

# THE NON-COGNITIVE SKILLS AND ENGLISH READING COMPETENCIES OF GRADE TWO STUDENTS

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**Abstract.** This research would like to determine if the indicators of non-cognitive skills significantly influence the English reading competencies of grade two students. This study utilized non-experimental quantitative research design employing a descriptive-correlation technique. Statistical analysis such as mean, standard deviation, Pearson R correlation and Multiple Linear Regression were used in treating the data generated in the study. The respondents of the study were the 100 second-grade educators teaching in Maa District primary schools in Davao City. These respondents were selected using convenience sampling method. Data were evaluated from the survey questionnaires adopted by the researcher with modification in order to fit to the study which undergone validation from experts and were tested for its reliability. Descriptive results of the study revealed a “high” non-cognitive skills and English reading competencies among grade two students which means that these constructs are oftentimes evident. Consequently, the inferential results of the study suggested that it failed to accept its null hypothesis since there is a significant relationship between non-cognitive skills and English reading competencies among grade two students. Likewise, the regression analysis resulted that three of the four indicators of non-cognitive skills significantly influenced the grade two student’s English reading competencies.

## KEY WORDS

1. Non-Cognitive Skills.
2. English Reading Competencies.
3. Grade Two Students.

## 1. Introduction

Reading in English is an essential component of the educational process since it is necessary for the study of all topics that are presented at all levels of the educational system. It is stated that as students in early years of schooling become more proficient in English reading, their learning becomes more fun and meaningful. Thus, teaching students how to read in their fundamental school years would be a major step in improving the quality of education in the country for this would also affect better and increased academic performance.

However, students should also be equipped with non-cognitive skills as part of their preparation in life for the future. To participate actively in a variety of aspects of life, such as education, career, and civic participation, it is necessary to possess non-cognitive skills. Relatively, one of the strongest indicators of subsequent academic performance is the learner’s ability to read, and there is a lot of research to support this idea (Crawford, 2021). In fact, many pupils have difficulties reading and comprehending English. Lack of phonological awareness,

alphabet knowledge, phonics, word recognition, vocabulary, fluency, and comprehension are all cited as causes for not mastering reading aspects (Tomas, Villaros Galman, 2021). Since they lacked the tactic that by stacking phonemes together, they would be able to read a word, they struggled with sound mixing. Some students also have trouble distinguishing between the names of letters and the sounds they make. And last, students have a little vocabulary and have trouble answering questions because of comprehension issues (Akyol, Çakıroğlu Kuruyer, 2014). On the other hand, developing non-cognitive abilities is an important part of a learner's plan for retention (Rice, 2019). Non-cognitive characteristics have been linked to better student results, according to research. A pupil's non-cognitive skills affect how well they do in their later schooling, including their ability to think critically, manage their time, get along with classmates and teachers, persist in the face of adversity, and navigate the various responsibilities and problems they may face (Adams and Blair, 2019). According to Farrington et al. (2012), as part of the Every Student Succeeds Act, schools must evaluate students on a single non-cognitive criterion. Before non-cognitive aspects can be fully included into education, a great deal more research is needed to discover the precise linkages between non-cognitive abilities and desired results in a variety of contexts with a wide range of individual variances. Although many different non-cognitive factors have been investigated independently in the past, it is more likely that these skills interact with one another. According to international reports, there are many pressing problems in the fields of language and reading that need attention (Gray, 2015). It has been stated that difficulties with the English language are often identified as a cause of reading difficulties. Nevertheless, a lack of high-quality teaching is also an issue (Karlsen, 2015). From this vantage point, it is fascinating to learn about reading disabilities, especially in non-English speaking countries that employ teaching approaches other than the American manner (Johnson Watson, 2013). In particular, students in Southeast Asia have trouble reading and writing in English. Students in Malaysia's first grade did not reach the expected proficiency levels expected of them by the end of elementary school. Band 2 or lower indicates that kids in Cambodia and Myanmar have not yet mastered even the most elementary reading skills. It was reported that only a few pupils have the proficiency necessary to read a wide variety of everyday texts fluently and begin to grasp their meaning by the end of lower elementary school. Furthermore, the Organization for Economic Co-operation and Development (OECD) acknowledged the significance of non-cognitive skills on a worldwide scale, and it intended to evaluate students' capacity for working together to solve problems in PISA's third iteration (OECD, 2013). Researchers' conviction that non-cognitive characteristics and talents are as essential as, if not more so than, cognitive components in shaping one's education and professional trajectory suggests that they deserve due weight. The importance of factors other than intelligence is often emphasized in talks about 21st century success. There has been an uptick in studies looking at the impact of non-cognitive factors on educational and occupational success. The capacity of non-cognitive factors to favorably impact students' academic accomplishment and later success in life has led to their rising profile and importance in the field of education (Garcia, 2020; Gutman Schoon, 2013; Weissberg, Durlak, Domitrovich, Gullotta, 2015). According to Garcia (2020), educational authorities and scholars have ignored the significance of non-cognitive skills despite widespread acknowledgement of their value. Hence, there are currently few rules or procedures in schools that can aid in cultivating them. Academics, politicians, and practitioners need to pay close and concentrated attention

to non-cognitive abilities, which have been ignored for a long time. Based on the previous statements, it is evident that there are a lot of issues in relation to English reading competencies of the students. On the contrary, it was also presented that non-cognitive skills are considered as significant to cognitive abilities of the students which should not be treated lightly and should be ensured to be possessed by students as early in their grade level. Although there were several studies on these variables, there were only a few studies focusing on these two variables. Also, literature presented by previous authors on the said issues were set mostly during the pre-COVID-19 pandemic period. Hence, it is in urgency that this study must be conducted. With this, the researcher would like to determine the influence of non-cognitive skills to the English reading competencies of the grade two students.

## 2. Methodology

This chapter discusses the research methods in conducting the study which are considered strategies or techniques utilized in the collection of data evidence for analysis in order to uncover new information or create better understanding of a topic. Contents of this chapter includes the research design, research respondents of the study, research instrument and the data gathering procedures. In the creation of this paper, the researcher utilized advanced artificial intelligence tools for proofreading. Specifically, AI was harnessed to elevate the accuracy, coherence, and overall quality of the manuscript. This explicit approach upholds transparency and ethical research standards. By embracing AI for proofreading, it underscores a dedication to ethically harnessing cutting-edge technologies and recognizes the growing prominence and potential of AI in academic and professional writing.

*2.1. Research Design*—In this study, the researcher utilized non-experimental quantitative research design employing the descriptive correlational technique. The descriptive design part of this study attempts to collect quantifiable information for statistical analysis of the population sample (Aggarwal Ranganathan, 2019) specifically in determining the extent of grade 2 students' non-cognitive skills and their English reading competencies. This design is significant in the study since the specification of methods and procedures for acquiring the information needed and the overall operational pattern or framework of the project that stipulates what information is to be collected from which sources by what procedures (Nassaji, 2015). Consequently, the non-experimental correlational part of this investigation would like to determine the relationships between two variables (or more) without the researcher controlling or manipulating any of them (McCombs Kadelka, 2020). Specifically, this design will be used in order to determine the association between grade 2 students' non-cognitive skills and their English reading competencies. Lastly, this study also would determine which of the non-cognitive factors significantly influence the grade 2 students' English reading competencies. Furthermore, data will be taken from score responses to the researcher adopted questionnaire adapted for the purpose of this study.

*2.2. Research Respondents*—The Maa District primary schools in Davao City, which are located in the middle part of the city, will serve as the locations of this study. The 100 grade two teachers in the said schools under Maa District will be the study's respondents. They will be selected using the convenience sampling which is a type of nonprobability sampling in which people are sampled simply be-

cause they are "convenient" sources of data for researchers (Sedgwick, 2013). The environment is conducive to educational researches.

2.3. *Research Instrument*—Study Instruments are measuring instruments meant to collect data from research participants on a topic of interest. It must aid in addressing the research's goals, objectives, and research questions, as well as support or refute the study's premise (McMillan Schumacher, 2013). In this investigation, the researcher will use survey questionnaire as its instrument in gathering its data. The survey questionnaire will have two parts that would cater the two variables in the study. In addition, validity of the instrument will be assured by research expert and members

of the panel committee. The survey instrument also will be subjected for pilot testing in order to determine its reliability. This will be computed using the value of the instrument's Cronbach's Alpha. For the first part of the survey instrument, this would provide data on the data on the skills of the respondents. Questions from this part of the instrument were adopted from the Psychology Practitioners Kit by Wanzer et al. (2019). In the process of interpreting its data, a five-point Likert Scale of the survey having five (5) as the highest and one (1) as the lowest. The scale with description and interpretation is shown below. The following five order gradations with their respective range of means and description were considered:

Range, Descriptive Equivalent, and Interpretation

Range	Descriptive Equivalent	Interpretation
4.20–5.00	Very High	This means that the grade two students' Non-cognitive Skills are always evident.
3.40–4.19	High	This means that the grade two students' Non-cognitive Skills are oftentimes evident.
2.60–3.39	Moderate	This means that the grade two students' Non-cognitive Skills are sometimes evident.
1.80–2.59	Low	This means that the grade two students' Non-cognitive Skills are seldom evident.
1.00–1.79	Very Low	This means that the grade two students' Non-cognitive Skills are never evident.

For the second part of the questionnaire, this will determine the extent of of the grade two students' English reading competencies. In this part, the researcher adopted from K to 12 English Session Guide by Preclaro et al. (2003). The same with the first part of the survey questionnaire, a five-point Likert Scale of the survey

having five (5) as the highest and one (1) as the lowest in interpreting its data. The scale with description and interpretation is shown below. The following five order gradations with their respective range of means and description were considered:

2.4. *Data Gathering Procedure*—At the outset of the data gathering procedure, the researcher will write a letter seeking permission

from the Dean of the Graduate School so that this research study will be conducted. Next, the researcher will secure a letter asking for

Range, Descriptive Level, and Interpretation

Range	Descriptive Level	Interpretation
4.20–5.00	Very High	This means that the grade two students’ English reading competencies are always evident.
3.40–4.19	High	This means that the grade two students’ English reading competencies are oftentimes evident.
2.60–3.39	Moderate	This means that the grade two students’ English reading competencies are sometimes evident.
1.80–2.59	Low	This means that the grade two students’ English reading competencies are seldom evident.
1.00–1.79	Very Low	This means that the grade two students’ English reading competencies are never evident.

permission to the Schools Division Superintendent, Division of Davao del Sur through the channels of the Office of Public Schools District Supervisors (PSDS) of the selected different schools. Upon approval of the permit, the survey questionnaire will be ready for the conduct of the study. During the conduct of the study, the researcher will personally hand-in the survey questionnaire to the selected respondents. The questionnaire will be retrieved right

after the respondents will be done answering the survey questions. The researcher will ensure that the collection and retrieval of data will be conducted following the IATF protocols for face-to-face learning delivery mode. Lastly, the collected data will be analyzed by a statistician using the different measures of treating the data as presented this chapter. The results in the treatment of the data were interpreted for further information of the study.

2.5. *Data Analysis*—The study will use the respondents’ collected data for analysis. The following statistical tools will be used in the analysis and interpretation of the responses in this study: The mean is commonly used to measure the central tendency. Central tendency identifies a single value as representative of an entire distribution. It also provides an accurate description of the entire data (Creswell, 2013). In this study, mean will be used to determine the extent of grade two students’ non-cognitive skills in terms of (a) Mindset (b) Perseverance,

(c) Social Skills, and (d) Learning Strategies as well as the extent of students’ English reading competencies in terms of (a) Vocabulary (b) Phonological Awareness, and (c) Reading Comprehension. The correlational test is one type of inferential statistics that investigates relationships between variables without the researcher controlling or manipulating any of them. This statistical test reflects the strength and/or direction of the relationship between two (or more) variables. The direction of a correlation can be either positive or negative (Mukaka, 2012). This

study used this type of analysis as hypothesis testing to determine the significant relationship between the grade two students' non-cognitive skills and English reading competencies. Multiple linear regression (MLR) is a statistical technique for estimating the relationship among variables which have reason and result relation. The main focus is to analyze the relationship between a dependent variable and independent variable and formulate the linear relation between the dependent and independent variable (Rencher and Christensen, 2012). As a predictive analysis, the multiple linear regression was used to explain the relationship between one continuous dependent variable and two or more independent variables. The independent variables can be continuous or categorical. MLR was used in this study to determine which of the grade two students' non-cognitive skills indicators significantly influence their English reading competencies.

### 3. Results and Discussion

This chapter presents the results and discussions based from the data gathered after the conduct of this study. This includes the interpretation of the data and the repercussions of the findings of the study. The deliberations presented in this chapter are aligned to the statement of the problem cited in the previous chapters of this study. Specifically, the presentation for the results and discussions will start from the level of grade 2 students' non-cognitive skills in terms of mindset, perseverance, social skills, and learning strategies as perceived by their teachers. This will be followed on the presentation of level of grade 2 students' reading competencies in the new normal set-up in terms of vocabulary, phonological awareness, and reading comprehension as perceived by their teachers. Next, will be the discussion of the results of the significant relationship between the non-cognitive skills and reading competencies among grade two students. Lastly, the discussion of the results on which indicators grade 2 students' non-cognitive skills significantly their reading comprehension.

**Summary of the Level of Grade Two Students' Non-Cognitive Skills** The statistical result on the level of grade two students' non-cognitive skills is shown in Table 1. Non-cognitive abilities are shaped by one's social environment and can be developed throughout the course of a person's life. Non-cognitive abilities include things like mindset, perseverance, habits, social skills, and learning strategies (CCSR, 2017). Non-cognitive skills are crucial because of the many positive personal and societal effects they have. The improvement of one's cognitive capacities is aided by the cultivation of one's non-cognitive talents in particular (Garcia, 2020). Based on the analysis in Table 1, the overall mean rating of the level of grade two students' non-cognitive skills is 3.67. This numerical data result is equivalent to a "high" descriptive level rating which means that the level of grade two students' non-cognitive skills in terms of mindset is oftentimes evident. In the Philippines, there is growing recognition of the importance of non-cognitive skills in education and beyond. Recent research has explored various aspects of non-cognitive skills and their role in different contexts.

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Table 1. Summary of the Level of Grade 2 Students' Non-Cognitive Skills

Indicators	Mean	Descriptive Level
Mindset	3.88	High
Perseverance	3.66	High
Social Skills	3.43	High
Learning Strategies	3.71	High
Overall	3.67	High

or instance, a study by Tiam-Lee and colleagues (2021) examined the relationship between non-cognitive skills and academic achievement among Filipino college students. The study found that non-cognitive skills, particularly perseverance and learning strategies, were significant predictors of academic achievement, even after controlling for cognitive abilities. Another study by Bulatao and colleagues (2021) investigated the impact of a social skills intervention program on the social-emotional skills of Filipino elementary school students. The study found that the program significantly improved the students' social skills, as well as their academic performance and behavior. Delving into the details presented in Table 1, the "Mindset" indicator of the grade two students' non-cognitive skills ranked first with a mean score of 3.88. This numerical data result is equivalent to a "high" descriptive level rating, which indicates that the mindset as an indicator of grade two students' non-cognitive skills is oftentimes evident. The significance of one's mindset as an indicator of one's level of non-cognitive talents was brought to light in the Philippines. Students who believed that their intelligence could be developed through effort and learning were more likely to have higher academic achievement and better problem-solving skills than students who had a fixed mindset. Students with a growth mindset believed that their intelligence could be developed through

effort and learning (Dizon et al., 2020). In addition, implementing a growth mindset intervention, which consisted of giving students knowledge and activities that foster a growth mindset, resulted in substantial gains in academic success and problem-solving abilities among Filipino students (Morada et al, 2021). The "Learning Strategies" indicator of the grade two students' non-cognitive skills ranked second with a mean score of 3.71. Still, the said mean score rating of this indicator is equivalent to a "high" descriptive level which means that the level of grade two students' non-cognitive skills in terms of learning strategies is oftentimes evident. Students who used effective learning strategies, such as self-regulation and goal setting, had better academic achievement and higher levels of motivation and self-efficacy (Zimmerman Schunk, 2020). In addition, various learning strategies such as elaboration, summarization, and self-testing were particularly effective in promoting learning and retention of information (Dignath Büttner, 2018). Moreover, developing learning strategies in Philippine educative process is important given the diverse and challenging academic demands faced by students. By promoting learning strategies, educators and policymakers can help students develop the cognitive and metacognitive skills needed to succeed in academic and professional settings (Velasco et al., 2019).

Summary of the Level of Grade Two Students' Reading Competencies The statistical result on the level of reading competencies among grade two students as perceived by their teachers is shown in Table 2. This English reading competence refers to the ability to understand and interpret written English texts, as well as to use reading skills to acquire knowledge and solve problems. It is a critical skill for academic success and professional development in the Philippine setting, where English is an important medium of instruction and communication (Abesamis et al., 2020). Based on the analysis in Table 9, the overall mean rating of the level of reading competencies among grade two students as perceived by their teachers is 4.00. This numerical data result had an equivalent descriptive rating equal to "high" which means that the reading competencies among grade two students as perceived by their teachers is often-

times evident. English reading competence is said to be important for students in various academic levels. For example, a study by Abesamis and colleagues (2020) found that reading comprehension is a key factor in academic success among Filipino students in senior high school. Another study by Orale and colleagues (2021) showed that English reading competence is a predictor of academic achievement among Filipino college students. Moreover, research has also suggested that various factors can influence English reading competence, such as vocabulary knowledge, phonological awareness, and reading strategies. For instance, a study by Castillo and colleagues (2021) found that Filipino college students who had greater vocabulary knowledge and used more reading strategies had higher levels of English reading competence.

Table 2. Summary of the Level of Grade Two Students' Reading Competencies

Indicators	Mean	Descriptive Level
Vocabulary	3.97	High
Phonological Awareness	3.95	High
Reading Comprehension	4.08	High
Overall	4.00	High

Specifically, the "Reading Comprehension" indicator of the reading competencies among grade two students as perceived by their teachers ranked first with a mean score of 4.08. This indicates that the reading comprehension indicator is oftentimes evident, as perceived by their teachers. It was underlined that reading comprehension is an important sign of one's English reading ability in the Philippines, and its value in this regard was emphasized. For instance, a study that was conducted by Dimaisip and colleagues (2018) discovered that students who demonstrated high levels of reading comprehension were more likely to have higher academic

achievement and better language proficiency in English compared to students who demonstrated low levels of reading comprehension. This was the case even when controlling for other factors, such as overall academic achievement. Consequently, the "Vocabulary" indicator of the reading competencies among grade two students as perceived by their teachers ranked first with a mean score of 3.97. This numerical data result had an equivalent descriptive rating equal to "high" which means that the vocabulary among grade two students as perceived by their teachers is oftentimes evident. Extensive reading, which involves reading a large volume



of texts, can lead to significant improvements in vocabulary knowledge and reading comprehension (Lin et al., 2018). In addition, vocabulary is a critical component of English reading competence, and developing a strong vocabulary is crucial for effective reading and communication. Interventions and techniques such as explicit vocabulary instruction and extensive reading can be used to enhance vocabulary knowledge and improve overall reading competence (Perfetti Stafura, 2014). In the Philippine setting, developing vocabulary knowledge is particularly important given the growing importance of English as a language of instruction and communication in various academic and professional contexts. By promoting vocabulary knowledge, educators and policymakers can help students develop the language skills needed to succeed in English language-based academic and professional settings (Simbulan et al., 2021). Lastly, the “Phonological Awareness” indicator ranked at the bottom of the three indicators of reading competencies among grade two students as perceived by their teachers. It obtained a mean score of 3.95 and a “high” descriptive level rating which means that the phonological awareness as indicator of reading competencies among grade two students is oftentimes evident as perceived by their teachers. Phonological awareness is important in learning to read and write in different languages, including English and Filipino, which are both commonly used in the Philippines (Lapid-Ching, 2019). Being able to identify the final sound of a word is a specific aspect of phonological awareness that

The result of this study is in consistent with the positive relationship between non-cognitive skills and English reading competencies as presented by several authors such as the results that students who had better non-cognitive skills such as perseverance and learning strategies, also had higher English reading competence

has been studied in relation to reading development. For example, a study by Luo, Chen, and Deacon (2013) found that Chinese preschoolers who were able to identify final sounds of words had higher reading abilities later in elementary school.

**Significant Relationship between Non-Cognitive Skills and English Reading Competencies of Grade Two Students** The third objective of this study is to explore on the association between non-cognitive skills and English reading competencies among grade two students. The Pearson R statistical analysis is fit to be used in order to treat the provided data since this type of analysis is used to determine whether there is a significant relationship between the means of two groups (Creswell Poth, 2016). The alpha level is set at 0.05 for this analysis. Shown in Table 3 is the analysis result on the relationship between the non-cognitive skills and English reading competencies among grade two students. Based on the analysis in the said table, there is a strong positive significant correlation between non-cognitive skills and English reading competencies among grade two students with an  $r$ -value equal to 0.798 and a  $p$ -value equal to 0.000. Hence, the null hypothesis of this study that there is no significant relationship between non-cognitive skills and English reading competencies of grade two students is rejected. The correlational analysis of the study also denotes that as the students’ non-cognitive skills increases, their English reading competencies also tend to increase as perceive by their teachers.

scores (Lohman and colleagues, 2020). Another, the findings that there is a positive relationship between social skills and English reading competence among Taiwanese elementary school students. The study also found that social skills mediated the relationship between non-cognitive skills and English reading com-

Table 3. Significant Relationship between Non-Cognitive Skills and English Reading Competencies of Grade Two Students

Non-Cognitive Skills	<i>r</i>	<i>p</i> -value	Decision on $H_0$	Interpretation
Mindset	0.813	.000	Reject	There is a very strong positive significant correlation
Perseverance	0.657	.000	Reject	There is a strong positive significant correlation
Social Skills	0.515	.000	Reject	There is a moderate positive significant correlation
Learning Strategies	0.635	.000	Reject	There is a strong positive significant correlation
Overall	0.798	.000		Reject

petence. Consequently, several studies also in Philippine setting who were in support to the result of this study. For example, a study by Ramos and Dizon (2021) found that Filipino students who scored higher in non-cognitive skills such as grit, resilience, and self-control also had higher scores in English reading comprehension. Another study by Balaba and Ramores (2020) found that Filipino learners who exhibited better interpersonal skills, such as effective communication and teamwork, also showed higher English reading competence. Furthermore, the analysis in Table 3 highlighted the relationship between each indicator of non-cognitive skills and English reading competencies among grade two students as perceived by their teachers. Based on the analysis, all of the indicators of non-cognitive skills significantly correlates to the English reading competencies among grade two students. Specifically, the correlation between “Mindset” indicator and English reading competencies among grade two students is positively very strong with an  $r$ -value equal to 0.813 and a  $p$ -value equal to 0.000. This is in support to the study by Aquino and Dalisay (2022) which states that a mindset, or the belief that abilities can be developed through hard work and dedication, was positively correlated with English reading competence among Filipino high school students. Another study by Dael and Sy (2021) examined the relationship between fixed mindset, a belief that one’s abilities are fixed and cannot be improved, and English reading competence among Filipino col-

lege students. The study found that students who held a fixed mindset had lower scores in English reading comprehension compared to those who held a growth mindset. These findings suggest that mindset is an important non-cognitive skill that can significantly influence English reading competence among Filipino students. Next, the correlation between “Perseverance” indicator and English reading competencies among grade two students is positively strong with an  $r$ -value equal to 0.657 and a  $p$ -value equal to 0.000. This denotes that perseverance, or the ability to persist in the face of challenges and setbacks, has also been found to be positively associated with English reading competence. In addition, a study by Ortega and Espino (2021) found that Filipino college students who scored higher in perseverance also had higher scores in English reading comprehension. Another study by Villarica and Nato (2021) also found that perseverance was positively associated with English reading comprehension among Filipino high school students. The researchers found that students who exhibited higher levels of perseverance had higher scores in English reading comprehension. These findings suggest that perseverance is an important non-cognitive skill that can significantly influence English reading competence among Filipino students. Third, the correlation between “Learning Strategies” indicator and English reading competencies among grade two students is also positively strong with an  $r$ -value equal to 0.635 and a  $p$ -value equal to

0.000. This implies that the learning strategies, or the techniques and approaches that people use to learn and process information, have also been found to be significant predictors of English reading competence. A study by Flores and Del Rosario (2022) found that Filipino college students who used more effective learning strategies, such as elaboration and organization, had higher scores in English reading comprehension. In addition, a study by De Jesus and Javier (2021) investigated the relationship between learning strategies and English reading comprehension among Filipino college students. The study found that students who used more effective learning strategies, such as summarizing and self-monitoring, had higher scores in English reading comprehension. The researchers suggested that effective learning strategies may be an important non-cognitive skill for success in reading comprehension because they enable students to actively engage with the text and monitor their own comprehension. Furthermore, another study by Balinghamay and Tabobo (2021) found that learning strategies were positively associated with English reading comprehension among Filipino high school students. The researchers found that students who used more effective learning strategies had higher scores in English reading comprehension. These findings suggest that learning strategies are an important non-cognitive skill that can significantly influence English reading competence among Filipino students. Lastly, the correlation between “Social Skills” indicator and English reading competencies among grade two students is positively moderate with an  $r$ -value equal to 0.515 and a  $p$ -value equal to 0.000. This denotes that social skills, or the ability to interact effectively with others, have also been found to have a positive influence on English reading competence. A study by Dimaculangan and Pascua (2021) found that Filipino college students who exhibited better social skills, such as communication and col-

laboration, also had higher scores in English reading comprehension. In addition, a study by Alcantara and Quizon (2021) investigated the relationship between social skills and English reading comprehension among Filipino elementary students. The study found that students who exhibited higher levels of social skills had higher scores in English reading comprehension. The researchers suggested that social skills may be an important non-cognitive skill for success in reading comprehension because they enable students to interact with others, collaborate, and communicate effectively. Furthermore, another study by Arboleda and Dela Cruz (2021) found that social skills were positively associated with English reading comprehension among Filipino high school students. The researchers found that students who exhibited higher levels of social skills had higher scores in English reading comprehension. These findings suggest that social skills are an important non-cognitive skill that can significantly influence English reading competence among Filipino students.

**Regression Analysis of the Non-Cognitive Skills on the English Reading Competencies of Grade Two Students** The last objective of this study is to determine which indicators of non-cognitive skills significantly influence the English reading competencies among grade two students. The Multiple Linear Regression (MLR) is best fit for this analysis since this statistical treatment is defined as a predictive analysis which is used to explain the relationship between one continuous dependent variable which is the English reading competencies among grade two students., and two or more independent variables which are the non-cognitive skills in terms of mindset, perseverance, social skills, and learning strategies (Trek, 2019). Still, this data analysis is set with an alpha equal to 0.05. According to what is presented in Table 4, the overall statistical analysis of the study came up with a value of  $F$  that was 71.538 and a value of 0.000 for the  $p$ -value. This demon-

strates that the regression model that was used in the analysis of the study is helpful, and that the interpretation of the model that was based on the assumption of the impact that was discussed earlier has some validity. This lends credence to the idea that the interpretation of the premise that was used to forecast which signs of a teacher’s teaching skill was correct. Moreover, three (3) out of the four (4) indicators of non-cognitive skills significantly influenced the English reading competencies among grade two students. This denotes that the predefined null hypothesis of this study stating that there is no indicator of non-cognitive skills that would significantly influenced the English reading competencies among grade two students is

rejected. Specifically, the indicators of students’ non-cognitive skills with significant influence to English reading competencies as perceive by their teachers are the “Mindset” indicator which obtained a p-value equal to 0.000, and t-value equal to 9.206, the “Perseverance” indicator which obtained a p-value equal to 0.000, and t-value equal to 3.858, and the “Learning Strategies” indicator which obtained a p-value equal to 0.024, and t-value equal to 2.287. On the other hand, the “Social Skills” indicator of students’ non-cognitive skills does not significantly influence the English reading competencies of grade two students obtaining a p-value equal to 0.698, and t-value equal to 0.389.

Table 4. Regression Analysis of Non-Cognitive Skills on the English Reading Competencies of Grade Two Students

Non-Cognitive Skills	B	Std. Error	Beta	t	p-value	Decision on $H_0$
(Constant)	0.714	0.199		3.584	.001	
Mindset	0.517	0.056	.593	9.206	.000	Reject
Perseverance	0.221	0.057	.262	3.858	.000	Reject
Social Skills	0.023	0.060	.028	0.389	.698	Failed to Reject
Learning Strategies	0.148	0.065	.175	2.287	.024	Reject

$R = .866$ ;  $R^2 = .751$ ;  $F$ -value = 71.538;  $p$ -value = .000

To support the result of the study, mindset is a crucial non-cognitive skill that can influence an individual’s behavior, decisions, and outcomes in various areas of life. Developing a growth mindset can be particularly beneficial, as it can foster a sense of resilience, persistence, and adaptability, which are essential for success in today’s rapidly changing and complex world (Eckert, Fegen Jaehnig, 2020). In addition, interventions that promote a growth mindset have been found to be effective in improving English reading competencies. Specifically, those who received a growth mindset

intervention had significantly higher reading scores than those in a control group (Park et al., 2017). Similarly, another study found that a growth mindset intervention improved reading comprehension scores (Blackwell et al., 2017). For the perseverance indicator, this is an essential non-cognitive skill that significantly influences English reading competencies and academic achievement. Educators and parents can promote perseverance and other non-cognitive skills to help students achieve their full potential. Research has shown that students’ perseverance can significantly influence their English reading

competencies. For example, a study by Duckworth et al. (2019) found that students who exhibited higher levels of perseverance were more likely to achieve higher scores in English reading comprehension. Similarly, a study by DiStefano and Mottern (2020) found that perseverance was positively associated with reading fluency and comprehension in a sample of elementary school students. Furthermore, perseverance was found to be a significant predictor of academic resilience of Filipino students. The study defined perseverance as the ability to continue striving towards a goal despite facing setbacks, obstacles, and difficulties. The study also found that students who exhibit perseverance are more likely to overcome challenges and succeed academically (Ramos, 2019). For the learning strategies indicator, these are essential non-cognitive skills that significantly influence English reading competencies and academic achievement. Educators and parents can promote the use of effective learning strategies to help students develop lifelong learning skills and succeed academically (Schiefele et al., 2014). Research has shown that learning strategies can significantly influence the English reading competencies. For example, a study by Yang and Chen (2018) found that students who used more effective learning strategies, such as summarization and note-taking, had better English reading comprehension scores. Similarly, a study by Areepattamannil and Freeman (2016) found that the use of metacognitive learning strategies, such as self-questioning and self-monitoring, was positively related to English reading comprehension among middle school students. To further strengthen the interpretation of the MLR analysis used in this study, the overall analysis also obtained a coefficient of determination ( $R^2$ ) equal to 0.751 implying that the analysis using the said statistical treatment is useful at 75.10

#### 4. Conclusions and Recommendations

Presented in this chapter are the findings of the study based on the outcome of the gathered data. The conclusions drawn from the findings of the study are likewise outlined in this section. To maximize the significant contribution of this study, the researcher laid down recommendations in this chapter.

*4.1. Findings*—Teaching students how to read in their fundamental school years would be a major step in improving the quality of education in the country for this would also affect better and increased academic performance. However, students should also be equipped with non-cognitive skills as part of their preparation in life for the future. To participate actively in a variety of aspects of life, such as education, career, and civic participation, it is necessary to possess non-cognitive skills. Hence, the primary goal of this research is to determine which indicators of non-cognitive skills significantly influence the English reading competencies among grade two students. In this study, a non-experimental quantitative research methodology using a descriptive correlation approach was applied. When it came time to treat the data that was created over the course of the study, statistical analyses such as the mean, standard deviation, Pearson R correlation, and Multiple Linear Regression were utilized. The participants in the research were the one hundred second-grade teachers who worked at primary schools located in the Maa District of Davao City. These respondents were chosen via a sample process known as convenience sampling. Data were analyzed based on the survey questionnaires that were used by the researcher after they had been modified to conform to the parameters of the study, which

had been subjected to validation by industry professionals and had its reliability examined. Descriptive results of the study revealed that non-cognitive skills and English reading competencies of grade two students as perceived by their teachers obtained a “high” descriptive level rating which means that the non-cognitive skills and English reading competencies among grade two students are oftentimes evident. Consequently, the inferential results of the study suggested that it failed to accept its null hypothesis since there is a significant relationship between non-cognitive skills and English reading competencies among grade two students. Likewise, the regression analysis resulted that three of the four indicators of the non-cognitive skills such as mindset, perseverance and learning strategies significantly influenced the grade two student’s English reading competencies.

*4.2. Conclusions*—Based on the findings of this study, the following conclusions were offered: There is a high manifestation of non-cognitive skills among grade 2 students. This suggests that these young students are demonstrating a strong ability to exhibit non-cognitive skills, such as mindset, perseverance, social skills, and learning strategies. This is a positive sign for their future academic and personal success, as research has shown that these skills are critical for achieving long-term goals and fulfilling potential. In addition, the finding also highlights the importance of nurturing and developing these non-cognitive skills in young students. While some children may naturally exhibit these skills to a higher degree than others, research has also shown that they can be developed through targeted interventions and support. This means that educators and parents alike have an important role to play in fostering these skills in children, through strategies such as positive reinforcement, modeling, and explicit instruction. Moreover, it is important to note that non-cognitive skills are not only important for academic success, but also for

personal and social development. They have been linked to better mental health, stronger relationships, and greater life satisfaction. Thus, by supporting the development of these skills in young students, we are not only helping them succeed academically, but also setting them up for a fulfilling and meaningful life. There is a high manifestation of English reading competencies of grade 2 students. This suggests that these young learners are demonstrating a strong level of proficiency in English reading, including skills such as wide vocabulary, great phonological awareness, and comprehension. This is a positive indication of their potential for success in language acquisition and academic achievement, as reading is a foundational skill that underpins many other areas of learning. In addition, the high level of English reading competencies among grade 2 students highlights the importance of continued language development and literacy instruction. As students’ progress through their academic careers, their reading skills will be tested and refined, and they will be expected to apply their knowledge and comprehension in increasingly complex ways. Therefore, it is critical that educators and parents continue to support and encourage students in their English reading development, providing them with the tools and resources they need to succeed. There is a positive correlation between non-cognitive skills and English reading competencies among grade two students which suggests that students who demonstrate strong non-cognitive skills, such as mindset, perseverance, social skills, and learning strategies, are more likely to excel in their English reading development. This makes sense, as reading requires a combination of cognitive and non-cognitive skills, including the ability to stay focused, persist through challenging passages, and manage frustration. Relatively, this finding suggests that the development of non-cognitive skills can play a critical role in promoting English reading competency among grade two students.

This is an important consideration for educators and policymakers who are seeking to improve literacy outcomes among young learners. By focusing on the development of non-cognitive skills, such as through explicit instruction and targeted interventions, educators can help students develop the foundational skills they need to succeed in reading and other areas of learning. However, it is also important to note that while the correlation between non-cognitive skills and English reading competencies is strong, it is not a perfect relationship. There will always be individual differences among students, and some learners may require additional support or resources to develop their reading skills, regardless of their level of non-cognitive skill development. Mindset, perseverance, and learning strategies are significant predictors of English reading competencies which suggests that students who exhibit these non-cognitive skills are more likely to excel in their reading development. A growth mindset, for example, can help students approach reading challenges with a positive and determined attitude, while perseverance can enable them to persist through difficult passages and overcome setbacks. Additionally, learning strategies, such as effective study habits and active reading techniques, can help students engage with and comprehend complex texts. Consequently, this finding has important implications for educators and policymakers seeking to improve literacy outcomes among grade two students. By focusing on the development of mindset, perseverance, and learning strategies, educators can help students build the foundational skills they need to succeed in English reading and other areas of learning. This can include providing explicit instruction on effective study habits, promoting a growth mindset through praise and feedback, and encouraging perseverance through challenging reading tasks. However, it is important to note that while mindset, perseverance, and learning strategies are significant predictors of English reading

competencies, they are not the only factors that contribute to reading development. Students may also face individual differences and challenges that impact their ability to develop reading skills, such as language barriers or learning disabilities. Therefore, it is important for educators to provide targeted support and resources to students who need it, and to approach literacy development with a holistic understanding of student needs and abilities. While social skills are certainly important for overall student success and well-being, the findings of this study suggests that they may not have a direct impact on English reading proficiency. There It is possible that the lack of a significant relationship between social skills and English reading competencies may be due to the fact that these are two distinct domains of student development that require different sets of skills and abilities. Social skills, such as communication, collaboration, and empathy, are important for building positive relationships with others and navigating social situations. English reading competencies, on the other hand, require a different set of skills, such as decoding, fluency, and comprehension. However, it is important to note that this finding should not be interpreted to mean that social skills are not important for overall student success. In fact, social skills can play a critical role in promoting positive relationships, building empathy and understanding, and promoting emotional regulation. Therefore, it is still important for educators and caregivers to prioritize the development of social skills alongside other areas of student development.

*4.3. Recommendations*—The following interventions were offered based on the conclusions of the study: The findings of this study may have the potential to give useful insights into the role of non-cognitive abilities in English reading competence and to guide the creation of evidence-based treatments to promote the language acquisition of students in grade two. As a result of this, officials from the Department of

Education (DepEd) may utilize these insights to improve the quality of language instruction offered throughout the country, which will eventually lead to improved academic achievements for students enrolled in Grade Two. In addition, they should participate in the creation and execution of effective treatments that seek to assist the non-cognitive abilities and English reading competences of grade two children. These interventions should be aimed at supporting the children. In the context of educational interventions, "teaching strategies that promote mindset, perseverance, social skills, and learning strategies" and "providing additional support for students who are struggling with English reading competencies" are two examples of the types of instructional methods that might fall under this category. To the grade two teachers, they may keep themselves updated with the latest research on non-cognitive skills and English reading competencies of Grade Two students. They may attend professional development workshops, conferences, and seminars to learn about evidence-based teaching strategies that promote non-cognitive skills and English reading competencies. They may also incorporate teaching strategies that promote non-cognitive skills such as mindset, perseverance, social skills, and learning strategies in their teaching. For example, teachers can encourage students to set goals, self-monitor their progress, and celebrate their achievements. In addition, teachers can also foster a positive and supportive classroom environment where students feel comfortable taking risks and asking questions. Such an environment can help students develop their self-confidence and social skills, which can ultimately enhance their English reading competencies. Furthermore, teachers should provide differentiated instruction to meet the diverse learning needs of their Grade Two students. This can involve providing additional support for struggling students, offering enrichment opportunities for high-achieving students, and using a variety of teaching strategies to cater to different learning styles. Lastly, by incorporating evidence-based teaching strategies that promote non-cognitive skills and English reading competencies, teachers can enhance the quality of language education in their classrooms and ultimately support the academic success of Grade Two students. Relatively, it is highly recommended for grade two students to pay attention to the development of their non-cognitive skills and English reading competencies. Non-cognitive skills such as mindset, perseverance, social skills, and learning strategies are just as important as cognitive abilities like reading and math skills. Developing these skills can help them succeed in school and in life. Similarly, English reading competencies are crucial for academic success and can also lead to a greater appreciation for literature and improved communication skills. So, make sure to read every day, practice patience and self-control in everyday situations, and work on developing individual's teamwork skills by collaborating with peers on projects. Remember, a well-rounded education includes not just cognitive abilities, but also non-cognitive skills and personal growth. To future researchers, it is highly recommended to explore the relationship between non-cognitive skills and English reading competencies in grade two students because it can shed light on the factors that contribute to academic success beyond just cognitive abilities. To conduct this research, consider using both quantitative and qualitative methods to gather data on the non-cognitive skills and English reading competencies of grade two students. Additionally, it may be helpful to investigate the impact of different teaching strategies and interventions on the development of these skills and competencies. By deepening our understanding of this topic, we can better support the academic and personal growth of grade two students. Furthermore, a higher R2 value might be achieved if the sample size for the survey may



be increased, as well as the number of independent variables tested. With this, the resulting results will be clearer and more concise. Lastly, future scholars might further concretize the outcomes of this study by applying them to other fields of study or areas of expertise. These undetermined indicators of non-cognitive skills might be added to determine if they might have stipulated effect on the English reading competencies felt by grade two students which would be possible by finding various indicators based on research findings and literatures.

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