

Reading Level and English Performance of Grade Six Learners

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Abstract

This study examined the relationship between reading level, as measured by the Philippine Informal Reading Inventory (Phil-IRI), and the English academic performance of Grade 6 learners in a large school division in Central Philippines during the Academic Year 2025–2026. Reading proficiency remains a critical foundation of language learning; however, many intermediate learners continue to struggle with comprehension, which may adversely affect their performance in English. A quantitative research design employing descriptive, comparative, and correlational approaches was utilized in the study. The respondents consisted of 379 Grade 6 learners who did not meet the required proficiency level in the Phil-IRI group screening assessment. Data were gathered using the Phil-IRI tools for oral reading, silent reading, and listening comprehension, a researcher-developed demographic profile questionnaire, and learners' English academic records. Statistical analyses included frequency counts, weighted means, independent samples t-tests, and Pearson product-moment correlation coefficients. Results revealed that the learners demonstrated proficiency in oral reading but were generally at the frustration level in silent reading and listening comprehension. The learners' overall English academic performance was found to be satisfactory. Significant differences in reading level and English performance were observed across groups of parents with the highest educational attainment. In contrast, no significant differences were observed when learners were grouped by sex or distance from home to school. Moreover, a statistically significant relationship was established between learners' reading level and their English academic performance. The findings underscore the importance of strengthening reading comprehension skills, particularly in silent reading and listening comprehension, to improve English achievement among intermediate learners. The study further highlights the need for targeted reading intervention programs and increased parental involvement to support learners' literacy development and overall academic performance.

Keywords: *Grade six learners, english performance, reading level*

Bio-Profile:

Eldelyn Dela Torre Estrellanes is a licensed public elementary school teacher under the Schools Division of Negros Oriental. She holds a Master's Degree in Administration and Supervision. Her research interests include literacy development, reading assessment, and the improvement of learners' English performance, particularly through the effective use of tools such as the Philippine Informal Reading Inventory (Phil-IRI). Through her work, she aims to contribute to the development of evidence-based strategies that enhance reading proficiency and overall academic achievement among elementary learners.



Introduction

Rationale

Reading is an essential skill that has a major influence on a learner's academic development, particularly in elementary education, when learners move from learning to read to using reading to comprehend content in subject areas. At this stage, reading comprehension becomes essential in understanding content in all subject areas especially in English, where most academic tasks require the capacity to understand and interpret written text. As a core competence of literacy, reading comprehension has a considerable effect on academic achievement, especially in fields with a high volume of reading (Temporal, 2025).

Despite continued efforts to improve literacy outcomes, Filipino learners' reading ability remains a persistent concern. Data from international assessments provide evidence of this challenge. For instance, the results of the Program for International Student Assessment (PISA) show that a large number of Filipino learners do not meet the minimum benchmarks in reading, especially in areas requiring comprehension and critical interpretation (Pocan et al., 2022, p. 368). This finding is consistent with results from the Southeast Asia Primary Learning Metrics (SEA-PLM), which demonstrate that many learners do not reach the expected level of reading proficiency by the end of elementary education (Albert et al., 2023, p. 22). Based on these data, it suggests that reading difficulties, if not addressed early, are likely to linger and impede learners' academic success as they proceed to higher grade levels.

This trend is also evident in classroom practice and daily teaching experiences. Classroom observations also suggest that learners with stronger reading skills tend to perform better in English. In contrast, poor readers often struggle to understand texts and complete writing assignments effectively. This finding aligns with the documented relationship between reading ability and language performance.

Given these realities, the present study aligns with Sustainable Development Goal 4, which calls for inclusive and equitable quality education and lifelong learning opportunities for all. The study examines the relationship between learners' reading level and English performance to provide insights that can inform more responsive teaching practices and targeted interventions to promote learners' literacy development among Grade 6 learners.

Literature Review

Numerous studies have consistently shown a strong relationship between reading competency and academic achievement, particularly in language-related subjects such as English. International studies report that learners who have higher reading proficiency generally demonstrate better comprehension, vocabulary development, written expression, and overall academic performance (Adora et al., 2024). Key components such as oral reading fluency, accuracy, comprehension, silent reading comprehension, and listening comprehension are significant predictors of English performance (Mutema & Pretorius, 2024). These findings support the view that reading proficiency is closely associated with English academic success and highlight the need for structured and data-driven interventions. However, reading achievement is not determined solely by learners' cognitive abilities, as various environmental and socio-demographic factors also influence literacy development.

Beyond learner ability, several studies emphasize that reading development is shaped by social and environmental influences. Research conducted in different educational contexts indicates that parental educational attainment, home literacy practices, and access to reading materials significantly contribute to learners' reading motivation and comprehension development (Norudin et al., 2024). Strong literacy skills contribute significantly to learners' higher-order thinking, language development, and written communication skills (Guthrie et al., 2012). Research also identifies sex differences, with female learners often outperforming males due to higher engagement and motivation (Logan & Johnston, 2010). Environmental factors, including distance from home to school, may also influence learners' engagement and access to learning opportunities (OECD, 2018). Overall, English achievement emerges from the combined influence of learner ability and environmental conditions.

Studies further reveal that school-based interventions and assessment practices play a crucial role in improving reading proficiency. Structured reading assessments and informal reading inventories are recognized as effective tools for identifying learners with reading difficulties, determining reading levels, and guiding appropriate instructional



interventions (Gedik & Akyol, 2022). Research also demonstrates that targeted reading programs, active reading engagement, and teacher-guided interventions contribute positively to comprehension development and literacy performance (Mtambo & Tshuma, 2023). Nevertheless, despite the implementation of reading programs in several countries, disparities in reading achievement continue to persist, particularly among learners from disadvantaged socio-economic backgrounds and resource-limited schools (Long & Bowles, 2024). This suggests that reading development is influenced by a complex interaction of learner characteristics, home environment, and instructional support rather than by a single factor alone.

In the Philippine context, reading proficiency among elementary learners continues to be a major educational concern. Several local studies report that Grade 6 learners generally demonstrate moderate to low reading proficiency, with difficulties in comprehension, fluency, and word recognition often linked to socio-economic constraints (Maleon, 2022). Many learners remain at instructional or frustration levels, struggling with identifying main ideas, vocabulary development, and reading fluency (Buntad & Lamanilao-Agdana, 2025; Cadalay & Dilawi, 2025). Even strong parental involvement does not always guarantee improved outcomes due to broader socio-economic limitations (Pocan et al., 2022; Robedizo et al., 2025). Similar difficulties are observed internationally, reinforcing the need for sustained, context-sensitive interventions (Burger et al., 2025). These findings highlight persistent foundational reading challenges that affect English performance.

English academic performance among Filipino Grade 6 learners is influenced by reading proficiency, home environment, and school-related factors. Many learners still demonstrate developing proficiency in reading comprehension, vocabulary, writing, and communicative competence (Buntad & Lamanilao-Agdana, 2025; Inolino, 2025). Parental involvement, home literacy practices, and access to resources significantly support language development, while socio-economic constraints and limited materials hinder progress (Divinagracia, 2023; Santos et al., 2022). Additional factors such as gender differences and travel distance to school further affect outcomes (Santos & Reyes, 2019). Overall, English performance reflects an interaction of multiple learner and environmental influences.

Local Philippine studies also emphasize the importance of systematic assessment tools like the Philippine Informal Reading Inventory (Phil-IRI) in identifying learners' reading levels and guiding instruction (DepEd, 2018). Many learners remain at instructional and frustration levels, with weaknesses in fluency, vocabulary, and comprehension affecting English achievement (Flores, 2019; Mendoza, 2020). Evidence shows that data-driven interventions based on Phil-IRI results significantly improve reading skills when aligned with learner needs (Villanueva, 2021; Reyes, 2022). Despite the growing body of literature on reading proficiency and English performance, limited studies have simultaneously examined oral reading, silent reading, and listening comprehension in relation to English academic performance among Grade 6 learners in the Philippine context. Moreover, findings regarding the influence of demographic variables such as sex, distance from home to school, and parents' educational attainment remain inconsistent across studies. These gaps highlight the need for further investigation using localized data and standardized reading assessment tools such as the Phil-IRI. Stronger reading proficiency consistently correlates with better English academic performance, confirming reading ability as a key predictor of success. Collectively, these findings underscore the importance of continuous reading assessment and evidence-based interventions in strengthening learners' literacy development and English academic performance.

Theoretical Underpinnings

This study is grounded in the Simple View of Reading by Gough and Tunmer (1986), which states that reading comprehension depends on two key components: decoding and language comprehension. Both must function together for effective reading, as weakness in either can hinder understanding. This framework is particularly relevant for Grade 6 learners, whose developing reading skills influence their ability to comprehend complex texts and succeed academically, especially in English. Research also highlights that reading development is shaped by socio-economic and family factors, such as parental education and access to reading materials, which affect learners' exposure to literacy experiences.

Reading comprehension is strongly linked to academic performance, with studies consistently showing that learners with higher reading proficiency perform better across subjects, particularly in English. The Simple View of Reading remains widely supported, emphasizing that decoding and comprehension are equally important predictors of success. In this study, reading level represents learners' decoding and comprehension abilities, while English



performance reflects how these skills are applied academically. This framework helps explain how environmental and learner-related factors influence reading development and supports the need for targeted, evidence-based interventions to improve literacy and English proficiency among Grade 6 learners.

Objectives

This study aimed to examine and analyze the reading levels of grade six learners using the Philippine Informal Reading Inventory (Phil-IRI) and their English performance in one of the school districts of a large-sized Division in Central, Philippines, during the School Year 2025-2026. Specifically it sought to determine: 1) the reading level of Grade 6 learners according to the area of oral reading, silent reading, and listening comprehension; 2) the reading level of Grade 6 learners when grouped according to the aforementioned variables; 3) the level of English performance of Grade 6 learners when grouped according to the aforementioned variables; 4) if a significant difference exists in the reading level of Grade 6 learners when grouped and compared according to the aforementioned variables; 5) if a significant difference exists in the level of English performance of Grade 6 learners when grouped and compared according to the aforementioned variables; and 6) if a significant relationship exists between the reading level and the level of English performance of Grade 6 learners.

Methodology

This section discusses the methods used to gather and analyze data based on the specific predetermined objectives. This outline includes research design, subject-respondents, research instruments, data collection procedures, ethical considerations, data analysis, and statistical methods.

Research Design

The study used a quantitative research design with descriptive, comparative, and correlational designs to determine the reading levels and English performance of the grade 6 learners in one of the school districts in a large-sized Division in Central Philippines for the school year 2025-2026. A descriptive correlational design, according to Creswell (2014), allows the identification of relationships between two or more variables without manipulation. This is especially useful in education research, as it shows real-world relationships, which can be difficult to determine in experimental settings. The descriptive correlational approach was selected because it allows the researcher to investigate relationships between variables without manipulating them (Creswell, 2014). The approach used in the present study enabled the researcher to examine learners' reading levels, demographic features, and English performance in a natural setting. The investigation could uncover real trends and linkages to inform direct instructional and remedial strategies for improving reading levels while preserving the authenticity of the learning environment.

Respondents

The respondents in the study were Grade 6 learners in one district of a large division in Central Philippines during School Year 2025-2026. The researcher's main objective is to conduct a thorough enumeration of the Grade 6 learners who are required to take the Philippine Informal Reading Inventory (Phil-IRI), specifically those who failed the first group screening exam. Total enrollment for Grade 6 in the school year is 423 learners. From this population, 44 learners passed the group screening test and were spared from the Phil-IRI pre-test and post-test. Thus, the total population for comprehensive enumeration was 379 learners who needed additional assessment. While complete enumeration was the target, the researcher successfully collected valid responses from 379 learners, representing 100% of the intended population. The researcher was able to gather a substantial and reliable dataset. This success was made possible through the generous assistance of the teacher-advisers from the 15 participating schools and, equally important, the warm welcome and full support of the school principals/school heads. Their cooperation ensured a smooth, well-organized data collection process and contributed significantly to the study's overall success.



Instrument

This study employed a standardized three-part instrument to collect data on learners' profiles, reading proficiency, and English academic performance. Part I gathered demographic information such as sex, distance from home to school, and parents' highest educational attainment, while Part II used passages from the Philippine Informal Reading Inventory (Phil-IRI) to assess oral reading, silent reading, and listening comprehension, each with eight comprehension questions. Part III included learners' English grades to examine the relationship between reading level and academic performance, with scoring based on standardized Phil-IRI procedures. The instruments underwent validation to ensure they accurately measured intended constructs, including expert review of the questionnaire for content validity and alignment with research objectives. The Phil-IRI, developed and widely used by the Department of Education, has established validity through continuous revisions, curriculum alignment, and nationwide application, while the researcher-made questionnaire was also validated through expert evaluation and literature support. Reliability was ensured through the Phil-IRI's consistent use and proven internal consistency across diverse contexts, as well as the structured design of the demographic questionnaire to produce stable and replicable results. Overall, both instruments were deemed valid, reliable, and appropriate for generating accurate data for the study.

Procedure for Data Collection

The researcher obtained permission from the relevant authorities and secured the necessary endorsements before distributing the questionnaires to gather the required data. The research title was approved by the Thesis Committee headed by the Dean of the School of Graduate Studies of STI West Negros University. Formal permission was obtained through the district supervisor and the school heads, who issued letters of no objection. These were subsequently endorsed by the district supervisor to the Division Superintendent. Upon approval, the Division Superintendent granted the necessary endorsement, allowing the researcher to proceed with the study and distribute the questionnaires to the selected respondents.

Data gathering was done in close collaboration with the teacher-advisers, whose experience in administering the Philippine Informal Reading Inventory (Phil-IRI) was very helpful in the successful implementation of the project. Initially, the teacher-advisers provided the researcher with a list of learners who failed the group screening test, ensuring that only those who needed additional assessment were included in the Phil-IRI evaluation. For the learners identified, the researcher read the instructions aloud during data collection to ensure correct understanding and to guide respondents, especially those with lower reading levels.

The Phil-IRI was administered to assess learners' reading levels in oral reading, silent reading, and listening comprehension. The comprehension score was calculated as the number of correct responses divided by the number of questions, multiplied by 100, according to the Department of Education (2018) instructions. This percentage was then used to place the learners into three reading levels: independent (80%-100%), instructional (59%-79%), and frustration (58% and lower). These levels indicate whether the learner can read alone, with help, or with difficulty, even with help.

The learners' English performance was derived from their first-quarter grades, obtained from Written Works, Performance Tasks, and Quarterly Assessment, in line with the assessment components outlined in DepEd Order No. 8, s.—2015, which provides the standard framework for the evaluation of learners' academic performance. The grades were interpreted in accordance with the prescribed requirements under DepEd Order No. 13, s. 2018 with the following descriptors: Outstanding (90-100), Very Satisfactory (85-89), Satisfactory (80-84), Fairly Satisfactory (75-79), and Did Not Meet Expectations (below 75).

The teacher-advisers helped in monitoring, clarifying instructions, and collecting the instruments throughout the entire procedure to ensure that replies were comprehensive, correct, and unbiased. The researcher then reviewed the replies, tagged the data, and collected it for analysis in the Statistical Package for the Social Sciences (SPSS) after collection. The confidentiality and anonymity of the respondents were preserved rigorously throughout the study.

Data Analysis and Statistical Treatment



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Objective No. 1 also used a descriptive-analytical scheme and mean to determine the reading level of Grade 6 learners using the Philippine Informal Reading Inventory (Phil-IRI) in oral reading, silent reading, and listening comprehension. Objective No. 2 also used a descriptive-analytical scheme and mean to determine the level of Phil-IRI among learners grouped by sex, distance from home to school, and parents' highest educational attainment. Objective No. 3 used a descriptive-analytical scheme and mean to determine the level of English performance of Grade 6 learners grouped by sex, distance from home to school, and parents' highest educational attainment. Objective No. 4 used a comparative analytical scheme and independent t-test to identify significant differences in reading level across groups defined by sex, distance from home to school, and parents' highest educational attainment. Objective No. 5 also used a comparative-analytic approach and independent t-test to identify significant variations in learners' English performance across groups defined by sex, distance from home to school, and the highest educational level of the learner's parents. Finally, objective no. 6 used a relational analytical scheme and Pearson's r correlation coefficient to determine whether a significant relationship existed between the level of Phil-IRI and the English performance of Grade 6 learners.

Ethical Considerations

The study was conducted in accordance with strict ethical standards to protect the rights and welfare of the respondents. Participation was voluntary, and respondents were told they could quit at any moment without penalty. The respondents were juveniles, and parental agreement was sought before participation. Learners' approval was also sought. The identities of the respondents were kept confidential, and all data was anonymized, with only numerical codes used during analysis. Collected data were securely stored and accessible only to the researcher and authorized personnel. No personal data compromising the respondents' identity was collected, in accordance with the Data Privacy Act of 2012, particularly regarding access to the data by both the researcher and the analyst. Data collection was conducted in a manner that was neither harmful nor uncomfortable, and participants were informed that their involvement would not affect their academic standing. The findings were reported honestly, without bias or manipulation, to ensure that the respondents' viewpoints and experiences were portrayed fairly and accurately. The respondents were promised that no identifying information would be disseminated or publicized without their prior agreement, unless in exceptional emergencies. Following the submission of the study, all collected materials were properly disposed of by means of machine shredding or dissolved in water. At the same time, the data was erased as soft copies to prevent further recovery.

Results and Discussions

This section summarizes the study's findings, which come from careful data gathering, in-depth analysis, and thoughtful interpretation. After this, meaningful conclusions were drawn from the initial phase, offering valuable insights.

Reading Level of Grade 6 Learners According to Oral Reading, Silent Reading, and Listening Comprehension

Table 1

Reading Level of Grade 6 Learners based on Phil-IRI, according to Oral Reading, Silent Reading, and Listening Comprehension

Areas	Mean	Interpretation
Oral Reading	62.01	Instructional
Silent Reading	53.19	Frustration
Listening Comprehension	52.91	Frustration

Table 1 shows that Grade 6 learners were performing at an instructional level in oral reading, with a mean of 62.01. This means that learners were able to decode and read aloud texts accurately and fluently under teacher guidance. The learners showed emerging decoding skills but still require instructional support for comprehension.



This finding is consistent with previous research that shows many intermediate learners are at this instructional level and require guided assistance to improve reading comprehension (Tolibas, 2025).

On the other hand, learners experienced difficulty in comprehending texts during silent reading, they demonstrated limited understanding texts without help. They can read words but still have a hard time making sense of them without guidance. Listening comprehension also declined to the frustration level, indicating they had difficulty processing and interpreting oral information. In summary, these results indicate low comprehension skills in both reading and hearing modalities, indicating that treatments are required to improve higher-order processes.

The pattern suggests that basic reading skills are emerging, but comprehension remains a problem, especially on activities that demand autonomous understanding. Reyes and Llego (2022) also found a similar pattern: intermediate-level learners performed better in oral reading than in comprehension activities.

Reading Level of Grade 6 Learners based on Phil-IRI According to Oral Reading, Silent Reading, and Listening Comprehension When Grouped According to Sex, Distance from Home to School, and Parents' Highest Educational Attainment

Table 2

Reading Level of Grade 6 Learners based on Phil-IRI According to Oral Reading, Silent Reading, and Listening Comprehension When Grouped According to Sex

Areas	Male	Interpretation	Female	Interpretation
	Mean		Mean	
Oral Reading	60.14	Instructional	64.06	Instructional
Silent Reading	52.09	Frustration	54.40	Frustration
Listening Comprehension	50.69	Frustration	55.35	Frustration

As indicated in Table 2, both male and female learners are at the instructional level in oral reading, with female learners having a higher mean score (64.06) than male learners (60.14). This indicates that both groups can read with guidance, but the female learners' oral reading is slightly better.

In silent reading, males (52.09) and females (54.40) reach the same level of frustration. That is, they have difficulty comprehending written material without help. A similar pattern is found in the listening comprehension, where both groups are involved. This imply that both groups can read with guidance, but the female learners' oral reading is slightly better.

This finding is also consistent with previous research showing significant differences in reading fluency by sex, with female students typically performing better on early literacy assessments (Africa & Sanchez, 2026; Fabella & Abaoag, 2023). Female learners scored higher on average in all areas, but the differences are not large enough to suggest a large difference in reading levels by sex. This implies that the learning needs of male and female learners are similar, especially in improving comprehension skills.

Table 3

Reading Level of Grade 6 Learners based on Phil-IRI, According to Oral Reading, Silent Reading, and Listening Comprehension When Grouped According to Distance from Home to School

Areas	Nearer	Interpretation	Farther	Interpretation
	Mean		Mean	
Oral Reading	63.58	Instructional	61.44	Instructional
Silent Reading	54.68	Frustration	52.64	Frustration
Listening Comprehension	53.38	Frustration	52.74	Frustration

Table 3 shows that learners who live closer to school had a slightly higher mean oral reading score (63.58) than those who live farther (61.44), although both groups are at the instructional level. This means that teachers do not need to be near students for students to read with guidance, and that being close to school does not make a meaningful difference in oral reading performance.



Both groups are frustrated during silent reading. The nearer learners (54.68) perform better than the farther learners (52.64). Therefore, it can be concluded that learners have difficulty reading texts independently regardless of the distance from the school. A similar pattern is found in listening comprehension, where both groups are also at the frustration level, with a small difference in mean scores. Therefore, learners can be assumed to have difficulties with the processing and understanding of oral information.

The results, in general, show that learners who live closer to school have slightly higher mean scores, but the differences are not large across all areas. This implies that distance from home to school is not a strong factor in explaining variations in reading proficiency. This is supported by Santos and Reyes (2019), who found that environmental factors such as distance have a limited association with reading skills compared to instructional and home-related factors.

Table 4

Reading Level of Grade 6 Learners based on (Phil-IRI), according to Oral Reading, Silent Reading, and Listening Comprehension, When Grouped According to Parents' Highest Educational Attainment

Areas	Lower Mean	Interpretation	Higher Mean	Interpretation
Oral Reading	54.32	Frustration	66.89	Instructional
Silent Reading	47.18	Frustration	57.00	Frustration
Listening Comprehension	48.89	Frustration	55.47	Frustration

Table 4 shows that learners with parents with higher educational attainment are at the instructional level in oral reading (66.89) than learners with parents with lower educational attainment who are at the frustration level (54.32). This means that students with more educated parents are better at decoding and reading with help, while students with less educated parents have more trouble even with help.

The two groups are at the frustration level during silent reading. However, learners with parents of higher educational attainment (57.00) have higher mean scores than learners with parents of lower educational attainment (47.18). The results demonstrate that independent comprehension is challenging for all learners, but learners with more educated parents show relatively better understanding of written texts. A similar pattern is observable in listening comprehension, with learners with higher parental education attainment (55.47) surpassing those with lower parental education attainment (48.89), yet both groups remain within the frustration level. This is also true for the ability to process and interpret oral information.

Overall, the consistent differences across all areas indicate that parents' educational attainment is related to learners' reading development. Children with more educated parents tend to show stronger reading performance, particularly oral reading. This supports the previous findings of Claes et al. (2024), who stressed that parents' educational background has a significant influence on children's reading development.

Level of English Performance of Grade 6 Learners When Grouped According to Sex, Distance From Home to School, and Parents' Highest Educational Attainment

Table 5

Level of English Performance of Grade 6 Learners When Grouped According to Sex, Distance From Home to School, and Parents' Highest Educational Attainment

Variable	Categories	Mean	Interpretation
Sex	Male	81.65	Satisfactory
	Female	82.50	Satisfactory
Distance from Home to School	Nearer	82.64	Satisfactory
	Farther	81.84	Satisfactory
Parents' Highest Educational Attainment	Lower	80.38	Satisfactory



Higher

83.11

Satisfactory

Table 5 shows that the male (81.65) and female (82.50) learners performed satisfactorily in English, with females having a slightly higher mean. This indicates that English performance is overall the same between sexes, thus the learning outcomes in the subject area.

When grouped by distance from school, both learners living closer and those living farther from school are also at the satisfactory level (82.64 and 81.84, respectively). The small difference in mean scores indicates that distance does not significantly affect learners' English performance.

Regarding the highest educational attainment of learners' parents, learners whose parents had higher attainment (83.11) had a higher mean score than those whose parents had lower attainment (80.38). However, both groups are still at a satisfactory level. This suggests a link between parental education and better academic performance, even when overall performance is at the same descriptive level.

Overall, learners' English proficiency is acceptable, but it may indicate existing problems with understanding and using the language. As Santos (2024) states, satisfactory performance does not necessarily indicate that learners are mastering the skills; therefore, they need continuous support in developing their reading and language skills.

Comparative Analysis in the Reading Level based on (Phil-IRI) of Grade 6 Learners According to Oral Reading, Silent Reading, and Listening Comprehension When Grouped and Compared According to Sex, Distance from Home to School, and Parents' Highest Educational Attainment

Table 6

Difference in the Reading Level based on (Phil-IRI) of Grade 6 Learners According to Oral Reading When Grouped and Compared According to Sex, Distance from Home to School, and Parents' Highest Educational Attainment

Variable	Category	N	Mean	t-value	p-value	Sig. level	Interpreta-tion
Sex	Male	198	60.15	-1.604	0.110	0.05	Not Significant
	Female	181	64.06				
Distance from Home to School	Nearer	102	63.58	0.768	0.444	0.05	Not Significant
	Farther	277	61.44				
Parents' Highest Educational Attainment	Lower	147	54.32	-5.206	0.000	0.05	Significant
	Higher	232	66.89				

Table 6 shows that there are no significant differences in oral reading proficiency among Grade 6 learners based on sex or distance from home to school, as the p-values are greater than 0.05. Therefore, the null hypothesis is accepted for these variables. The results indicate that learners' oral reading proficiency is similar across gender and proximity to school, and these characteristics have little effect on differences in learners' reading performance.

This implies that oral reading skills, grounded in decoding and fluency, are largely determined by school-based instructional practices (Duke et al., 2021) because learners have equitable access to standardized classroom opportunities to hone these foundational skills, regardless of their sex or distance from school. However, a significant difference was found when learners were grouped by parents' highest educational attainment ($p < 0.05$), thereby rejecting the null hypothesis for this variable. This shows that factors in the home environment, especially parents' educational backgrounds, are more important for learners' reading development (Labareno & Gabuya, 2025).

Table 7

Difference in the Reading Level based on (Phil-IRI) of Grade 6 Learners According to Silent Reading When Grouped and Compared According to Sex, Distance from Home to School, and Parents' Highest Educational Attainment

Variable	Category	N	Mean	t-value	p-value	Sig. level	Interpretation
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Sex	Male	198	52.09	-1.044	0.297	0.05	Not Significant
	Female	181	54.40				
Distance from Home to School	Nearer	102	54.68	0.859	0.392	0.05	Not Significant
	Farther	277	52.64				
Parents' Highest Educational Attainment	Lower	147	47.18	-4.398	0.000		Significant
	Higher	232	57.00				

Table 7 shows that there is no significant difference in silent reading proficiency across sex and distance from home to school, as the computed p-values are greater than 0.05. Thus, the null hypothesis is accepted for these variables. The results demonstrate that silent reading performance is comparable across male and female learners and between those living nearer to or farther from school, suggesting that these factors do not account for meaningful variation in learners' comprehension skills.

On the other hand, a significant difference is found when learners are grouped by parents' highest educational attainment ($p < 0.05$), and the null hypothesis is rejected for this variable. Learners whose parents had higher educational attainment scored significantly higher in silent reading than those whose parents had lower educational attainment. This suggests that parental education is linked to better understanding skills, especially in independent reading assignments.

As Ester (2025) states, this pattern may be associated with the home literacy environment, as parents with higher levels of education are more likely to provide reading support, learning resources, and academic guidance. This association underscores the significance of home learning conditions and parental engagement in shaping the child's reading development.

Overall, the results point to a greater role for home-related factors, such as parental educational background, compared to learner characteristics or environmental conditions, such as sex and distance from school, in explaining differences in silent reading proficiency.

Table 8

Difference in the Reading Level based on Phil-IRI of Grade 6 Learners According to Listening Comprehension, When Grouped and Compared According to Sex, Distance from Home to School, and Parents' Highest Educational Attainment

Variable	Category	N	Mean	t-value	p-value	Sig. level	Interpretation
Sex	Male	198	50.70	-2.144	0.035	0.05	Significant
	Female	181	55.35				
Distance from Home to School	Nearer	102	53.38	0.256	0.798	0.05	Not Significant
	Farther	277	52.75				
Parents' Highest Educational Attainment	Lower	147	48.89	-2.943	0.003		Significant
	Higher	232	55.47				

Table 8 also reveals a significant difference in listening comprehension between the sex groups ($p = 0.035 < 0.05$). The mean for female learners is higher than that for male learners. Hence, the null hypothesis is rejected for gender. This means that female learners are more capable of absorbing and grasping spoken language than male learners, which may be due to the difference in attention to detail and language processing during listening tasks. This aligns with previous literature on gender differences in auditory processing and comprehension, which shows that females exhibit greater bilateral brain activation during listening tests (Raj & Tomy, 2024, p. 9).



On the contrary, there is no significant difference when learners are grouped by distance from home to school ($p = 0.798 > 0.05$); the null hypothesis for this variable is accepted. This means that proximity to school does not significantly affect learners' listening comprehension skills. This indicates that listening comprehension skills are more likely to be developed through classroom instruction than through travel-related or environmental conditions. However, when their parents' educational attainment groups learners, a significant difference in listening comprehension is found, and the null hypothesis is therefore rejected for this variable.

However, for this factor, the null hypothesis is rejected, as there is a significant difference in the highest educational attainment of parents ($p = 0.003 < 0.05$). Learners with higher parental educational attainment had higher mean scores than those with lower parental educational attainment. This suggests that home-based factors, particularly parental educational background, contribute to the stronger development of listening comprehension. In the study by Ester (2025), this finding is consistent with evidence indicating that parents with higher educational backgrounds often provide richer linguistic environments and engage in more frequent verbal interactions, thereby enhancing children's auditory processing and comprehension skills.

Comparative Analysis in the Level of English Performance of Grade 6 Learners When Grouped and Compared According to Sex, Distance from Home to School, and Parents' Highest Educational Attainment

Table 9

Difference in the Level of English Performance of Grade 6 Learners When Grouped and Compared According to Age, Sex, Distance from Home to School, and Parents' Highest Educational Attainment

Variable	Category	N	Mean	t-value	p-value	Sig. level	Interpretation
Sex	Male	198	81.64	-1.763	0.079	0.05	Not Significant
	Female	191	82.50				
Distance from Home to School	Nearer	102	82.64	1.443	0.151	0.05	Not Significant
	Farther	277	81.84				
Parents' Highest Educational Attainment	Lower	147	80.38	-5.724	0.000	0.05	Significant
	Higher	232	83.11				

Table 9 shows that there is no significant difference in English performance across sex groups ($p = 0.079 > 0.05$). This means that male (81.64) and female (82.50) learners demonstrate relatively similar levels of English performance. This indicates that sex is not a determining factor in learners' English achievement and that both groups are provided with similar learning opportunities and instructional support.

Results also indicate no significant difference ($p = 0.151 > 0.05$) in distance from home to school, with learners living nearer (82.64) and farther (81.84) obtaining almost identical mean scores. This suggests that distance to school does not have a significant effect on English achievement, indicating that classroom teaching and school-based learning experiences may be more important than travel-related or environmental factors.

In contrast, a significant difference is observed in parents' highest educational attainment ($p = 0.000 < 0.05$), leading to rejection of the null hypothesis for this variable. Learners whose parents had higher educational attainment (83.11) performed better in English than those with lower educational attainment (80.38). This indicates that home-based factors, particularly parental education, contribute to learners' English performance, likely through academic support and language exposure at home.

In the study by Ester (2025), this pattern is supported by findings that parents with higher educational backgrounds tend to provide richer literacy environments and more frequent academic engagement, thereby enhancing learners' language development and academic performance.

Relational Analysis Between the Reading Level of Grade 6 Learners and Their Level of English Performance

Table 10

Relationship Between the Reading Level of Grade 6 Learners and Their Level of Academic Performance



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Variables	N	<i>r</i>	p-value	Sig. Level	Interpretation
Reading Level Grade 6 Learners	379	0.842	0.00	.05	Significant
Level of English Performance	379				

Table 10 presents the relationship between Grade 6 learners' reading level and their English performance. The results indicate a strong positive correlation between the two variables, with an *r*-value of 0.842 and a *p*-value of 0.000, which is less than the 0.05 level of significance. Therefore, the result is considered to be significant, and the null hypothesis is rejected.

This means that students with higher reading levels tend to perform better in English, while those with lower reading levels tend to perform worse. This close association suggests that reading achievement is an important factor in determining learners' ability to perform language-related tasks such as reading comprehension, writing, and text understanding.

According to Gough and Tunmer (1986), reading comprehension is a function of both decoding skills and language understanding. Improvement in reading ability directly reflects in academic performance, especially in language-based subjects such as English.

Conclusion

The findings of the study reveal that Grade 6 learners generally demonstrate an instructional level in oral reading but struggle at the frustration level in silent reading and listening comprehension. Parents' highest educational attainment significantly influences learners' reading level and English performance, with female learners showing better listening comprehension, while distance from home to school has no significant effect. Overall, learners' English performance is rated as satisfactory, with significant differences observed only in relation to parental education, and comparative analyses confirm meaningful variations in reading level and English performance across certain grouping variables, leading to the rejection of some null hypotheses, particularly those related to parents' educational attainment and listening comprehension. A strong and significant relationship was also found between reading level and English performance, indicating that reading proficiency is a key predictor of academic success in English. In conclusion, learners' characteristics and parental education play important roles in shaping outcomes, with reading proficiency serving as a major determinant of English performance, while sex and travel distance show no significant impact. These findings imply that improving learners' reading proficiency requires a comprehensive approach combining strengthened classroom instruction, targeted remediation, active parental involvement, and structured reading programs supported by appropriate resources and continuous monitoring.

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Conflict of Interest

The author declares no conflict of interest related to the conduct, authorship, and publication of this research. All procedures and interpretations were performed independently, and no financial, professional, or personal relationships influenced the results of this study.



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