

Filipino Language Proficiency, Reading Comprehension and Academic Performance Among Grade 5 At Malaban East Elementary School

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Abstract:

In today's rapidly evolving educational landscape, learners are expected to develop strong foundational competencies that extend beyond basic literacy to include language proficiency, comprehension skills, and academic performance. Filipino language proficiency, in particular, plays a crucial role in shaping students' ability to understand, interpret, and communicate ideas effectively across learning areas. This study examined the relationship between Filipino language proficiency, reading comprehension, and academic performance in the Filipino subject and other subjects where Filipino was the medium of instruction, such as Filipino, Araling Panlipunan, Edukasyong Pantahanan at Pangkabuhayan and Edukasyon sa Pagpapakatao. Specifically, the purpose of this study is to determine the level of proficiency of pupils in using the Filipino language in reading and academic performance particularly among the Grade 5 pupils. It also investigated the significant relationships among these variables. A descriptive-correlational research design was utilized in the study. Data were gathered using a structured questionnaire and were analyzed using frequency and percentage and spearman rho.

The findings reveal that respondents demonstrate a generally strong level of Filipino language proficiency, characterized by high reading accuracy, good reading speed, and strong reading comprehension, although reading fluency requires further improvement. Learners exhibit satisfactory reading comprehension skills overall, with some needing enhancement in understanding written texts. In terms of academic performance, pupils show satisfactory to commendable achievement in Filipino, GMRC, Araling Panlipunan, and EPP, with particularly strong aptitude in EPP.

A significant but weak relationship exists between reading speed and reading comprehension, while reading accuracy shows no significant influence, suggesting that factors such as vocabulary and cognitive processing play a greater role once basic decoding skills are achieved. Furthermore, no significant relationships were found between learners' Filipino language proficiency or reading comprehension and their academic performance across the subjects mentioned.

Keywords: Language proficiency, reading comprehension, academic performance

1. INTRODUCTION

The Filipino language has consistently been a fundamental aspect of our identity and everyday life as Filipinos. It functions not only as a national tongue but also aspires to surpass simple native

communication. “Filipino” serves as the label (or designation) by which this language is recognized as the official medium of the nation. However, a significant number of unfamiliar words persist, which many Filipinos rarely use and only partially understand. Moreover, numerous natural-born Filipinos face difficulties in expressing themselves fluently in Filipino, primarily because of the overwhelming influence of other languages from various regions, including English. This situation is especially notable because Filipinos are often regarded as some of the most proficient English speakers. Due to the dynamic shift in our own national language; some individuals still find it challenging to master it (Garcia, M. 2023)

Filipinos are recognized as the Asian demographic that displays an impressive proficiency in the English language. English was introduced at an early stage, beginning with the curriculum established during primary education. In the realm of education and the cognitive development of any language, the written form is of considerable significance. However, the written form is predominantly employed in academic settings.

Although the intellectual progress of Filipinos seems somewhat detached from complete actualization, students’ proficiency in the Filipino language across grade school, high school and college has not been thoroughly examined. Due to these existing gaps, further research becomes essential.

Language proficiency is a critical factor in academic performance, as it impacts students' ability to comprehend, communicate, and engage across subjects (Riad et al., 2023). In addition to language skills, motivation is a key factor in language development. Çelik et al. (2020), point out that motivation significantly impacts the development of language proficiency.

According to research by Idulog, M. V. A., & C. R. (2023), reading is essential for learning both in school and throughout life. Reading is the true foundation of most learning (Ditona & Rico, 2021). Furthermore, since most information is presented through text, reading and comprehension are essential skills that help children understand and navigate how society functions. According to the research by Ocampo, D. (2023), good reading comprehension is a prerequisite for successful learning.

Reading accuracy refers to the ability to correctly decode words by applying knowledge of the alphabetic principle, blending sounds, and recognizing a wide range of words (Zahira,2025). Furthermore, reading speed is influence by several factors, such as reader’s purpose level of proficiency, and the difficulty of the text. In addition, variations in reading speed among students often reflect differences in their test scores. Higher reading speed is associated with cognitive abilities such as working memory and fluid intelligence (Johann et al., 2020). Research has also consistently shown a positive relationship between reading comprehension and reading speed across different languages including Turkish (Soysal, 2022) and German (Johann et al., 2020).

Reading comprehension is a basic skill necessary for individuals to access, evaluate, and use information (Gucum, & Ozcan 2025). Moreover, reading comprehension play a vital role in students’ academic achievement, as it requires a variety of skills and strategies. Active engagement in learning is essential for improving comprehension, which in turn influences academic performance. Helping students develop understanding, apply knowledge effectively and become successful learners contribute to higher educational success. Studies have shown that students who perform well in reading comprehension tests and demonstrate stronger comprehension skills tend to achieve better academic outcomes. In addition, the level of students’ academic success increases as their reading comprehension improves (Espia & Cortezano, 2022).

Based on the above-mentioned studies, there is no study conducted yet on Filipino language proficiency, reading comprehension and academic performance among Grades 5 pupils at Malaban East Elementary School. There is also a dearth of studies conducted pertaining to the Filipino language proficiency among the middle school in the Philippines. Consequently, more research is necessary to ascertain whether a relationship exists between the Filipino language proficiency, reading comprehension and academic performance among middle school learners. As suggested by previous researchers, further investigation across grade school levels is important for gaining better understanding of these gaps and their implications for learning outcomes.

This research aligned with Sustainable Development Goal 4 (Quality Education) by addressing the importance of Filipino language proficiency and reading comprehension in improving pupils' academic performance. Strengthening these foundational skills contributed to better learning outcomes and promoted quality education among elementary learners. This study addresses a gap in existing research by examining the relationship between Filipino language proficiency, reading comprehension, and academic performance among Grades 5 pupils, an area often overlooked. Despite related studies, few center on this specific group. Given the widespread struggles in reading Filipino and its impact on learning across subjects, this research at Malaban East Elementary School Academic Year 2025–2026 aims to provide insights that can guide effective interventions, improve instruction and inform educational policies.

2. METHODOLOGY

This study employed a descriptive–correlational research design to examine the relationship between Filipino language proficiency, reading comprehension, and academic performance among Grade 5 pupils at Malaban East Elementary School.

A structured, self-administered questionnaire served as the primary data collection instrument, capturing data of the Grade 5 pupils to determine the level of Filipino language proficiency as the medium of instruction and the secondary data was the pupils' academic performance, specifically their average grades for the first and second quarters in the following subjects: Filipino, AP, EPP, and HELE. The study targeted Grade 5 pupils of Malaban East Elementary School, with a total population of 187. Using a 95% confidence level and 5% margin of error, a sample of 127 respondents was determined and actual selection of respondents was based on availability sampling. The instrument underwent expert validation by a panel of experts in the fields of education and statistics to obtain corrections and suggestions.

Ethical standards were carefully observed throughout the conduct of the study, including securing institutional permission, obtaining informed consent, and ensuring the confidentiality, anonymity, and voluntary participation of the respondents. Data were gathered immediately after completion through face-to-face administration. Descriptive statistics, particularly frequency and percentage distribution, were utilized to determine the level of Filipino language proficiency in terms of reading accuracy, reading speed, and reading comprehension; the level of reading comprehension in Filipino; and the academic performance of the respondents in Filipino, GMRC, Araling Panlipunan, and EP. Meanwhile, inferential statistical tools, particularly Spearman's rho, were used to determine the relationship between: a) the level of Filipino language proficiency and the level of reading comprehension in Filipino; b) the level of Filipino language proficiency and academic performance in Filipino, GMRC, Araling Panlipunan, and EPP; and c) the level of reading comprehension in Filipino and academic performance in Filipino, GMRC, Araling Panlipunan, and EPP. All statistical treatments were performed

using an appropriate level of significance to ensure the accuracy, reliability, and credibility of the study’s findings.

3. RESULTS AND DISCUSSION

This section presents the results of the study and situates the findings within the context of existing literature. It examines the levels of Filipino language proficiency, reading comprehension, and academic performance, as well as the relationships and predictive effects among these variables. The results are analyzed using appropriate statistical techniques and are interpreted in relation to prior empirical studies.

Table 1. Level of Filipino Language Proficiency in terms of Reading Accuracy

Reading Accuracy	Verbal Interpretation	Frequency	Percentage (%)
97-100	Excellent	172	92.0
90-96	Good	11	5.9
75-89	Average	4	2.1
Below 75	Poor	-	-

N=187

Table 1 shows the frequency and percentage of level of Filipino Language Proficiency of the respondents in terms of reading accuracy. The results show that the most respondents, 172 pupils or 92.0%, achieved scores of 97–100, described as Excellent. This indicates a very high level of reading accuracy among grade 5 pupils. Additionally, 11 pupils or 5.9% were classified as Good with scores of 90–96, while 4 pupils or 2.1% fell under the Average level with scores of 75–89. Significantly, no respondent was classified under the Poor level or below 75.

The results indicate that Grade 5 pupils demonstrate a high level of Filipino reading accuracy, with most learners performing at the Excellent level. This suggests strong reading proficiency that contributes positively to their comprehension and overall academic performance. This is supported by Abellana and Nueva (2025), who found that students achieved greater ease and faster accuracy when interacting with more proficient peers or adults. Their findings align with Michael Long’s Interaction Hypothesis and Social Constructivist theory, which emphasize that language learning is enhanced through meaningful interaction, input, and scaffolding.

Table 2. Level of Filipino Language Proficiency in terms of Reading Speed

Reading Speed	Verbal Interpretation	Frequency	Percentage (%)
135-179	Excellent	50	26.7
90-134	Good	65	34.8
60-89	Average	32	17.1
0-59	Poor	40	21.4

N=187

Table 2 reveals the level of Filipino Language Proficiency of respondents in terms of reading speed. Based on the scale, pupils who obtained 135–179 WPM were classified as Excellent, 90–134 WPM as

Good, 60–89 WPM as Average, and 0-59 WPM as Poor. The outcomes of the study show that most of the respondents, 65 pupils or 34.8%, were Good. At the same time, 50 pupils or 26.7% were Excellent, 32 pupils or 17.1% were Average, and 40 pupils or 21.4% were Poor.

The results of the study indicate that the Grade 5 pupils generally demonstrated a good level of Filipino language proficiency in terms of reading speed, suggesting that most pupils can read at an acceptable pace, although some still require improvement in reading fluency and speed. This implies that while most learners have developed adequate reading speed, there remains a need to further enhance fluency among slower readers. This finding is supported by Mariano et al. (2020), who found that the implementation of extensive reading as an intervention significantly improves students’ reading speed, enabling learners to progress from slow to average and fast reading levels. This suggests that structured reading interventions are effective in improving reading fluency and overall reading performance.

Furthermore, Rasinski et al. (2023) emphasized that reading fluency difficulties are strongly associated with slower reading speed, indicating that learners with poor fluency tend to demonstrate limited reading efficiency. In addition, Kuhn et al. (2022) highlighted that repeated reading and scaffolded instruction are effective strategies in improving reading speed, particularly among struggling readers. Overall, the findings suggest that although Grade 5 learners generally demonstrate acceptable reading speed, the integration of structured interventions such as extensive reading, repeated reading, and scaffolded instruction is essential to further improve reading fluency and address individual learning gap.

Table 3. Level of Filipino Language Proficiency in terms of Reading Comprehension

Reading Comprehension	Verbal Interpretation	Frequency	Percentage (%)
5	Excellent	163	87.2
4	Good	23	12.3
2.3	Average	1	.5
0-1	Poor	-	-

N=187

Table 3 presents the level of Filipino Language Proficiency of respondents in terms of reading comprehension. The findings show that most of the respondents, 163 pupils or 87.2%, were classified as Excellent. This indicates that most pupils demonstrated a very high level of understanding of the texts they read in Filipino. Meanwhile, 23 pupils or 12.3% were categorized as Good, while only 1 pupil or 0.5% fell under the Average level. Notably, no respondent was classified under the Poor category. Overall, the findings indicate that Grade 5 pupils possess a high level of Filipino language proficiency in reading comprehension, as reflected in the large percentage of learners who achieved excellent performance. This suggests that they have developed strong comprehension skills that may contribute positively to their academic performance.

This result is supported by Ligpitan et al. (2025), who found that the TechPlay Fusion strategy significantly improved learners’ reading comprehension, raising performance from “Satisfactory” to “Very Satisfactory” with a mean difference of 2.41. Likewise, Bondaug (2021) reported that game-based instructional materials enhance learners’ reading comprehension by increasing motivation and supporting the use of various comprehension strategies.

Table 4. Level of Reading Comprehension in Filipino Language

Reading Comprehension	Verbal Interpretation	Frequency	Percentage (%)
24-30	Excellent	72	38.5
18-23	Good	80	42.8
10-17	Average	34	18.2
0-9	Poor	1	.5

N=187

Table 4 presents the level of reading comprehension in the Filipino Language of respondents. The findings show that the highest number of respondents, 80 pupils or 42.8%, were classified as Good with scores ranging from 18–23. Meanwhile, 72 pupils or 38.5% were categorized as Excellent with scores of 24–30, while 34 pupils or 18.2% fell under the Average level with scores of 10–17. Only 1 pupil or 0.5% was classified under the Poor category with scores of 0–9.

The results reveal that Grade 5 pupils generally demonstrated a good level of reading comprehension in the Filipino language, as the largest percentage of respondents fell under the “good” category. This indicates that most pupils have developed satisfactory comprehension skills; however, some learners may still require improvement in fully understanding written texts, particularly in more complex levels of comprehension. This finding is consistent with the results of the Philippine Informal Reading Inventory (Phil-IRI) conducted by the Department of Education, which show that many elementary learners are classified under the instructional level, indicating adequate but still developing reading comprehension skills. These reports suggest that while learners can understand texts with guidance, further enhancement is needed to achieve independent and advanced comprehension.

Moreover, similar findings in the study by Bacolor and Oriendo (2026), indicate that learners tend to perform better in basic comprehension skills, such as literal understanding, while encountering more difficulty in higher-order skills like inferential and critical comprehension. This supports the present result that, although pupils demonstrate a generally good level of comprehension, there remains a need for continuous development of deeper reading skills.

Table 5. Learners’ Academic Performance in Filipino

Academic Performance	Verbal Interpretation	Frequency	Percentage (%)
90-100	Outstanding	9	4.8
85-89	Very Satisfactory	57	30.5
80-84	Satisfactory	75	40.1
75-79	Fairly Satisfactory	46	24.6
Below 75	Did not meet expectation	-	-

N=187

Table 5 shows the learners’ academic performance in Filipino of the respondents. The findings reveal that the highest number of respondents, 75 pupils or 40.1%, were classified as Satisfactory with grades ranging from 80–84, which indicates that the learners have adequate understanding and acceptable mastery of the subject competencies. Meanwhile, 57 pupils or 30.5% obtained Very Satisfactory grades

(85–89), indicating that these pupils demonstrated above-average performance and a strong grasp of the learning competencies.

Furthermore, 46 pupils or 24.6% were categorized as Fairly Satisfactory with grades ranging from 75–79, which suggests that they have met the minimum learning standards but still need improvement in some areas. In addition, 9 pupils or 4.8% achieved Outstanding grades (90–100), reflecting excellent performance and high level of mastery in Filipino. No respondent obtained a grade below 75, indicating that all pupils met the expected academic standard.

To sum up, the results imply that the Grade 5 pupils generally demonstrated a satisfactory level of academic performance in Filipino, as the largest percentage of respondents belonged to the satisfactory category. This finding is supported by Boco and Gaytos (2025), which revealed that Grade VI students in the selected areas of the Eastern Samar Division performed above average. It further indicates that they were able to complete the different tasks given in Filipino class successfully, which enhanced their understanding of the subject and positively influenced their academic performance as reflected in their grades. This result is also consistent with the findings of Lajonte (2024), who found that 87.34% of students enrolled in Filipino in the Sultan Kudarat Division obtained “Very Satisfactory” grades. This suggests that the students excelled in the Filipino subject and demonstrated a strong understanding of the lessons.

Table 6. Learners’ Academic Performance in GMRC

Academic Performance	Verbal Frequency	Interpretation	Percentage (%)
90-100	Outstanding	53	28.3
85-89	Very Satisfactory	74	39.6
80-84	Satisfactory	45	24.1
75-79	Fairly Satisfactory	15	8.0
Below 75	Did not meet expectation	-	-

N=187

The data in Table 6 indicates that most of the respondents achieved a high level of academic performance in GMRC. The highest frequency was recorded in the "Very Satisfactory" category (85-89), with 74 students representing 39.6% of the total population (N=187). This is followed by the "Outstanding" category (90-100), which consists of 53 students or 28.3%. Collectively, more than two-thirds of the participants (67.9%) demonstrated performance levels ranging from Very Satisfactory to Outstanding. Furthermore, 45 students (24.1%) fell within the "Satisfactory" range (80-84), while a small minority of 15 students (8.0%) were classified as "Fairly Satisfactory" (75-79). Notably, no students were recorded in the "Did not meet expectation" category (Below 75), suggesting that all learners in the study achieved at least a passing grade in the subject.

The overall results reflect a commendable academic standing in GMRC among the learners. This high performance suggests a strong alignment between the curriculum delivery and the learners' comprehension and application of values-based instruction. In the context of the broader research topic, these findings serve as a baseline for understanding the learners' academic capabilities, which may be further correlated with their Filipino language proficiency and reading comprehension skills

This is supported by Paterez and Marcia (2025), whose findings reveal that most learners performed well in GMRC, with 49% achieving exceptional and 31% very satisfactory performance, reflecting the positive impact of effective classroom management on behavior and moral development.

However, 20% of learners still scored from satisfactory to below expectations, indicating the need for further support and targeted interventions. Furthermore, future research by Nguyen and Patel (2024) advocates for the integration of restorative practices and character education curriculum as synergistic methods to further improve students' moral competence and classroom conduct.

Table 7. Learners' Academic Performance in Araling Panlipunan

Academic Performance	Verbal Interpretation	Frequency	Percentage (%)
90-100	Outstanding	6	3.2
85-89	Very Satisfactory	41	21.9
80-84	Satisfactory	125	66.8
75-79	Fairly Satisfactory	15	8.0
Below 75	Did not meet expectation	-	-

N=187

The data presented in Table 7 reveals that a significant majority of the respondents are performing at a "Satisfactory" level in Araling Panlipunan. Specifically, 125 students, representing 66.8% of the total population (N=187), obtained grades within the 80-84 range. This indicates that most students have a solid fundamental understanding of the subject matter, though there is room for further elevation to higher proficiency levels.

In the higher performance tiers, 41 students (21.9%) achieved a "Very Satisfactory" rating (85-89), while a smaller segment of 6 students (3.2%) reached the "Outstanding" level (90-100). Conversely, 15 students (8.0%) were classified under "Fairly Satisfactory" (75-79). Similar to the results in GMRC, no learners were found to have failed or "not met expectations" (Below 75), indicating a 100% passing rate in this subject for the sampled group.

These findings suggest that while the Grade 5 pupils possess a competent grasp of Araling Panlipunan, their performance is more concentrated in the middle-to-lower passing ranges compared to their GMRC performance. This observation is particularly relevant to the study's focus on reading comprehension, as Araling Panlipunan is a subject heavily reliant on reading and interpreting Filipino-based texts. This is supported by Langcuyan et al. (2024), whose findings show that learners initially struggled to understand historical narratives, as reflected in the pre-test scores, possibly due to factors identified in previous studies. However, the post-test results indicate a significant improvement, with participants achieving outstanding scores. This improvement suggests that incorporating various teaching strategies aligned with multiple intelligences has facilitated a more inclusive and effective learning environment (Lindner & Schwab, 2020).

Table 8. Learners' Academic Performance in EPP

Academic Performance	Verbal Interpretation	Frequency	Percentage (%)
90-100	Outstanding	13	7.0
85-89	Very Satisfactory	91	48.7
80-84	Satisfactory	68	36.4

75-79	Fairly Satisfactory	15	8.0
Below 75	Did not meet expectation	-	-

N=187

As shown in Table 8, nearly half of the respondents achieved a "Very Satisfactory" level of performance. Specifically, 91 students (48.7%) fell within the 85-89 grade range. This is the most populated category, indicating a high level of competence in the practical and theoretical requirements of the EPP curriculum. Furthermore, 68 students (36.4%) were classified as "Satisfactory" (80–84), and 13 students (7.0%) reached the "Outstanding" level (90–100). Combined, a vast majority of 92.1% of the participants demonstrated performance levels ranging from Satisfactory to Outstanding.

Meanwhile, 15 students (8.0%) obtained a "Fairly Satisfactory" rating (75–79). Consistent with the previous subject areas analyzed, no students were recorded in the "Did Not Meet Expectations" category (below 75), maintaining the trend of a 100% passing rate among the 187 learners. The results suggest that the Grade 5 pupils possess a strong aptitude for EPP. Since EPP in the elementary level is often taught in Filipino, these results potentially corroborate the students' ability to understand and apply technical instructions delivered in the national language. The high concentration of students in the "Very Satisfactory" and "Satisfactory" categories reflects a successful acquisition of the life skills and livelihood concepts intended by the K-12 program.

This is supported by Matienzo (2025), who found that learners performed “Very Good” in written tests, showing strong understanding of the lesson and effective processing of content through a task-based approach. Additionally, performance tasks were rated “Excellent,” indicating high skill application and mastery of learning competencies. Meanwhile, Maier et al. (2020), who emphasized that performance assessments are essential in comprehensive assessment systems, as they allow students to demonstrate knowledge through outputs like essays, portfolios, and research, reflecting readiness for college and career. Unlike multiple-choice tests, these assessments require active demonstration of understanding and skills, making them more authentic measures of learning while also helping improve competencies, student achievement, and curriculum development.

Table 9. Relationship Between the Learners’ Filipino Language Proficiency and Level of Reading Comprehension in Filipino

Variables	Reading Comprehension in Filipino
Reading Accuracy	r =.138 p=.059 (not significant)
Reading speed	r=.165 p=.024* (significant)
Reading Comprehension	r=.202 p=.006 * (significant)

Note. Correlation: 0.00 – 0.19 (very weak); 0.20 – 0.39 (weak); 0.40 – 0.59 (moderate); 0.60 – 0.79 (strong); 0.80 – 1.00 (very strong). (Evans, 1996) *Significant at <.05.

The statistical data in Table 9 reveals a varied relationship among the proficiency variables. For reading accuracy, the computed Pearson r-value is .138 with a p-value of .059. Since the p-value is greater than the 0.05 level of significance, the correlation is considered not significant. This suggests that the learners' ability to decode words accurately does not have a statistically significant bearing on their overall reading comprehension levels in this specific group. In contrast, reading speed shows a

statistically significant relationship with reading comprehension, as evidenced by a p-value of .024 ($p < .05$). However, the r-value of .165 indicates a "very weak" correlation according to the Evans (1996) scale. This implies that while there is a recognized link between how fast a student reads and their ability to comprehend the text, the strength of this relationship is minimal for the learners at Malaban East Elementary School.

Lastly, the variable of Reading Comprehension (as a component of proficiency) shows the highest degree of correlation with the overall level of reading comprehension in Filipino. With an Pearson r-value of .202 and a p-value of .006, the relationship is statistically significant at the 0.01 level. Following the Evans (1996) criteria, this is interpreted as a "weak" correlation.

In summary, the findings of the present study revealed that among the three Filipino language proficiency components, reading speed and reading comprehension were significantly related to the learners' overall reading comprehension level, although the strengths of association were very weak to weak. Meanwhile, reading accuracy was non-significant, suggesting that once learners attain basic word recognition, other factors such as vocabulary knowledge, language exposure, and cognitive processing speed become more influential in comprehension outcomes.

This finding is supported by Cortes et al. (2024), who found that students were less comfortable using Filipino because they were more accustomed to foreign languages. The researchers recommended greater exposure to Filipinos through local films, reading materials, and language activities to improve fluency and confidence. This supports the present study's implication that increased exposure may enhance reading speed, vocabulary, and comprehension.

Further support is provided by Villamater-Garcia (2022), who found that students had difficulty composing well-structured responses in Filipino and often relied on short, informal answers due to the influence of millennial slang. The study recommended closer monitoring of language use, corrective feedback, and stronger grammar instruction. This suggests that frequent use of informal language may weaken vocabulary, grammar, and sentence processing skills needed for better reading comprehension.

Table 10. Relationship Between the Learners' Level of Reading Comprehension in Filipino and Academic Performance in Four Subject Areas

Variables	Filipino	Gmrc	EPP	AP
Reading Comprehension	r=-.093 p=.207	r=-.006 p=.368	r=-.063 p=.394	r=-.048 p=.512

Note. Correlation: 0.00 – 0.19 (very weak); 0.20 – 0.39 (weak); 0.40 – 0.59 (moderate); 0.60 – 0.79 (strong); 0.80 – 1.00 (very strong). (Evans, 1996) *Significant at <.05.

Table 10 shows the relationship between the learners' level of reading comprehension in Filipino and academic performance in the four subject areas: Filipino, GMRC, EPP, and AP. Similarly, all p-values were higher than the 0.05 level of significance, signifying that no statistically significant relationship existed between the variables.

This suggests that the learners' reading comprehension level in Filipino was not significantly associated with their academic performance in the four subject areas. Hence, the null hypothesis stating that there is no significant relationship between reading comprehension and academic performance is accepted.

Table 11. Relationship Between the Learners’ Filipino Language Proficiency and Academic Performance in Four Subject Area

Variables	Filipino	Gmrc	EPP	AP
Reading Accuracy	r =-.031 p=.670	r =-.037 p=.612	r=-.082 p=.266	r=-.074 p=.317
Reading Speed	r =-.061 p=.409	r =-.072 p=.327	r=.143 p=.051	r=.016 p=.830
Reading Comprehension	r=-.094 p=.202	r=-.028 p=.705	r=-.137 p=.061	r=-.043 p=.560

Note. Correlation: 0.00 – 0.19 (very weak); 0.20 – 0.39 (weak); 0.40 – 0.59 (moderate); 0.60 – 0.79 (strong); 0.80 – 1.00 (very strong). (Evans, 1996) *Significant at <.05.

Table 11 presents the relationship between the respondents' Filipino language proficiency and academic performance in four subject areas: Filipino, GMRC, EPP, and AP. Filipino language proficiency was measured in terms of reading accuracy, reading speed, and reading comprehension. Likewise, all obtained p-values were greater than the 0.05 level of significance. This implies that the learners’ level of Filipino language proficiency did not significantly influence or relate to their academic performance in the four subject areas considered. Therefore, the null hypothesis stating that there is no significant relationship between Filipino language proficiency and academic performance is accepted.

4. CONCLUSIONS

This study concludes that the Grade 5 pupils generally demonstrate strong Filipino language proficiency, particularly in reading accuracy and comprehension, reflecting well-developed decoding and understanding skills. The respondents also exhibit a satisfactory level of reading comprehension and academic performance across Filipino-taught subjects. Among the subject areas, GMRC shows commendable learner performance, while EPP reflects strong acquisition of practical skills and concepts delivered in Filipino. However, Araling Panlipunan recorded more learners within the lower passing range, indicating the need for further academic support in the subject area.

The findings further reveal a significant relationship between Filipino language proficiency and reading comprehension, particularly in terms of reading speed and comprehension skills. However, Filipino language proficiency and reading comprehension were not found to be significant predictors of academic performance across the four subject areas. These results suggest that academic achievement is influenced not only by language proficiency and comprehension skills but also by other academic, cognitive, and environmental factors.

Hence, the proposed action plan is recommended to strengthen Filipino language proficiency, enhance reading comprehension skills, and further support learners’ academic performance through targeted and responsive instructional interventions.

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COMPETING INTERESTS

The authors declare that there are no financial, professional, or personal relationships that may have influenced the conduct and findings of this study. Furthermore, the authors confirm that there are no competing interests associated with this research.

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