



Reading Performance Level of Grade 5 Learners and Contextualized Reading Materials in Araling Panlipunan

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Abstract - This study explores the impact of contextualized reading materials on the reading performance of Grade 5 learners in Araling Panlipunan at Ilawod Elementary School, Caramoan South District, during the 2022-2023 school year. The objectives include assessing pre- and post-intervention reading performance, evaluating the materials' design and curricular validity, and identifying factors influencing reading performance. A descriptive-comparative-correlational design was used, employing documentary analysis, an evaluation checklist, and an interview guide. Data were gathered from Grade 5 learners and their parents, with statistical analyses including t-tests and Pearson's correlation. Findings show that pre-intervention reading performance was at the frustration level, with mean scores for fluency, comprehension, and vocabulary at 48, 1.7, and 136.7, respectively. After using the contextualized materials, performance improved significantly, with post-intervention mean scores of 141.5 (fluency), 4.55 (comprehension), and 39.35 (vocabulary). Significant improvements were observed in fluency (-64.3, $p=0.003$), comprehension (-57, $p=0.000$), and vocabulary (-45.48, $p=0.000$). Factors influencing reading performance showed weak correlations with home-related factors, and moderate correlations with learner-related factors. The materials had a modest effect on performance but were deemed highly valid for curricular use. The study concludes that integrating contextualized reading materials into the curriculum can significantly improve reading performance and recommends policy guidelines for enhancing learner engagement and achievement in Araling Panlipunan.

Keywords - Reading Performance, Contextualized Materials, Grade 5, Araling Panlipunan

INTRODUCTION

Reading is essential in navigating the world and is one of the first skills taught to individuals during their early years. While some children learn to read with ease, others face challenges. Reading often begins with recognizing objects through pictures, which explains the colorful and visually rich classrooms typical in basic education.

In our complex world, reading is key for learning and personal growth. It helps people in their studies and daily lives. Yet, even fifth-grade learners often struggle with

understanding what they read and reading fluently. Improving their reading and learning more complicated skills is vital as students advance in school. The secret to better reading and thinking is gaining experience. The more experiences someone has, the better they read and think, preparing them for life changes. To improve skills, focus on the learning process built on experiences. The more experiences a person has, the better they can read and develop crucial thinking skills needed to adapt to a

constantly changing world. Teachers often struggle with using teaching and learning method that fit specific situations, especially when enhancing reading skills. The current Araling Panlipunan curriculum requires additional effort to foster critical thinking among learners. Grade 5 learners, in particular, are susceptible to online disinformation due to the insufficient treatment of historical events in their Araling Panlipunan textbooks.

According to Starke (2020), motivation is key in promoting literacy, and exposing young readers to various genres can help them find books they enjoy, thus deepening engagement and comprehension. Teachers are key to learning, as all teachers help with reading. Teachers and students feel more confident in teaching and learning when they have the right resources. Encouraging a love for is important because those who read by choice often enjoy it more than those who read only when required. Cosme (2019) observed that student behavior significantly affects performance in Araling Panlipunan. Students who lack interest, do not pay attention, or lack motivation tend to perform poorly. These behaviors and struggles in remembering concepts and adapting to teaching strategies contribute to low academic achievement.

In contrast, Lorbis (2019) explored using the Contextualized Teaching and Learning (CTL) Approach to enhance the mastery of competencies in Grade Two learners of Araling Panlipunan. The CTL Approach proved promising in improving learning outcomes by engaging students with localized materials, such as community stories and cultural resources.

Further, Balinbin (2020) highlighted that Grade 5 students in the Philippines are performing below their Southeast Asian peers in reading proficiency, with a significant percentage of students showing reading skills typical of the early years of primary education. Filipino students' reading, writing, and mathematics proficiency are notably lower than in countries like Vietnam and Malaysia.

In response to this concern, DepEd Order No. 173 s. 2019, titled HAMON: BAWAT BATA BUMABASA (3Bs Initiative), aims to make every learner proficient in reading. The initiative emphasizes the importance of strengthening reading proficiency and nurturing a culture of reading across all content areas. In support of this, the Department of Education in Bicol launched the "Bawat Batang

Bicolano Bihasang Bumasa" program under DepEd V Regional Memorandum No. 157-2019, designed to enhance reading and writing skills among Bicolano learners. The program encourages the creation of locally developed learning materials that are culturally relevant and engaging for learners.

Furthermore, DepEd Order No. 32, s. 2015 promotes the development of culture-based, contextualized teaching materials. This policy encourages teachers to create and use locally produced resources that cater to their students' learning needs. Additionally, DepEd Order No. 21, s. 2019 supports an interdisciplinary approach, where content from subjects like Araling Panlipunan can be integrated with Filipino language lessons.

For the school year 2022-2023, only 10 out of 20 Grade 5 learners at Ilawod Elementary School, Caramoan, Camarines Sur, could read orally. Therefore, this study aimed to investigate whether using contextualized reading materials in Araling Panlipunan could improve the reading performance of Grade 5 learners. The research also explored the effects of these materials, contributing valuable insights for developing more relevant and engaging teaching resources for Araling Panlipunan.

OBJECTIVES OF THE STUDY

This study aimed to determine the effects of contextualized reading materials on the reading performance of Grade 5 learners in Araling Panlipunan at Ilawod Elementary School, Caramoan South District, during the third quarter of the school year 2022–2023. Specifically, it sought to assess the reading performance level of learners before the intervention in terms of fluency, comprehension, and vocabulary; to design contextualized reading materials aligned with the learning outcomes, reading activities, and assessment strategies in Araling Panlipunan; and to evaluate the curricular validity of the developed materials in terms of face, content, and construct validity.

Furthermore, the study investigated the factors contributing to learners' reading performance, including home-related, learner-related, and teacher-related variables. It also aimed to measure the learners' reading performance level after using contextualized reading materials and to determine whether there was a significant difference between the pre-and post-intervention results.

In addition, the study explored how various factors—such as those related to the home, learners,

and teachers—shaped students' reading performance and how much the contextualized materials contributed to improving their learning outcomes.

Ultimately, the study aimed to offer practical policy recommendations to help strengthen reading skills among learners and support the more effective use of contextualized materials in teaching Araling Panlipunan.

METHODS

This study employed a descriptive-comparative-correlational design to examine the effects of contextualized reading materials on the reading performance of Grade 5 learners in Araling Panlipunan. The descriptive aspect aimed to characterize learners' reading performance levels—specifically fluency, comprehension, and vocabulary—both before and after the intervention. It also guided the development and validation of the contextualized materials in terms of learning outcomes, reading activities, and assessment measures. In addition, it allowed for the identification of contributing factors to reading performance, including home-related, learner-related, and teacher-related dimensions. The comparative component sought to determine whether a statistically significant difference existed between learners' pre- and post-intervention performance, while the correlational approach was used to measure the influence of both the contextualized materials and the identified factors on learner outcomes.

The study involved a purposive sample of 20 Grade 5 learners from Ilawod Elementary School in Caramoan South District, Camarines Sur, during the 2022–2023 academic year. The participants, aged 10 to 11 years and consisting of 9 males and 11 females, all resided in Barangay Ilawod and were enrolled in the same instructional program. Data were collected through a combination of teacher-made tests, a curricular evaluation checklist, and documentary analysis. The teacher-made test, adapted from the Philippine Informal Reading Inventory (Phil-IRI, 2018), was administered as both a pre-test (first quarter) and a post-test (third quarter) to assess reading proficiency in fluency, comprehension, and vocabulary. The contextualized reading materials were introduced and implemented between these testing periods as part of regular classroom instruction. The evaluation checklist, validated by master teachers, was used to assess the face, content,

and construct validity of the materials using a four-point

Likert scale. Documentary analysis of learner records and contextual profiles was also conducted to triangulate findings on reading performance and associated factors.

The research process began with problem conceptualization and proposal development, followed by formal approval from academic and district authorities. Standardized instruments were prepared, validated, and administered in a sequential manner: pre-testing, intervention implementation, and post-testing.

The data gathered were analyzed using descriptive and inferential statistics. Measures of central tendency (mean) and variability (standard deviation) were used to summarize performance data, while proficiency levels were interpreted in accordance with Phil-IRI guidelines. The weighted mean was employed to assess the curricular validity of the materials and the influence of contributing factors. A paired t-test was applied to determine the significance of observed changes in reading performance. Finally, Pearson's product-moment correlation coefficient and the coefficient of determination were computed to assess the strength and extent of relationships between contextualized materials, influencing factors, and learner outcomes

RESULTS AND DISCUSSION

Table 1. Reading Performance Level of Grade 5 Learners Before Using Contextualized Reading Materials

Aspects	Mean	SD	PL	Interpretation
Fluency	74.5	81.44	37.35	Frustration
Comprehension	1.7	2.00	34	Frustration
Vocabulary	136.7	77.96	35.02	Frustration

Interpretation Scale: 80–100 = Independent; 59–79 = Instructional; 1–58 = Frustration; 0 = Non-reader

Before introducing these materials, students performed within the "Frustration" category in all three key areas of reading—fluency, comprehension, and vocabulary. Specifically, learners had scores of 37.35 in fluency, 34 in comprehension, and 35.02 in vocabulary. These scores highlighted considerable challenges in their reading abilities, emphasizing the need for targeted interventions to address these gaps.

The reading materials are made to help students learn about Philippine history, culture, and society. They also want to help students think better and read better with understanding. These materials use local examples and issues that students already know about. This way, the content is more interesting and connects easily to the students' lives. Students are more motivated when learning is linked to real-world experiences and can better retain and apply the knowledge. The materials included engaging activities such as group discussions, role-playing, and debates. These activities encouraged students to think critically and get involved. Multimedia tools like videos and audio were also used, making it easier for students with different learning styles to enjoy and benefit from the lessons. This helped students improve their reading skills gradually.

Table 2A . Summary of Curricular Validity of Contextualize Reading Materials in Araling Panlipunan

Validity	AWM	Int	Rank
Face Validity	3.85	HV	1
Content Validity	3.05	MV	2
Construct Validity	3.04	MV	3
Overall Average Weighted Mean	3.31	Highly Valid	

The materials were well-matched with the educational goals, showing promising results. They had a strong overall score of 3.31. For being clear and understandable, they scored 3.85; for having the right content, they scored 3.05; and for being well-organized, they scored 3.04. This means the materials were well-designed and appreciated by both teachers and students.

The study examined what affects reading skills and found that teachers have the most significant impact. Teachers have an average score of 3.10, showing that they play a key role in improving reading skills. Learner-related factors scored 1.88, and home-related factors scored 1.68, showing that they have less influence.

Table 3D. Summary of the Factors that Contribute to the Reading Performance of Grade 5 Learners

Factors	AWM	Interpretation	Rank
Teacher-related	3.10	Good	1
Learner-related	1.88	Poor	2
Home-related	1.68	Poor	3
Overall Average Weighted Mean	2.22	Fair	

The improvement in students' reading performance after using contextualized materials was evident across all areas. Fluency reached an instructional level, with a mean of 141.5 (PL = 70.75), while both comprehension and vocabulary reached independent levels, with means of 4.55 (PL = 91) and 39.35 (PL = 81.25), respectively. These results strongly suggest that introducing contextualized reading materials helped students move beyond frustration levels, significantly improving their reading abilities.

Table 4. Reading Performance Level of Grade 5 Learners after Using Contextualized Reading Materials

ASPECT	MEAN	SD	PL	Interpretation
Fluency	141.5	49.52	70.75	Instructional
Comprehension	4.55	0.69	91	Independent
Vocabulary	39.35	37.26	81.25	Independent

Value Interpretation
 80 – 100 Independent (Ind)
 59 – 79 Instructional (Ins)
 1 – 58 Frustration (F)
 0 Non-Reader (NR)

Table 5. Difference between the Reading Performance Levels of Grade 5 Learners before and after the Contextualized Reading Materials

Reading Proficiency	df	Mean Difference	t value	p value	Interpretation
Fluency	19	67	6.24	0.000	Significant
Comprehension	19	57	7.52	0.000	Significant
Vocabulary	19	46.24	7.07	0.000	Significant

A statistical analysis comparing the reading performance before and after using the materials further reinforced these findings. There were significant improvements in all three areas: fluency (mean difference = -64.3, t = -2.94, p = 0.003), comprehension (mean difference = -57, t = -6.02, p = 0.000), and vocabulary (mean difference = -45.48, t =

-4.99, $p = 0.000$). The results show that real-life related reading materials help learners improve their reading skills. But the improvement cannot be said to be big enough as it was measured by r^2 values, was 0.0598 for fluency, 0.0546 for comprehension, and 0.0534 for vocabulary. This means the materials positively affected reading skills, but the overall impact was not substantial.

Table 6 Influence of the Factors on the Reading Performance Level of the Learners

Factors	Reading Performance Level	r	r ² -value	Effect
Home-related	Fluency	0.1156	0.0242	Very Weak
	Comprehension	0.1199	0.0144	Very Weak
	Vocabulary	0.0179	0.0003	Very Weak
Learner-related	Fluency	0.2168	0.047	Very Weak
	Comprehension	0.3852	0.1484	Very Weak
	Vocabulary	0.3536	0.125	Very Weak
Teacher-related	Fluency	0.1349	0.0182	Very Weak
	Comprehension	0.0314	0.001	Very Weak
	Vocabulary	-0.187	0.0348	Very Weak

Legend:

Size of r^2	Strength of r^2
0.91-1.00	Very Strong
0.71-0.90	Strong
0.51-0.70	Moderate
0.31-0.50	Weak
0.01-0.30	Very Weak
0.00	No Effect

The study also examined the influence of home-related and learner-related factors on reading performance. Home-related factors were found to have a minimal effect, with r^2 values of 0.0242 for fluency, 0.0144 for comprehension, and 0.0003 for vocabulary. Learner-related factors had somewhat stronger effects, with r^2 values ranging from 0.047 for fluency to 0.1484 for comprehension. Despite these findings, teacher-related factors had the most consistent impact, suggesting that the role of teachers is critical to improving reading outcomes.

The study proposes several policy recommendations to improve the effectiveness of contextualized reading materials and enhance overall reading performance. This involves setting up a school policy to guide the creation and review of learning materials that fit with the K to 12 curriculum. Teachers, students, parents, and the community need to cooperate. Tools like the Learning Resources Management and Development System (LRMDS) are essential for ensuring these materials are of good quality and suitable for students.

Moreover, continuous professional development for teachers and ongoing monitoring of material effectiveness are critical for ensuring that these resources meet the diverse needs of learners. Schools can better support students' reading development and overall academic achievement by addressing these areas.

The positive outcomes observed in this study align with Schema Theory, which emphasizes the importance of learners' prior knowledge in reading comprehension. By designing materials that connect to learners' cultural, linguistic, and experiential backgrounds, the intervention activated their existing schemata—formal, content, and linguistic—making it easier for them to process, understand, and retain new information. This connection between background knowledge and new content was key in improving learners' fluency, comprehension, and vocabulary performance.

CONCLUSIONS AND RECOMMENDATIONS

Before the use of contextualized reading materials, the reading performance of Grade 5 learners was clearly below expected levels. Most students were at a frustration level in fluency, comprehension, and vocabulary, highlighting the urgent need for intervention. To address this, the study recommends implementing regular guided reading sessions, introducing effective comprehension strategies like summarizing and questioning, and designing vocabulary-building activities that are both meaningful and engaging for learners.

The contextualized reading materials in *Araling Panlipunan* were intentionally crafted to align with learning outcomes, incorporate interactive reading tasks, and offer relevant assessments. These materials helped improve reading performance and learners' overall engagement and understanding of the subject. Ensuring that these materials reflect national standards while being responsive to the learners' cultural and social contexts is essential to sustain this impact. Diversifying activities and media, addressing different learning styles, and supporting teachers through continuous training were also identified as key steps forward.

The materials were found to be highly valid in terms of their face, content, and construct features. Still, ongoing review and feedback from educators and students are necessary to maintain and enhance their effectiveness. Involving experts and piloting new

materials before full implementation can help ensure quality and relevance.

Teacher-related variables had the most noticeable effect among the factors influencing reading performance, while learner and home-related factors showed weaker contributions. This points to the importance of empowering teachers through professional development and classroom support. At the same time, there is a need to engage families more deeply by creating a home environment that values reading and offering parents practical ways to support their children's literacy development.

Following the use of the contextualized reading materials, learners made significant progress. Fluency improved to the instructional level, and comprehension and vocabulary rose to the independent level. These gains underscore the value of using materials that connect with learners' realities. To continue building on this progress, it's important to gradually increase text complexity, encourage discussion and critical thinking, and provide opportunities for learners to use new vocabulary in various meaningful contexts.

Statistical analysis confirmed that the improvement in reading performance after using the contextualized materials was significant. However, the overall effect size was still considered weak, suggesting that while helpful, the materials should be seen as part of a broader instructional approach. Future efforts should focus on strengthening the materials, integrating multimedia, and exploring other influential factors like teaching strategies, classroom environment, and learner motivation.

The study also found that contextual and personal factors weakly influenced learners' reading performance. This reinforces the idea that improving literacy outcomes requires a comprehensive approach that supports learning at school, encourages reading at home, and fosters internal motivation. Access to varied reading materials, positive reading role models, and strong teacher guidance are essential.

To ensure long-term impact, the study recommends adopting clear policy guidelines to support developing, using, and evaluating contextualized reading materials. These should include aligning materials with curriculum standards, involving stakeholders in resource creation, providing adequate support for teachers, and putting systems in place to monitor the effectiveness of the materials in improving reading outcomes.

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