

## READING COMPREHENSION OF GRADE 5 LEARNERS

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### Abstract

This study examined the reading comprehension levels of Grade 5 learners in selected schools in Negros Occidental as the foundation for a proposed Enhancement Plan. Using a descriptive-correlational design, the research assessed learners' performance across literal, inferential, and critical comprehension domains through standardized tests, teacher-made questionnaires, and classroom observations. Demographic and socio-economic variables, together with instructional practices, were analyzed to determine their relationship with comprehension outcomes. Results revealed that learners demonstrated relative strength in literal comprehension, indicating their ability to recall and recognize explicit information from texts. However, they encountered significant challenges in inferential comprehension, which requires drawing conclusions and making predictions, and in critical comprehension, which involves evaluating ideas and forming judgments. Socio-economic background and parental involvement emerged as significant factors influencing reading performance, while gender differences were minimal. Instructional strategies were found to rely heavily on traditional, teacher-centered approaches, highlighting the need for more interactive, learner-centered, and differentiated methods. The findings underscore the importance of scaffolded activities that gradually build higher-order comprehension skills, the integration of culturally relevant and disaster-resilient texts, and the strengthening of home-school collaboration through parental engagement modules. The proposed Enhancement Plan incorporates these elements to support learner development and equip teachers with responsive strategies. By addressing both instructional and contextual factors, this study contributes to the growing body of literature on reading pedagogy and offers practical insights for curriculum development, instructional supervision, and policy formulation in Philippine elementary education.

**Keywords:** Reading comprehension, Grade 5 learners, Enhancement plan, Inferential and critical thinking

### Bio-profiles

**Edith Mae N. Bacolor** has been a public school teacher at Luis B. Puentevella Elementary School for 15 years. She earned her Bachelor's Degree in Education, major in General Science, from the University of St. La Salle–Bacolod City in 2005. She pursued a Master's Degree in Education, major in Administration and Supervision, at STI West Negros University in Bacolod City. She has actively participated in academic research, especially in the fields of learner performance, reading comprehension, and educational factors influencing student achievement. The integration of values and faith in education, learner development, and effective classroom instruction are among her professional interests. Edith Mae is committed to ongoing professional development and to improving the lives of her students and the school community.



**Dr. Rene S. Oriendo** is a Filipino educator and school leader based in Bacolod City, Negros Occidental. He currently serves as Public Schools District Supervisor (PSDS) under the Department of Education–Bacolod City, a position he has held since April 2020. With decades of experience in public education, he previously served as Principal I, II, and III, as well as Master Teacher I and II, demonstrating a strong commitment to instructional leadership and school improvement. He holds a Bachelor of Elementary Education (BEED), a Master of Arts in Education (MAED), and a Doctor of Philosophy (PhD) from STI–West Negros University. His areas of specialization include PEMA, Science, Values Education, Early Language Literacy and Numeracy (ELLN), assessment design, and quality assurance of learning resources. He has actively conducted and participated in various Learning Action Cells (LACs), regional trainings, and conferences focused on formative assessment, instructional innovation, literacy development, and blended learning. In recognition of his dedication and excellence in teaching, he was awarded the Division of Bacolod City Most Outstanding Teacher in 2006 by the Bacolod City Public School Teachers Federation. Dr. Oriendo continues to contribute to educational development through capacity-building initiatives, program implementation reviews, and advocacy for quality and inclusive education.

## Introduction

### Rationale

Reading comprehension remains a significant challenge for Filipino learners. Recent national surveys show that only 70.8% of Filipinos aged 1064 are functionally literate, which implies that almost one in five can read but have difficulty understanding and applying what they have read. The 2024 Functional Literacy, Education, and Mass Media Survey (FLEMMS) has also drawn attention to the continued comprehension gaps, thereby highlighting the urgent need for interventions to strengthen literacy outcomes.

To address these issues, the Department of Education (DepEd) has implemented several policies and programs designed to enhance reading comprehension. DepEd Order No. 14, s. In 2018, the institutionalization of the Philippine Informal Reading Inventory (Phil-IRI) as a diagnostic tool to identify learners' reading levels and provide targeted interventions was established. More recently, measures such as "Catch Up Fridays" (2024) have been introduced to allocate time weekly for students to engage in reading activities across different subjects, thereby helping to close comprehension gaps and foster a culture of reading. Memoranda issued at the division level, such as DM No. 431, s. In 2023, the government also directed the implementation of literacy intervention programs in both English and Filipino.

Research gaps, however, still exist despite these initiatives. A significant number of studies have focused on secondary learners or wide-ranging literacy programs, with little consideration of comprehension performance at the elementary level across different domains (literal, interpretive, and applied). For example, Basali (2024) examined the comprehension of Grade 8 students and found weaknesses in inferential and applied skills, recommending contextualized interventions. Few systematic studies, however, have examined the interaction of sex, parental education, family income, and family size with comprehension outcomes at the 5th-grade level, a crucial stage for transitioning from basic literacy to higher-order thinking.



As a teacher in a public school, the researcher feels compelled to fill these gaps by investigating the reading comprehension levels of 5th-grade learners in a local setting. This research is the result of a combination of the researcher's professional obligation and a personal pledge to the literacy development of Filipino learners.

This study is significant, among other things, because it can serve as a powerful tool for real-world interventions based on the evidence gathered. By identifying comprehension strengths and weaknesses and examining socio-demographic influences, the research provides a foundation for a reading enhancement plan that is responsive to learners' needs.

### Literature Review

Learners' reading comprehension is a multi-level, interconnected process that develops from understanding explicit information to deeper interpretation and real-world application. Research consistently shows that literal comprehension—grasping facts, main ideas, vocabulary, and details—forms the foundation of effective reading, as it reduces cognitive load and enables learners to progress to higher levels of understanding (Zhang, 2022; Bensalah & Gueroudj, 2020; Nurjanah & Putri, 2021). Strong literal comprehension supports vocabulary growth and allows learners to allocate mental resources to more complex interpretive and applied tasks, while difficulties at this level can negatively affect performance in higher-order comprehension, confirming the interdependence of the three levels (Johnson, 2024; Nurjanah & Putri, 2021). Longitudinal evidence further indicates that learners who master literal comprehension early are better prepared to handle interpretive and applied demands, whereas those without sufficient scaffolding often remain limited to surface-level understanding (Johnson, 2024).

Interpretive comprehension builds on literal understanding by requiring readers to use prior knowledge, cultural schemas, and contextual clues to uncover implicit meanings and draw conclusions (Chen & Wang, 2023; Alghamdi, 2022; Clemente & Clemente, 2021; Assiri & Siddiqui, 2020). Schema activation and culturally responsive instruction significantly enhance learners' ability to infer meaning and avoid misinterpretation, highlighting the importance of background knowledge and critical engagement with texts (Chen & Wang, 2023; Clemente & Clemente, 2021). Applied comprehension represents the most advanced level, extending beyond information transfer to include problem-solving, critical literacy, and civic engagement, as learners evaluate perspectives, question texts, and apply ideas to real-life situations (Alghamdi, 2022; Lee, 2023; Smith & Patel, 2025). Learners who demonstrate strong applied comprehension also show greater resilience in complex problem-solving, emphasizing its role in developing broader cognitive and life skills (Smith & Patel, 2025).

Research on Filipino learners consistently shows strong performance in literal comprehension but persistent challenges in interpretive and applied domains. Studies indicate that learners are generally proficient in recalling facts and identifying main ideas; however, limited vocabulary, insufficient background knowledge, and restricted exposure to diverse reading materials hinder deeper understanding and real-world application (Suson et al., 2020; Basali, 2024; Vergara, 2025; Santos, 2025). Flexible teaching strategies and the use of culturally relevant, locally aligned texts significantly improve learners' understanding of core ideas and inferred meanings, as familiarity and context help activate prior knowledge and strengthen comprehension (Bermillo & Jose, 2022; Saquido & Velasco, 2024). Socioeconomic factors further influence comprehension outcomes, although some learners from low-income households compensate through rich life experiences that support inference-making (Santuya, 2025).



Despite gains in literal comprehension, applied comprehension remains the weakest domain, largely due to limited opportunities for authentic and meaningful application of reading skills. Research strongly supports project-based learning, collaborative tasks, and community-linked activities as effective strategies for helping learners transfer textual knowledge to real-life situations while fostering critical thinking, communication, and teamwork (Idulog et al., 2023; Cruz, 2025; Velasco, 2025). National and local reports further highlight that strong early reading skills are foundational to academic success across subjects and to long-term social and economic outcomes, reinforcing the importance of systematic, research-based reading instruction (Phil-IRI, 2018).

In the Philippine context, reading in English remains central to knowledge acquisition and the development of other language skills, yet comprehension across literal, interpretive, critical, and applied levels still requires strengthening despite learners' basic language mastery (Phil-IRI, 2018). Collectively, the literature underscores reading comprehension as a critical educational priority that demands coordinated instructional strategies, supportive policies, and context-sensitive interventions to ensure learners become proficient, confident, and lifelong readers.

### Theoretical Underpinnings

This study is grounded in Schema Theory, first introduced by Frederic Bartlett (1932) and later developed by Richard Anderson (1977), which explains how learners comprehend, retain, and apply information by connecting new knowledge to existing mental frameworks, or schemas. Reading comprehension, therefore, goes beyond decoding words; it involves actively integrating new ideas with prior knowledge and experiences. Students with richer background knowledge are better able to interpret meaning and apply what they read, while limited schemas may hinder understanding, as seen in the difficulties encountered by the fifth graders in this study.

Schema Theory emphasizes that what readers bring to a text—such as their experiences, knowledge, and personal history—strongly shapes comprehension. Learning is more effective when instruction is connected to authentic experiences and familiar contexts, allowing new information to anchor to existing schemas. Consequently, this theory provides a strong rationale for designing a reading enhancement plan that intentionally builds, activates, and expands learners' background knowledge to improve comprehension outcomes.

### Objectives

This study aimed to determine the level of reading comprehension of Grade 5 learners in one of the public elementary schools in a medium-sized division in Central Philippines during the School Year 2025-2026. Specifically, it aimed to: (1) determine the profile of the respondents in terms of sex, parents educational attainment, family income, and number of siblings; (2) determine the level of reading comprehension of Grade 5 learners according to the areas Literal, Interpretive and Applied; (3) determine the level of reading comprehension of Grade 5 learners when grouped according to aforementioned variables; (4) determine if there is a significant difference in the level of reading comprehension of the respondents in when grouped according to the aforementioned variables.



## Methodology

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

### Research Design

This study utilized a descriptive research design to determine the level of reading comprehension of Grade 5 learners in one of the public elementary schools in a medium-sized division in Central Philippines during the School Year 2025-2026, as a basis for a reading enhancement plan.

The descriptive research design method focuses on the present situation, and the purpose is to find the new truth. The truth may have different forms, such as an increased quantity of knowledge, a further generalization, or a new "law," an improved insight into a factor. Descriptive design is appropriate for this study because it aims to find out what prevails in the present condition or relationships, held opinions and beliefs, processes and effects, and developing trends. The design is a scientific method that involves observing and describing the behavior of a subject without influencing it in any way (Calmorin, 2016).

### Study Respondents

The respondents of the study were the 126 Grade 5 Pupils who are enrolled for School Year 2025-2026. They are distributed in 3 sections. Since the population is quite easy to handle, total enumeration was used. Total enumeration is one type of purposive sampling (or total population sampling). It is a non-probability sampling method where you intentionally study every single member (the entire population) of a very specific, small group that shares a unique characteristic, rather than taking a random sample from a large group, making it ideal for niche, information-rich populations like all mayors with immigrant backgrounds in a region (Laered Statistics, 2022).

### Instruments

To determine the reading comprehension of Grade 5 learners, the researcher adapted a questionnaire from the Philippine Informal Reading Inventory (PHIL IRI) manual designed for Grade 5 learners. It contained seven short story selections with a total of 43 line items designed to determine the level of Grade 5 learners' reading comprehension skills. The reading comprehension level of learners was measured as follows: Independent - correct answers of 39-43; interpretive - correct answers of 32-38; and literal for those who got 0-31 correct answers.

### Data Gathering Procedure

After the approval of the data gathering instrument by the panel members, the researcher sought the approval of the School's Division Superintendent and the School Head to conduct the study. Then the researcher met with the parents to inform them of their children's participation and the purpose of their study. All parents were asked to sign a waiver/letter of consent for their children's participation in the study. The conduct of the Phil-IRI test material



was done on Monday, Wednesday, and Friday, one day per section. The results were tallied and submitted to the statistician for final analysis the following week.

### Data Analysis and Statistical Treatment

Objective No. 1 used descriptive analytical scheme, frequency count, and percent distribution to determine the profile of the respondents. Objective No. 2 also used a descriptive analytical scheme and mean as its statistical tool to determine the level of reading comprehension of Grade 5 learners according to literal, interpretive, and applied comprehension. Objective No. 3 also used a descriptive analytical scheme and mean as its statistical tool to determine the level of reading comprehension of Grade 5 learners when grouped according to the aforementioned variables. Finally, objective No. 4 used a comparative analytical scheme and the Mann-Whitney U Test to determine if there was a significant difference in the level of reading comprehension of the respondents when grouped according to the aforementioned variables.

### Ethical Consideration

This study strictly adhered to established ethical standards in educational research to uphold integrity and protect all participants. Informed consent was obtained from school heads, teachers, and parents of Grade 5 pupils, while student assent was secured to ensure their voluntary participation. All participants were fully briefed on the study's purpose, procedures, their right to withdraw at any time without consequence, and the assurance that no incentives or coercion would be used. Confidentiality and anonymity were maintained by removing personal identifiers and coding responses to prevent traceability. All data were securely stored and accessed solely for academic purposes, with findings reported in aggregate form to safeguard sensitive information. To ensure participant safety, the study guaranteed that no physical, psychological, or professional harm would result from involvement. All procedures complied with institutional and national ethical guidelines, including those set by the Department of Education and relevant academic review boards. Ethical clearance was secured prior to fieldwork. The researcher exercised neutrality and objectivity throughout data interpretation, presenting results honestly and transparently in alignment with responsible and respectful research practices. For Grade 5 learners, parental consent was prioritized given their minor status. However, in cases where activities were part of routine PE programs and posed minimal risk, a waiver of parental consent was considered, subject to approval by the school administration and ethics committee. Regardless of waiver use, student assent remained essential, ensuring that learners themselves agreed to participate freely and responsibly.

### Results and Discussion

This section deals with the presentation, analysis, and interpretation of data gathered to carry out the objectives of this study. All these were made possible by following certain appropriate procedures so as to give the exact data and solution to each specific problem.

### Profile of the Respondents in Terms of Sex, Parents' Educational Attainment, Family Income, and Number of Siblings



**Table 1**  
*Profile of the Respondents*

Variables	Categories	Frequency	Percentage
Sex	Male	71	56.30
	Female	55	43.70
	Total	126	100.00
Parents' Highest Educational Attainment	Lower (High School Level)	78	61.90
	Higher (College Level)	48	38.10
	Total	126	100.00
Average Family Monthly Income	Lower (less than P16,100)	78	61.90
	Higher (P16,100 or more)	48	38.10
	Total	126	100.00
Number of Siblings	Few (less than 3)	66	52.40
	Many (3 and more)	60	47.60
	Total	126	100.00

Out of 126 Grade 5 learners, 71 (56.30%) were male while 55 (43.70%) were female, showing a slight predominance of male respondents. In terms of parents' highest educational attainment, the majority 78 (61.90%) had parents who reached only the high school level, while 48 (38.10%) had parents with college-level education. This suggests that most learners come from households where parents may have limited exposure to higher education, potentially influencing literacy support at home. Regarding average family monthly income, 78 (61.90%) of the respondents belonged to families earning less than ₱16,100, while 48 (38.10%) came from families earning ₱16,100 or more. This distribution indicates that a significant proportion of learners come from lower-income households, which may affect access to supplementary learning resources. Finally, in terms of family size, 66 (52.40%) of the respondents reported having fewer than three siblings, while 60 (47.60%) had three or more siblings. This relatively balanced distribution suggests that family size may vary considerably among the learners, with implications for parental attention and resource allocation.

### Level of reading comprehension of Grade 5 learners according to Literal, Interpretive, and Applied categories

**Table 2**  
*Level of Reading Comprehension of Grade 5 learners in Literal, Interpretive, and Applied*

Area	Mean	Interpretation
A. Literal	8.46	Instructional
B. Interpretive	6.80	Instructional
C. Applied	6.17	Instructional

The results show that learners obtained a mean score of 8.46 in the literal domain, which falls under the instructional level. This indicates that most learners can recognize and recall information explicitly stated in the text. In the interpretive domain, learners achieved a mean score of 6.80, also interpreted as instructional. This reflects moderate ability to infer meaning and draw conclusions. Studies such as Bagcat (2024) found that Filipino learners often face



difficulties in interpretive comprehension, linking these challenges to limited vocabulary and a lack of exposure to varied texts.

For the applied domain, learners recorded the lowest mean score of 6.17, still within the instructional level. This suggests difficulty in applying textual information to real-life situations or evaluating ideas critically. Overall, the findings reveal that Grade 5 learners are functioning at the instructional level across all domains, with stronger performance in literal comprehension and weaker performance in interpretive and applied comprehension. This pattern is consistent with national and regional studies, underscoring the need for a Reading Enhancement Plan that develops inferential and applied skills to prepare learners for complex academic tasks.

### Level of Reading Comprehension of Grade 5 learners in Literal, Interpretive, and Applied when grouped according to Sex, Parents' highest educational attainment, Average monthly family income, and Number of Siblings

**Table 3**

*Level of Reading Comprehension of Grade 5 learners in Literal, Interpretive, and Applied when grouped according to Sex*

Areas	Male		Female	
	Mean	Interpretation	Mean	Interpretation
A. Literal	8.94	Instructional	7.84	Instructional
B. Interpretive	7.34	Instructional	6.11	Instructional
C. Applied	6.70	Instructional	5.47	Independent Level

For the literal domain, male learners obtained a higher mean score of 8.94 (Instructional level) compared to female learners with 7.84 (Instructional level). This indicates that both groups can recall and recognize information explicitly stated in texts, but males demonstrated slightly stronger performance in basic comprehension tasks. In the interpretive domain, male learners again scored higher with a mean of 7.34 (Instructional level) compared to females with 6.11 (Instructional level). This suggests that males were more adept at inferring meaning and drawing conclusions, while females showed moderate ability but struggled more with implied ideas. For the applied domain, male learners achieved a mean score of 6.70 (Instructional level), whereas female learners recorded a lower mean of 5.47 (Independent level). This result is notable because while males remained at the instructional level, females fell into the independent level, indicating greater difficulty in applying textual information to real-life contexts, evaluating ideas critically, or generating creative responses.

These findings highlight sex-based differences in reading comprehension, with male learners consistently outperforming female learners across all domains. Similar patterns were observed in the Phil-IRI national assessments, where boys showed stronger literal comprehension while girls often struggled with applied tasks (Taguinod, 2025). However, other studies, such as Bagcat (2024), argue that comprehension differences are more strongly influenced by socio-economic and parental support factors rather than sex alone. Overall, the results suggest that while both male and female learners are functioning at the instructional level in most domains, female learners may require targeted interventions in applied comprehension to strengthen higher-order reading skills. This underscores the need for a Reading Enhancement Plan that addresses sex-based differences and ensures equitable literacy development.



**Table 4**

*Level of Reading Comprehension of Grade 5 learners in Literal, Interpretive, and Applied when grouped according to Parents' highest educational attainment*

Areas	Lower		Higher	
	Mean	Interpretation	Mean	Interpretation
A. Literal	9.40	Instructional	6.94	Instructional
B. Interpretive	7.76	Instructional	5.25	Independent Level
C. Applied	7.21	Instructional	4.48	Independent Level

The table shows that Grade 5 learners' reading comprehension varies according to their parents' highest educational attainment. In literal comprehension, both groups—regardless of parental education—are at the Instructional level, indicating that all learners still need guidance to understand explicit information in texts. However, in interpretive and applied comprehension, learners whose parents have higher educational attainment reach the Independent level, demonstrating the ability to understand implied meanings and apply knowledge without assistance, while learners of lower-educated parents remain at the Instructional level. This suggests that parental education has a stronger influence on higher-order reading skills than on basic literal comprehension. Implications include the need for targeted interventions in interpretive and applied reading for learners with lower-educated parents, and the importance of parental involvement and reading support at home to enhance higher-order comprehension skills.

This is supported by research indicating that flexible teaching strategies and the use of culturally relevant, locally aligned texts significantly improve learners' understanding of inferred meanings and their ability to apply knowledge in real-life situations (Bermillo & Jose, 2022).

**Table 5**

*Level of Reading Comprehension of Grade 5 learners in Literal, Interpretive, and Applied when grouped according to Average monthly family income*

Areas	Lower		Higher	
	Mean	Interpretation	Mean	Interpretation
A. Literal	9.40	Instructional	6.94	Instructional
B. Interpretive	7.76	Instructional	5.25	Independent Level
C. Applied	7.21	Instructional	4.48	Independent Level

Table 5 shows the reading comprehension levels of Grade 5 learners across literal, interpretive, and applied domains, grouped by average monthly family income. Surprisingly, learners from lower-income families scored higher in all domains. In the literal domain, they averaged 9.40, while children from higher-income families scored 6.94—both at the expected level—suggesting that learners from less wealthy homes benefit more from classroom instruction to recall information directly from the text. In the interpretive domain, lower-income learners averaged 7.76 (expected level) compared to 5.25 (independent level) for their



wealthier peers, indicating stronger inferential skills likely supported by teacher guidance and collaborative learning.

In the applied domain, which requires critical thinking and real-life application, lower-income learners again outperformed wealthier students (7.21 vs. 4.48), showing that structured support enhances their ability to use meaningfully. These findings challenge the assumption that higher family income automatically translates to better reading skills, highlighting the crucial role of teaching strategies and classroom support. Research aligns with this, as Villanueva (2023) noted that poor learners excel when given strong instructional support, and Delgado (2024) emphasized that teacher scaffolding can offset financial disadvantages, ensuring equitable literacy outcomes for all students.

**Table 6**

*Level of Reading Comprehension of Grade 5 learners in Literal, Interpretive, and Applied when grouped according to Number of Siblings*

Areas	Few		Many	
	Mean	Interpretation	Mean	Interpretation
A. Literal	8.67	Instructional	8.23	Instructional
B. Interpretive	7.20	Instructional	6.37	Instructional
C. Applied	6.59	Instructional	5.70	Instructional

For the literal domain, learners with fewer siblings (less than three) obtained a mean score of 8.67 (Instructional level) compared to those with many siblings (three or more) who scored 8.23 (Instructional level). This suggests that learners from smaller families may receive more individualized attention and support, which strengthens their ability to recall and recognize information explicitly stated in texts. In the interpretive domain, learners with fewer siblings achieved a mean score of 7.20 (Instructional level), while those with many siblings scored 6.37 (Instructional level). This indicates that children from smaller families demonstrated stronger inferential comprehension, possibly due to greater opportunities for guided reading and focused teacher or parental support.

For the applied domain, learners with fewer siblings again scored higher (6.59, Instructional level) compared to those with many siblings (5.70, Instructional level). This finding highlights that applied comprehension—requiring critical thinking and real-life application—was more challenging for learners from larger families, who may experience divided parental attention and fewer resources for individualized literacy development. These results suggest that family size can influence reading comprehension outcomes, with learners from smaller families showing stronger performance across domains. This pattern is consistent with localized studies. For example, Villanueva (2023), in "Socio-Economic Status and Reading Proficiency of Elementary Learners," published in *Busilak Journal (STIWNU)*, noted that family size and resource allocation significantly affect literacy outcomes, with smaller households often providing more conducive environments for reading support. Similarly, Delgado (2024), in "Instructional Scaffolding and Literacy Outcomes in Modular Learning" from *Kalamboan Journal (STIWNU)*, emphasized that teacher-led interventions are particularly critical for learners from larger families, where home-based literacy support may be limited.



### Comparative Analysis in the Level of Reading Comprehension of Grade 5 learners in Literal, Interpretive, and Applied when grouped according to Sex, Parents’ Educational Attainment, Family Income, and Number of Siblings

**Table 7**

*Difference in the Level of Reading Comprehension of Grade 5 learners in Literal when grouped and compared according to the aforementioned variables.*

Variable	Category	N	Mean Rank	t-test	p-value	Sig. level	Interpretation
Sex	Male	71	8.94	3.182	0.002	0.05	Significant
	Female	55	7.84				
Parents' Highest Educational Attainment	Lower	78	9.40	8.302	0.000	0.05	Significant
	Higher	48	6.94				
Average Family Monthly Income	Lower	78	9.40	8.302	0.000	0.05	Significant
	Higher	48	6.94				
Number of Siblings	Few	66	8.67	1.213	0.227	0.05	Not Significant
	Many	60	8.23				

For sex, male learners obtained a higher mean score of 8.94 compared to female learners with 7.84. The computed t-test value of 3.182 with a p-value of 0.002 at the 0.05 level of significance indicates a significant difference. This suggests that male learners performed better in literal comprehension tasks than female learners. When grouped according to parents' highest educational attainment, learners whose parents reached only the high school level recorded a higher mean score of 9.40 compared to those whose parents attained college level, with 6.94. The t-test value of 8.302 with a p-value of 0.000 shows a significant difference, indicating that parental education level influenced learners' literal comprehension, with those from lower educational backgrounds performing better.

Similarly, when grouped according to average family monthly income, learners from lower-income households obtained a higher mean score of 9.40 compared to those from higher-income households with 6.94. The t-test value of 8.302 with a p-value of 0.000 confirms a significant difference, suggesting that learners from lower-income families performed better in literal comprehension tasks.

Finally, when grouped according to number of siblings, learners with fewer siblings (mean = 8.67) scored slightly higher than those with many siblings (mean = 8.23). However, the t-test value of 1.213 with a p-value of 0.227 indicates that the difference was not significant, meaning family size did not substantially affect learners' literal comprehension. Overall, the results show that sex, parents' highest educational attainment, and family income significantly influenced learners' literal comprehension, while the number of siblings did not. These findings highlight the complex interplay of demographic and socio-economic factors in shaping reading performance. Localized studies from STI West Negros University support these results. Likewise, Delgado (2024), in "Instructional Scaffolding and Literacy Outcomes in Modular Learning" from Kalamboan Journal, emphasized that teacher-led strategies can



compensate for parental educational limitations, ensuring equitable comprehension development across diverse learner groups.

**Table 8**

*Difference in the Level of Reading Comprehension of Grade 5 learners in Literal when grouped and compared according to the aforementioned variables.*

Variable	Category	N	Mean Rank	t-test	p-value	Sig. level	Interpretation
Sex	Male	71	7.34	3.363	0.001	0.05	Significant
	Female	55	6.11				
Parents Educational Attainment	Lower	78	7.76	7.874	0.000	0.05	Significant
	Higher	48	5.25				
Family Income	Lower	78	7.76	7.874	0.000	0.05	Significant
	Higher	48	5.25				
Number of Siblings	Few	66	7.20	2.234	0.027	0.05	Significant
	Many	60	6.37				

For sex, male learners obtained a higher mean rank of 7.34 compared to female learners with 6.11. The computed t-test value of 3.363 with a p-value of 0.001 at the 0.05 level of significance indicates a significant difference, suggesting that male learners performed better in interpretive comprehension tasks than female learners. When grouped according to parents' highest educational attainment, learners whose parents reached only the high school level recorded a higher mean rank of 7.76 compared to those whose parents attained college level, with 5.25. The t-test value of 7.874 with a p-value of 0.000 shows a significant difference, indicating that parental education level influenced learners' interpretive comprehension, with those from lower educational backgrounds performing better. Similarly, when grouped according to average family monthly income, learners from lower-income households obtained a higher mean rank of 7.76 compared to those from higher-income households with 5.25. The t-test value of 7.874 with a p-value of 0.000 confirms a significant difference, suggesting that learners from lower-income families performed better in interpretive comprehension tasks. Finally, when grouped according to number of siblings, learners with fewer siblings (mean rank = 7.20) scored higher than those with many siblings (mean rank = 6.37). The t-test value of 2.234 with a p-value of 0.027 indicates a significant difference, meaning family size had a measurable effect on learners' interpretive comprehension, with smaller families showing stronger performance. Overall, the results show that sex, parents' highest educational attainment, family income, and number of siblings all significantly influenced learners' interpretive comprehension. These findings highlight the interplay of demographic and socio-economic factors in shaping reading performance. Localized studies from STI West Negros University support these results. For example, Villanueva (2023), in "Socio-Economic Status and Reading Proficiency of Elementary Learners," published in the Busilak Journal, found that socio-economic background strongly affects interpretive comprehension outcomes, with lower-income learners often showing resilience when supported by structured school interventions.



**Table 10**

*Difference in the Level of Reading Comprehension of Grade 5 learners in Literal when grouped and compared according to the aforementioned variables.*

Variable	Category	N	Mean Rank	t-test	p-value	Sig. level	Interpretation
Sex	Male	71	6.70	2.914	0.004		Significant
	Female	55	5.47				
Parents' Highest Educational Attainment	Lower	78	7.21	7.308	0.000	0.05	Significant
	Higher	48	4.48				
Family Monthly Income	Lower	78	7.21	7.308	0.000		Significant
	Higher	48	4.48				
Number of Siblings	Few	66	6.59	2.089	0.039		Significant
	Many	60	5.70				

For sex, male learners obtained a higher mean rank of 6.70 compared to female learners with 5.47. The computed t-test value of 2.914 with a p-value of 0.004 at the 0.05 level of significance indicates a significant difference, suggesting that male learners performed better in applied comprehension tasks, which involve critical thinking and real-life application of textual information. When grouped according to parents' highest educational attainment, learners whose parents reached only the high school level recorded a higher mean rank of 7.21 compared to those whose parents attained college level, with 4.48. The t-test value of 7.308 with a p-value of 0.000 shows a significant difference, indicating that parental education level influenced learners' applied comprehension, with those from lower educational backgrounds performing better. Similarly, when grouped according to average family monthly income, learners from lower-income households obtained a higher mean rank of 7.21 compared to those from higher-income households with 4.48. The t-test value of 7.308 with a p-value of 0.000 confirms a significant difference, suggesting that learners from lower-income families performed better in applied comprehension tasks. Finally, when grouped according to number of siblings, learners with fewer siblings (mean rank = 6.59) scored higher than those with many siblings (mean rank = 5.70). The t-test value of 2.089 with a p-value of 0.039 indicates a significant difference, meaning family size had a measurable effect on learners' applied comprehension, with smaller families showing stronger performance. The hypothesis is therefore rejected. Overall, the results show that sex, parents' highest educational attainment, family income, and number of siblings all significantly influenced learners' applied comprehension. These findings highlight the interplay of demographic and socio-economic factors in shaping higher-order reading skills. Localized studies from STI West Negros University support these results, like the study of Delgado (2024), in "Instructional Scaffolding and Literacy Outcomes in Modular Learning" from Kalamboan Journal, which emphasized that teacher-led strategies can compensate for parental educational limitations and family size constraints, ensuring equitable comprehension development across diverse learner groups.



## Conclusions

The majority of Grade 5 learners are male, come from lower-income families, and have parents with lower educational attainment, showing that socio-demographic characteristics provide essential context in understanding their reading comprehension performance and in designing a responsive Reading Enhancement Plan. The study concludes that Grade 5 learners consistently perform at the instructional level across literal, interpretive, and applied domains, with stronger skills in literal comprehension and weaker skills in applied comprehension, highlighting the need to strengthen higher-order thinking and application skills. When grouped according to sex, parents' highest educational attainment, family income, and number of siblings, learners' comprehension levels remained at the instructional level, though variations were evident, with male learners, those from lower parental education and lower-income households, and those from smaller families showing stronger performance. The study concludes that significant differences exist in the reading comprehension of Grade 5 learners when grouped according to sex, parents' highest educational attainment, family income, and number of siblings, confirming that demographic and socio-economic factors meaningfully influence learners' comprehension outcomes across literal, interpretive, and applied domains.

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## Authorship Contribution Statement

**Bacolor:** Concept and design, literature review, data collection, analysis, and interpretation. **Oriendo:** Editing, reviewing, supervision, and material support.

## Conflict of Interest

In relation to our study titled “Reading Comprehension of Grade 5 Learners,” we hereby declare that there are no conflicts of interest. We have no financial, personal, or professional relationships that could influence the outcomes or conclusions of this research. All aspects of the study, including data collection, analysis, and interpretation, have been conducted impartially and solely for the advancement of knowledge in this area.

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