in the reading comprehension skills of Key Stage 2 learners in making inferences when grouped and compared according to variables. The computed p-values are 0.053, 0.346, 0.152, and 0.570, respectively, all of which are greater than the 0.05 level of significance and are thus interpreted as not significant. Therefore, the hypothesis that states “there is no significant difference in the level of reading comprehension skills of Key Stage II learners in making inference when grouped and compared according to sex, average family monthly income, number of siblings, and distance from home to school” was accepted.

The results imply that the reading comprehension skills of Key Stage II learners in making inferences differ according to sex, average family monthly income, number of siblings, and distance from home to school. This suggests that the learners' background profiles did not significantly influence their inference skills. This is because most learners have poor



comprehension skills in making inferences, regardless of their background. The result aligns with that of Bohol (2024), revealing no significant difference in the level of comprehension skills among learners when compared according to their profile variables.

**Table 7**

*Comparative Analysis in the Level of Reading Comprehension Skills of Key Stage 2 Learners according to Predicting Outcome when grouped and compared according to Sex, Average Family Monthly Income, Number of Siblings, and Distance from Home to School*

Variable	Category	N	Mean	t-value	p-value	Sig. level	Interpretation
Sex	Male	19	34.87	-0.082	0.935	0.05	Not Significant
	Female	17	35.29				
Average Family Monthly Income	Lower Income	12	35.42	0.109	0.914	0.05	Not Significant
	Higher Income	24	34.90				
Number of Siblings	Few	9	34.72	-0.080	0.937	0.05	Not Significant
	Many	27	35.19				
Distance From Home to School	Nearer Distance	10	32.50	-0.770	0.499	0.05	Not Significant
	Farther Distance	26	36.06				

Table 7 presents the inferential statistics on the difference in the reading comprehension skills of Key Stage 2 learners in predicting outcomes when grouped and compared according to variables. The computed p-values are 0.935, 0.914, 0.937, and 0.499, respectively, all of which are greater than the 0.05 level of significance and are thus interpreted as not significant. Therefore, the hypothesis that states “there is no significant difference in the level of reading comprehension skills of key stage II learners in predicting outcomes when grouped and compared according to sex, average family monthly income, number of siblings, and distance from home to school” was accepted.

The result suggests that the reading comprehension skills of key stage 2 learners do not differ in predicting outcomes based on factors such as sex, average family monthly income, number of siblings, and distance from home to school. This means that the learners' profile background does not influence their skills in predicting outcomes. Most learners have the same level of reading comprehension skills in predicting outcomes, regardless of their background. The result supports that of Sali (2023), indicating no significant difference in reading proficiency levels across the variables; thus, the null hypothesis is accepted.



**Table 8**

*Comparative Analysis in the Level of Reading Comprehension Skills of Key Stage 2 Learners according to Sequencing Events when grouped and compared according to Sex, Average Family Monthly Income, Number of Siblings, and Distance from Home to School*

Variable	Category	N	Mean	t-value	p-value	Sig. level	Interpretation
Sex	Male	19	40.79	-2.134	0.040	0.05	Significant
	Female	17	55.15				
Average Family Monthly Income	Lower Income	12	46.88	-0.149	0.883	0.05	Not Significant
	Higher Income	24	47.92				
Number of Siblings	Few	9	38.89	-1.631	0.120	0.05	Not Significant
	Many	27	50.46				
Distance From Home to School	Nearer Distance	10	55.00	1.366	0.189	0.05	Not Significant
	Farther Distance	26	44.71				

Table 8 presents the inferential statistics on the difference in reading comprehension skills of Key Stage 2 learners in sequencing events when grouped and compared according to specific variables. The computed p-values for variables average family monthly income, number of siblings, and distance from home to school are 0.883, 0.120, and 0.189, respectively, which are all greater than the 0.05 level of significance and thus interpreted as not significant. Therefore, the hypothesis that states “there is no significant difference in the level of reading comprehension skills of Key Stage 2 learners in sequencing events when grouped and compared according to average family monthly income, number of siblings, and distance from home to school” was accepted.

However, for variable sex, the computed p-value was 0.040, which is less than the 0.05 level of significance; thus, it is interpreted as significant. Therefore, the hypothesis that states “there is no significant difference in the level of reading comprehension skills of Key Stage II learners in sequencing events when grouped and compared according to sex was rejected.

The finding implies that the level of reading comprehension skills in sequencing events varies by sex. This suggests that female learners tend to exhibit higher reading proficiency than their male counterparts. These results highlight gender disparities in reading comprehension levels, with females performing better than males. The contradiction to Basali's (2024) findings is that males generally outperform females. In contrast, language analysis reveals that students who use English at home have higher comprehension levels than their peers who use other languages at home.





**Table 9**

*Comparative Analysis in the Level of Reading Comprehension Skills of Key Stage 2 Learners according to Determining Cause-Effect Relationship when grouped and compared according to Sex, Average Family Monthly Income, Number of Siblings, and Distance from Home to School*

Variable	Category	N	Mean	t-value	p-value	Sig. level	Interpretation
Sex	Male	19	23.68	0.471	0.641	0.05	Not Significant
	Female	17	20.59				
Average Family Monthly Income	Lower Income	12	16.67	-1.242	0.227	0.05	Not Significant
	Higher Income	24	25.00				
Number of Siblings	Few	9	18.06	-0.756	0.462	0.05	Not Significant
	Many	27	23.61				
Distance From Home to School	Nearer Distance	10	15.00	-1.592	0.126	0.05	Not Significant
	Farther Distance	26	25.00				

Table 9 presents the inferential statistics on the difference in reading comprehension skills of Key Stage 2 learners in determining cause-and-effect relationships when grouped and compared according to variables. The computed p-values are 0.641, 0.227, 0.462, and 0.126, respectively, all of which are greater than the 0.05 level of significance and are thus interpreted as not significant. Therefore, the hypothesis that states “there is no significant difference in the level of reading comprehension skills of key stage 2 learners in determining cause-effect relationships when grouped and compared according to sex, average family monthly income, number of siblings, and distance from home to school” was accepted.

The results show that students' ability to grasp cause-and-effect links while reading varies by gender, household earnings each month, sibling count, and the distance they live from school. Still, overall, both boys and girls perform about the same when spotting these patterns in what they read. This suggests that despite the differences in demographic factors such as sex, income, and family size, learners possess a uniform ability to understand cause-and-effect relationships in their reading. Consequently, these variables do not significantly impact their comprehension skills in this specific context. According to Knight & Child (2021), readers who recognize cause-and-effect relationships understand that events occur (effects) in conjunction with the reasons why they happen (causes). When students recognize this relationship, their comprehension increases.





## Conclusion

The frustration level obtained by the learners in making inferences was due to their difficulty integrating different types of information and critical thinking skills. In predicting outcomes, the learners also obtained frustration levels due to their lack of background knowledge of the texts and poor analytical skills. When sequencing events, the learners struggle to connect different parts of the texts, which leads to confusion and difficulty in interpreting the information, resulting in a heightened frustration level regarding their reading comprehension. Moreover, when determining the cause-effect relationship, the learners experienced frustration due to their difficulty in identifying clues and signal words that would help them understand the cause and effect of events in the text. Regardless of demographic background, the learners' reading comprehension skills were at frustration level due to their poor vocabulary, limited prior knowledge, and inadequate critical thinking and analytical skills, as well as less exposure to various reading materials. Further, female learners outperformed males in reading comprehension skills, particularly in sequencing events. This study calls for school heads and reading specialists to work together to implement targeted interventions to address the least mastered skills, particularly for students at the frustration level.

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## Author's Contribution Statement

**Altubar:** Data conception, literature review, data-collection, data-analysis, and interpretation. **Olores:** Refinement of the research methodology, instrumentation, data-collection procedure, supervision, and editing.

## Conflict of Interest

We maintain that none of the authors of this paper has a financial obligation or personal relationship with any person(s) or organization that could inappropriately influence/bias the paper's content. We do not receive funding from any person(s) or organization to carry out this research. Given this, we specifically state that "No Competing interests are at stake and there is



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