

## The Utilization of the Contextualized Learning Materials Utilized in Developing the Reading Comprehension Skills of the Grade 6 Learners in Lupi, Districts 1 and 2, Division of Camarines Sur

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### ABSTRACT

Reading comprehension remains a central literacy competence because learners rely on it to understand instructions, interpret texts, solve academic tasks, and participate meaningfully in classroom discourse. In the upper elementary grades, comprehension no longer concerns mere decoding but involves literal understanding, inferential reasoning, critical thinking, vocabulary expansion, and fluent reading. Persistent comprehension gaps require instructional materials that are relevant to learners' experiences and sufficiently clear, engaging, and integrated with multiple literacy skills. This study examined the utilization of contextualized learning materials in developing the reading comprehension skills of Grade 6 learners in Lupi Districts I and II, Division of Camarines Sur. The study was anchored on the premise that learners comprehend more effectively when reading materials are connected to their prior knowledge, cultural setting, and immediate community environment. Contextualized materials are designed to bridge classroom learning and real-life experience, allowing learners to recognize familiar situations, vocabulary, values, and problems within instructional texts. Such materials are particularly important in post-pandemic learning recovery, where learners require more responsive and meaningful literacy support. The investigation therefore focused on how these materials were utilized and how such utilization related to the development of reading comprehension competencies. The research assessed five dimensions of contextualized learning material utilization: relevance, clarity, engagement, skill integration, and impact on learning outcomes. These dimensions represent the quality of instructional materials not only as text resources but as instruments for learning transfer, learner participation, and literacy consolidation. Relevance captured the extent to which the materials reflected learners' experiences and academic needs, while clarity examined linguistic and structural accessibility. Engagement, skill integration, and impact on learning outcomes further measured the capacity of the materials to motivate learners, connect multiple literacy skills, and contribute to measurable learning improvement. The study also evaluated the development of reading comprehension skills along literal comprehension, inferential comprehension, critical thinking, vocabulary development, and reading fluency. These skill areas correspond to progressively complex literacy outcomes, from retrieving explicitly stated information to interpreting implied meanings and evaluating textual claims. The inclusion of vocabulary development and reading fluency recognizes that comprehension is strengthened when learners have sufficient word knowledge and can read accurately, confidently, and with appropriate pacing. This multidimensional framework allowed the study to generate a more comprehensive picture of literacy development among Grade 6 learners. A descriptive-evaluative-inferential-correlational research design was utilized. The respondents were 39 Grade 6 teachers from Lupi Districts I and II, selected through total enumeration after purposive selection of the study locale. A researcher-made questionnaire using a five-point rating scale served as the principal instrument for gathering data. Frequency count, percentage, weighted mean, ranking, and the Wilcoxon Mann-Whitney U-Test were used to analyze the data at the 0.05 level of significance. Results showed that contextualized learning materials were very much utilized, with an overall weighted mean of 4.58. Relevance obtained the highest mean of 4.65, followed by engagement at 4.62, clarity at 4.58, skill integration at 4.54, and impact on learning outcomes at 4.52. These findings indicate that the materials were strongly aligned with learners' real-life experiences, cultural environment, academic needs,

and classroom engagement requirements. The results further suggest that the materials served as effective vehicles for making reading tasks meaningful and learner-centered. The test of difference on the rank orders of contextualized learning material utilization showed generally comparable patterns between Lupi Districts I and II. Relevance, clarity, engagement, and impact on learning outcomes showed no significant difference between the two districts. Skill integration, however, showed a significant difference, indicating that one district may have implemented integrated literacy tasks more strongly than the other. This finding points to the importance of aligning district-level implementation practices so that learners receive comparable opportunities to develop multiple literacy competencies through contextualized materials. The utilization of contextualized learning materials was also found to develop reading comprehension skills to a very much evident extent, with an overall weighted mean of 4.56. Critical thinking ranked highest at 4.62, followed by inferential comprehension and reading fluency at 4.57, literal comprehension at 4.56, and vocabulary development at 4.50. These findings show that the materials were particularly effective in supporting analytical reading, inference-making, and fluent engagement with texts. At the same time, vocabulary development, although still very much evident, emerged as the area requiring more deliberate reinforcement. The comparative analysis of reading comprehension development revealed significant district differences in literal comprehension, inferential comprehension, critical thinking, and reading fluency. Vocabulary development was the only area where no significant difference was found between the two districts. These results imply that district-specific instructional practices, resources, and implementation support may influence how contextualized materials translate into comprehension gains. Harmonized professional development, shared resource development, and sustained monitoring are therefore necessary to reduce disparities in literacy outcomes. The study concludes that contextualized learning materials are valuable instructional resources for strengthening Grade 6 reading comprehension. Their effectiveness is most evident when materials are relevant, clear, engaging, skill-integrated, and aligned with learning outcomes. The findings support the institutionalization of contextualized materials in literacy instruction, alongside teacher training, vocabulary enrichment activities, collaborative material development, and district-wide monitoring systems.

## 1. Introduction

Reading comprehension is one of the most important foundations of academic achievement because learners encounter written information across all learning areas. In Grade 6, learners are expected not only to decode words but also to understand ideas, interpret meanings, connect details, and evaluate the logic of texts. When comprehension is weak, performance in other subjects is also affected because learners struggle to follow directions, analyze problems, and express reasoned answers. For this reason, reading comprehension must be treated as a cross-curricular priority rather than as an isolated language skill.

Contemporary literacy instruction recognizes that comprehension involves several interrelated processes. Literal comprehension enables learners to identify explicitly stated facts, main ideas, sequences, and details. Inferential comprehension allows learners to read beyond the text by drawing conclusions, identifying motives, and connecting clues. Critical thinking extends comprehension further by requiring learners to evaluate arguments, detect bias, and justify interpretations using textual evidence.

Vocabulary development and reading fluency also form essential components of comprehension. Learners who possess adequate vocabulary are more capable of understanding unfamiliar texts and making accurate interpretations. Fluency contributes to comprehension because accurate, expressive, and appropriately paced reading frees cognitive energy for meaning-making. Thus, a comprehensive literacy program must address both meaning construction and the enabling skills that support it.

Traditional reading instruction often relies on generic texts that may be linguistically correct but distant from learners' experiences. When reading materials are unfamiliar, culturally remote, or disconnected from learners' daily realities, learners may decode the words but fail to engage deeply with the content. Such materials can also limit motivation, especially among learners who require stronger connections between classroom tasks and lived experiences. Contextualized learning materials respond to this concern by bringing local, relevant, and meaningful content into reading instruction.

Contextualized learning materials are instructional resources that connect lessons with learners' community, culture, environment, and prior knowledge. They make reading tasks more relatable by embedding familiar settings, examples, problems, values, and experiences into instructional texts. In reading comprehension instruction, contextualization supports schema activation because learners can use existing knowledge to understand new information. This process strengthens comprehension by making reading less abstract and more anchored in recognizable contexts.

The use of contextualized materials is consistent with learner-centered education. Learner-centered instruction requires teachers to consider learners' interests, language backgrounds, readiness levels, and social contexts in designing learning experiences. Materials that reflect these dimensions can increase participation and reduce the cognitive distance between learners and texts. In this way, contextualized instruction becomes a practical strategy for improving literacy access and equity.

Philippine education policies emphasize the need for quality, inclusive, and relevant basic education. National mandates on curriculum implementation and teacher professional standards encourage educators to employ strategies that respond to the

diverse needs of learners. These policy directions reinforce the importance of materials that are developmentally appropriate, culturally responsive, and aligned with curriculum standards. Contextualized learning materials therefore function not only as classroom tools but also as instruments for operationalizing policy commitments to relevant education.

Post-pandemic learning recovery has made contextualized literacy instruction even more urgent. Learning disruptions widened gaps in reading fluency, vocabulary, comprehension, and learner confidence. Recovery programs require interventions that are both academically rigorous and emotionally engaging. Contextualized materials offer such a possibility because they can be designed to address gaps while preserving learners' interest and sense of relevance.

In Lupi Districts I and II, reading data from literacy assessments indicated that many learners were progressing toward proficiency, yet a notable proportion still required support in reading comprehension and fluency. These outcomes underscore the need for targeted materials and responsive instruction. They also highlight the importance of examining whether existing contextualized materials are being utilized effectively. Without systematic evaluation, schools may assume that materials are useful without knowing which dimensions require strengthening.

The study focused on the utilization of contextualized learning materials along relevance, clarity, engagement, skill integration, and impact on learning outcomes. These five dimensions provide a structured way to examine material quality and instructional usefulness. Relevance concerns the connection between the materials and learners' lives, interests, and academic needs. Clarity concerns the comprehensibility of language, instructions, layout, concepts, and assessment criteria.

Engagement is equally central because learners comprehend more deeply when they are motivated to interact with texts. Materials that encourage questioning, discussion, creativity, curiosity, and timely task completion can make reading a more active process. Skill integration is also necessary because reading comprehension improves when learners simultaneously practice vocabulary, writing, speaking, listening, and critical thinking. The impact on learning outcomes captures whether these material qualities translate into improved performance, confidence, and reduction of reading difficulties.

The study also examined the development of reading comprehension skills across five domains. Literal comprehension reflects the learner's ability to identify explicit information, summarize texts, recognize sequences, and restate ideas. Inferential comprehension measures the learner's ability to predict outcomes, draw conclusions, identify implied meanings, and connect textual clues. Critical thinking requires learners to analyze reliability, evaluate logic, compare ideas, identify assumptions, and defend opinions using evidence.

Vocabulary development was included because reading comprehension depends heavily on word knowledge. Learners need to define new words, use context clues, recognize word parts, understand multiple meanings, and apply vocabulary in writing and oral discussion. Reading fluency was included because comprehension is strengthened when learners read accurately, confidently, and with proper expression. These five reading domains together provide a holistic representation of comprehension development among Grade 6 learners.

The theoretical grounding of the study is supported by schema theory, constructivist learning theory, dual coding theory, and culturally relevant pedagogy. Schema theory explains why learners comprehend better when new texts connect with prior knowledge. Constructivist learning theory emphasizes active meaning-making through experience, interaction, and guided learning. Dual coding theory supports the use of textual and visual representations, while culturally relevant pedagogy validates learners' identities through localized and meaningful content.

The central argument of this study is that contextualized learning materials can develop reading comprehension when they are intentionally designed, clearly presented, engagingly implemented, integrated across literacy skills, and monitored for learning impact. However, the effectiveness of these materials may vary across districts depending on teacher preparation, material availability, implementation consistency, and local instructional culture. Examining both overall utilization and district-level differences therefore provides a basis for targeted improvement. The findings can inform teachers, school heads, curriculum developers, and policy makers seeking to strengthen reading instruction.

This study contributes to literacy practice by presenting evidence on how contextualized materials are utilized and how they support Grade 6 learners' reading comprehension skills. It also identifies areas of strength and areas requiring reinforcement, particularly skill integration, vocabulary development, and district-level consistency. By translating the findings into policy directions, the study offers a practical route toward improving classroom instruction and literacy outcomes. Its broader value lies in demonstrating that effective reading programs must be locally meaningful, pedagogically structured, and continuously evaluated.

## 2. Methodology

The study employed a descriptive-evaluative-inferential-correlational research design. The descriptive component was used to determine the extent of contextualized learning material utilization and the extent to which such utilization developed reading comprehension skills among Grade 6 learners. The evaluative component allowed the study to assess the quality and instructional usefulness of the materials based on identified dimensions. The inferential-correlational aspect supported the comparison of rank orders between Lupi Districts I and II.

The locale of the study was Lupi Districts I and II in the Division of Camarines Sur. The locale was selected purposively because the districts implemented reading-related interventions and used contextualized materials in support of literacy development. The two districts provided a suitable setting for comparing utilization patterns and reading comprehension development across neighboring educational contexts. The setting also allowed the study to examine how local implementation practices may influence literacy outcomes.

The respondents were 39 Grade 6 teachers from public elementary schools in Lupi Districts I and II. Total enumeration was used in selecting the Grade 6 teacher-respondents, ensuring that all teachers directly involved in the target grade level were included.

The distribution consisted of 26 teachers from Lupi District I and 13 teachers from Lupi District II. This respondent structure provided district-level representation while retaining complete coverage of the accessible population.

A researcher-made survey questionnaire served as the principal data-gathering instrument. The instrument was designed to gather responses on the utilization of contextualized learning materials and their role in developing reading comprehension skills. The questionnaire contained items grouped according to relevance, clarity, engagement, skill integration, impact on learning outcomes, literal comprehension, inferential comprehension, critical thinking, vocabulary development, and reading fluency. The use of a structured questionnaire made it possible to quantify perceptions consistently across respondents.

The questionnaire used a five-point rating scale. For the utilization of contextualized learning materials, the verbal interpretations were Very Much Utilized, Much Utilized, Utilized, Fairly Utilized, and Not at All. For the development of reading comprehension skills, the verbal interpretations were Very Much Evident, Much Evident, Evident, Fairly Evident, and Not at All. These scales allowed the study to convert teacher observations into comparable numerical data.

The instrument underwent validation to ensure that its items were relevant, clear, and aligned with the objectives of the study. Suggestions from knowledgeable reviewers were incorporated in the revision of the questionnaire. Reliability was considered through internal consistency procedures, with the instrument expected to meet acceptable reliability standards for classroom-based research. These steps strengthened the credibility of the data gathered from the respondents.

The data-gathering procedure involved securing permission from concerned authorities, administering the questionnaire to the identified respondents, retrieving completed instruments, and organizing the responses for statistical treatment. The process was conducted systematically to ensure completeness and consistency of responses. The respondents were informed of the purpose of the study and were asked to provide honest ratings based on their instructional experiences. The data were then tallied, encoded, and subjected to appropriate statistical analysis.

Frequency count and percentage were used to describe respondent distribution. Weighted mean and rank were used to determine the extent of utilization and the extent of reading comprehension skill development across indicators and domains. These descriptive statistics allowed the study to identify the strongest and least developed dimensions of contextualized material use and comprehension development. The ranking procedure further clarified which domains were perceived as most evident or most utilized.

The Wilcoxon Mann-Whitney U-Test was used to determine whether significant differences existed in the rank orders between Lupi Districts I and II. This non-parametric test was appropriate because the data were ordinal and the study compared two independent groups. The level of significance was set at 0.05. The inferential results provided a basis for determining whether district-level variations were statistically meaningful or attributable to chance.

**3. Results and Discussion**

This section presents the results on the utilization of contextualized learning materials and their contribution to the development of Grade 6 learners' reading comprehension skills. The discussion integrates descriptive findings and inferential tests to identify both the strengths of implementation and the areas requiring instructional or policy attention. The tables present summary data and comparative results between Lupi Districts I and II. Each discussion interprets the results in relation to literacy instruction, learner support, and educational management.

Table 1. Summary of the Extent of Contextualized Learning Materials Utilized

Indicator	Lupi District I	Lupi District II	Overall Mean	Interpretation	Rank
Relevance	4.69 VMU	4.62 VMU	4.65	Very Much Utilized	1
Engagement	4.65 VMU	4.59 VMU	4.62	Very Much Utilized	2
Clarity	4.62 VMU	4.53 VMU	4.58	Very Much Utilized	3
Skill Integration	4.61 VMU	4.46 MU	4.54	Very Much Utilized	4
Impact on Learning Outcomes	4.58 VMU	4.45 MU	4.52	Very Much Utilized	5
Overall Average	4.63 VMU	4.53 VMU	4.58	Very Much Utilized	

Note. VMU = Very Much Utilized; MU = Much Utilized.

Table 1 shows that contextualized learning materials were very much utilized, with an overall weighted mean of 4.58. Relevance ranked highest with a mean of 4.65, indicating that the materials strongly reflected learners' academic needs, cultural contexts, community realities, and real-life experiences. This result suggests that reading instruction became more meaningful when learners encountered content that was familiar and locally grounded. The high mean also reflects the strength of contextualization as a strategy for making reading tasks more accessible and relevant.

Engagement ranked second with a mean of 4.62, showing that the materials encouraged learner interest, focus, curiosity, and participation. This is important because reading comprehension improves when learners are not passive recipients of text but active participants in meaning-making. The high engagement rating indicates that the contextualized materials supported motivation and task completion. The finding further implies that learners are more likely to persevere in reading when the materials invite participation, questioning, creativity, and personal connection.

Clarity ranked third with a mean of 4.58, suggesting that the language, layout, sequencing, learning objectives, and directions were generally easy to understand. Clear instructional materials reduce unnecessary cognitive load and allow learners to concentrate on comprehension rather than decoding confusing instructions. However, item-level results showed that defining technical or

unfamiliar terms still required attention. This indicates that clarity must include not only simple instructions but also vocabulary support, glossaries, examples, and contextual clues for difficult words.

Skill integration and impact on learning outcomes ranked fourth and fifth, although both were still rated very much utilized. This pattern shows that the materials were already valuable but could be strengthened in connecting reading, writing, speaking, listening, vocabulary, fluency, and critical thinking within a single learning experience. The lower ranking of impact on learning outcomes also suggests the need for more systematic monitoring of whether materials reduce reading difficulties and improve assessment performance. Overall, the table confirms strong implementation while identifying skill integration and outcome tracking as priorities for refinement.

Table 2. Test of Significant Difference on the Rank Orders of Contextualized Learning Materials Utilized between the Two Districts

Indicator	Total Cases	Computed Z	p-value	Decision	Interpretation
Relevance	22	-0.33	0.3707	Accepted	Not Significant
Clarity	20	-0.64	0.2611	Accepted	Not Significant
Engagement	24	-0.78	0.2177	Accepted	Not Significant
Skill Integration	26	-1.38	0.0838	Rejected	Significant at 0.05
Impact on Learning Outcomes	20	-1.32	0.0934	Accepted	Not Significant

Note. The Wilcoxon Mann-Whitney U-Test was used at the 0.05 level of significance.

Table 2 presents the comparative test of rank orders between the two districts in the utilization of contextualized learning materials. Relevance, clarity, engagement, and impact on learning outcomes showed no significant difference, indicating that teachers in both districts generally utilized the materials in comparable ways. This suggests a shared instructional orientation toward using materials that are locally meaningful, comprehensible, engaging, and supportive of learner progress. Such consistency is a favorable sign for district-wide implementation because it implies that the basic principles of contextualized instruction are already understood across both districts.

Skill integration was the only domain with a significant difference between the two districts. This finding is educationally important because skill integration determines whether learners practice comprehension together with vocabulary, writing, speaking, listening, technology use, and critical thinking. A significant district difference may indicate variation in teacher preparation, instructional planning, available resources, or monitoring practices. It also suggests that one district may be more successful in designing reading lessons that combine multiple literacy skills in a coherent way.

The absence of significant differences in most utilization domains does not mean that implementation is already optimal. Rather, it means that both districts display broadly similar patterns in these dimensions. The lower ranking of skill integration and impact on outcomes in the descriptive results suggests that even non-significant domains still require continuous improvement. District leaders should therefore use the results not only to compare districts but also to identify common enhancement needs.

The significant difference in skill integration calls for targeted capacity-building. Teachers across both districts may benefit from collaborative lesson planning, model lesson demonstrations, and shared contextualized material banks that explicitly integrate reading, writing, oral language, vocabulary, and critical thinking tasks. Peer mentoring between stronger and weaker implementation sites can also reduce variation. Such interventions can help ensure that learners in both districts receive comparable opportunities to develop integrated literacy competencies.

Table 3. Summary of the Extent to which Contextualized Learning Materials Developed Reading Comprehension Skills

Indicator	Lupi District I	Lupi District II	Overall Mean	Interpretation	Rank
Literal Comprehension	4.65 VME	4.48 ME	4.56	Very Much Evident	4
Inferential Comprehension	4.72 VME	4.41 ME	4.57	Very Much Evident	2.5
Critical Thinking	4.71 VME	4.52 VME	4.62	Very Much Evident	1
Vocabulary Development	4.56 VME	4.44 ME	4.50	Very Much Evident	5
Reading Fluency	4.67 VME	4.47 ME	4.57	Very Much Evident	2.5
Overall Average	4.66 VME	4.46 ME	4.56	Very Much Evident	

Note. VME = Very Much Evident; ME = Much Evident.

Table 3 shows that the utilization of contextualized learning materials developed reading comprehension skills to a very much evident extent, with an overall mean of 4.56. Critical thinking ranked highest with a mean of 4.62, indicating that learners were able to analyze information, evaluate ideas, express evidence-based opinions, and engage in reflective interpretation. This finding is significant because it suggests that contextualized texts do more than support basic comprehension. They also encourage learners to examine meaning, relevance, reliability, and real-world application.

Inferential comprehension and reading fluency both obtained a mean of 4.57. The result for inferential comprehension shows that learners were able to predict outcomes, recognize motives, draw conclusions, infer meanings, and connect text to experience. The

result for reading fluency indicates that learners improved in speed, accuracy, confidence, intonation, and oral reading over time. Together, these results suggest that contextualized materials strengthened both meaning-making and the fluent processing of texts. Literal comprehension obtained a mean of 4.56, showing that learners could summarize content, identify details, locate explicit information, restate ideas, and follow reading instructions. This is a positive finding because literal comprehension remains the foundation of more advanced reading skills. Learners who cannot identify explicitly stated information will struggle to make inferences or conduct critical analysis. The result therefore shows that contextualized materials supported both foundational and higher-order comprehension.

Vocabulary development ranked lowest with a mean of 4.50, although it was still very much evident. The lower ranking suggests that word knowledge requires more deliberate instructional reinforcement within contextualized materials. Item-level findings showed strengths in defining new vocabulary and using context clues, but weaker areas included active use of new words in writing and engagement with vocabulary-building games or quizzes. This implies that vocabulary instruction should be made more explicit, interactive, and repeatedly embedded in reading, speaking, and writing tasks.

Table 4. Test of Significant Difference on the Rank Orders of Reading Comprehension Skill Development between the Two Districts

Indicator	Total Cases	Computed Z	p-value	Decision	Interpretation
Literal Comprehension	22	-3.35	0.0005	Rejected	Significant at 0.001
Inferential Comprehension	20	-2.91	0.0018	Rejected	Significant at 0.01
Critical Thinking	24	-2.74	0.0031	Rejected	Significant at 0.01
Vocabulary Development	22	-1.51	0.0655	Accepted	Not Significant
Reading Fluency	20	-2.46	0.0069	Rejected	Significant at 0.001

Note. The Wilcoxon Mann-Whitney U-Test was used at the 0.05 level of significance.

Table 4 reveals statistically significant district differences in literal comprehension, inferential comprehension, critical thinking, and reading fluency. These findings indicate that contextualized learning materials did not produce identical levels of reading skill development across the two districts. The differences may be associated with variations in teacher facilitation, material adaptation, learner readiness, instructional time, or access to supplementary reading resources. This result underscores the need for district-sensitive planning rather than assuming uniform implementation effects.

The significant difference in literal comprehension suggests that learners may not be receiving equivalent support in foundational comprehension tasks. Such tasks include identifying explicit details, recognizing sequence, answering basic questions, and summarizing information. Since literal comprehension is the base for inferential and critical reading, disparities in this area can influence later literacy development. Schools should therefore strengthen guided reading, comprehension checks, and structured summarization activities in lower-performing contexts.

The significant differences in inferential comprehension and critical thinking are especially important because these domains represent higher-order reading outcomes. Learners need structured support to draw conclusions, identify implied meanings, evaluate ideas, and support interpretations with evidence. District variation may suggest uneven emphasis on inquiry-based discussions, reflective questioning, and culturally grounded text analysis. Professional development should therefore focus on how teachers can move learners from recall to interpretation and evaluation.

Vocabulary development was the only domain without a significant district difference. This indicates that both districts used relatively comparable approaches in supporting word knowledge, even though vocabulary ranked lowest in the descriptive results. The finding suggests that vocabulary instruction is consistent but still needs strengthening. A district-wide vocabulary enrichment program, including semantic mapping, word journals, context clue practice, morphology instruction, and oral application tasks, can improve this common area of need.

#### 4. Conclusions and Implications

##### 4.1 Conclusions

The study concludes that contextualized learning materials were very much utilized in Grade 6 reading instruction in Lupi Districts I and II. The overall mean of 4.58 indicates strong implementation across relevance, clarity, engagement, skill integration, and impact on learning outcomes. Among these dimensions, relevance emerged as the strongest feature, confirming the value of materials that reflect learners' experiences, interests, cultural environment, and community realities. This conclusion supports the view that reading materials become more effective when learners can connect them to their own lives.

The materials were also very much utilized in terms of engagement and clarity. This means that learners were motivated to participate and that the materials were generally understandable in language, layout, instructions, and sequencing. Clear and engaging materials are essential because they reduce confusion and increase the likelihood of meaningful participation. However, clarity must be sustained by better support for technical terms, unfamiliar vocabulary, and complex concepts.

Skill integration and impact on learning outcomes were also rated very much utilized but ranked lower than the other dimensions. This implies that while contextualized materials were useful, their design can still be strengthened to integrate reading, writing, speaking, listening, vocabulary, fluency, technology, and critical thinking more intentionally. The lower ranking of impact on

learning outcomes also suggests the need for more systematic evaluation of whether materials reduce reading difficulties and improve assessment performance. Therefore, material development should include built-in monitoring and feedback mechanisms. The study further concludes that there was no significant difference between the two districts in most dimensions of contextualized material utilization. Relevance, clarity, engagement, and impact on learning outcomes were generally comparable across districts. This indicates that teachers in both districts share similar utilization patterns in these areas. However, the significant difference in skill integration shows that district-level variation exists in the extent to which materials integrate multiple literacy skills. The utilization of contextualized learning materials developed reading comprehension skills to a very much evident extent. Critical thinking ranked highest, indicating that the materials were particularly effective in helping learners analyze, evaluate, and reflect on texts. Inferential comprehension and reading fluency also showed strong development, demonstrating that learners benefited from materials that required prediction, conclusion-drawing, oral reading, and meaning-focused fluency. Literal comprehension remained strongly evident, confirming that the materials supported foundational reading competencies. Vocabulary development, although rated very much evident, ranked lowest among the reading comprehension domains. This conclusion suggests that vocabulary instruction needs stronger emphasis within contextualized reading materials. Learners need more opportunities to define, apply, write, discuss, and retain newly learned words. Vocabulary should not be treated as an incidental outcome of reading but as an explicit and continuous component of comprehension instruction. The significant differences between districts in literal comprehension, inferential comprehension, critical thinking, and reading fluency indicate that reading comprehension development varies by district. These differences suggest that implementation conditions, instructional strategies, material adaptation, or support systems may not be equally strong across the two districts. Vocabulary development was the only reading domain without a significant district difference. This means that both districts may be applying comparable vocabulary support practices, although these practices still require improvement. Overall, the study concludes that contextualized learning materials are effective resources for developing Grade 6 learners' reading comprehension skills when they are relevant, clear, engaging, skill-integrated, and connected to measurable learning outcomes. The materials support both foundational and higher-order comprehension skills. However, sustained improvement requires stronger skill integration, targeted vocabulary development, and district-level alignment of instructional practices. These conclusions provide a basis for practical policy and program recommendations in reading instruction.

#### 4.2 Implications

The findings imply that contextualized learning materials should be institutionalized as a core component of Grade 6 reading instruction. Schools should not treat such materials as supplementary or temporary resources only. Instead, they should be embedded in regular lesson planning, classroom assessment, and intervention programs. Their value lies in making reading instruction relevant, meaningful, and responsive to learners' local realities.

For teachers, the results imply the need for continuous capacity-building in the design and use of contextualized materials. Teachers must be trained to localize examples, simplify complex ideas, define unfamiliar terms, and connect texts with learners' cultural and community experiences. They should also be supported in developing activities that move beyond literal recall to ward inference, critical analysis, vocabulary application, and fluent oral reading. Professional development should therefore combine material development, pedagogy, assessment, and learner feedback.

For school heads, the findings imply the need for instructional leadership that supports both resource development and implementation monitoring. School heads should organize regular review sessions for contextualized materials and ensure that teachers are given time to collaborate. They should also establish classroom observation and feedback systems that examine whether materials are being used as intended. This leadership role is essential in sustaining quality and consistency in reading instruction.

For curriculum developers and learning resource coordinators, the study implies the importance of designing materials that integrate multiple literacy skills. Contextualized texts should include vocabulary tasks, comprehension questions, writing prompts, oral reading activities, discussion guides, and critical thinking exercises. Materials should also include visual aids, differentiated reading levels, and scaffolding tools for learners with varying abilities. This approach will make the materials more inclusive and more effective in addressing diverse reading needs.

For district supervisors and literacy coordinators, the significant district differences imply the need for harmonized implementation mechanisms. District-wide benchmarking, peer mentoring, and shared repositories of contextualized materials can reduce disparities in instructional quality. Monitoring should focus especially on literal comprehension, inferential comprehension, critical thinking, and reading fluency, where significant differences were found. Such monitoring should be developmental rather than punitive, aimed at improving teacher support and learner outcomes.

For learners, the findings imply that reading instruction becomes more meaningful when materials reflect their environment, language experiences, cultural background, and community realities. Learners are more likely to understand and engage with texts when they recognize familiar contexts. However, they also need structured support to expand vocabulary and apply new words in writing and discussion. Thus, contextualization should be paired with explicit instruction, guided practice, and opportunities for independent application.

For policy makers, the study implies the need to support contextualized material development through policy, funding, and professional development. Schools require resources to create, reproduce, evaluate, and revise localized materials. Policy should encourage the use of culturally relevant and evidence-based reading resources while also requiring systematic assessment of their effectiveness. This will ensure that contextualization is implemented with quality and accountability.

For future literacy programs, the findings imply that contextualized learning materials should be evaluated continuously using both quantitative and qualitative evidence. Weighted mean results and significance tests provide useful indicators, but classroom

observations, learner outputs, interviews, and reading performance data can further explain why certain domains improve more than others. Future interventions should particularly address vocabulary development and district disparities. A sustained, evidence-based approach can help ensure that contextualized reading instruction contributes to long-term literacy improvement.

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