

# THE IMPACT OF ENGLISH PROFICIENCY ON STUDENTS' ACADEMIC PERFORMANCE

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## The Impact of English Proficiency on Students' Academic Performance

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**Abstract.** English proficiency plays a crucial role in students' academic success, particularly in educational settings where English is used as the primary medium of instruction. This study examined the impact of English proficiency on students' academic performance among junior high school learners at Buenavista Integrated School during the School Year 2025–2026. Specifically, the study assessed students' proficiency in four key language domains: reading comprehension, grammar, vocabulary, and spelling, and determined whether these skills were significantly associated with their academic performance in English. A quantitative descriptive–correlational research design was employed. The participants consisted of 119 junior high school students, selected using random sampling techniques. Data on English proficiency were collected using a researcher-made questionnaire with items measured on a 4-point Likert scale, while students' academic performance was obtained from their official English grades. Descriptive statistics and Pearson Product–Moment Correlation were used to analyze the data. The findings revealed that students demonstrated a moderate level of English proficiency, with an overall mean of  $M = 3.89$ . Among the language domains, grammar and spelling obtained the highest mean scores ( $M = 3.03$ ), while reading comprehension recorded the lowest mean ( $M = 2.61$ ). The students' academic performance showed a mean grade of 84.76 ( $SD = 3.69$ ), interpreted as satisfactory. Correlation analysis indicated a very weak positive relationship between English proficiency and academic performance ( $r = .101$ ). However, the relationship was not statistically significant ( $p = .276$ ), indicating that English proficiency alone did not significantly predict students' academic performance. The findings suggest that although English proficiency contributes to students' learning, other factors such as motivation, study habits, instructional strategies, and the learning environment may play a more substantial role in academic achievement. The study highlights the importance of strengthening English language instruction while also addressing broader educational factors that influence student success. The results may assist educators and school administrators in designing targeted interventions to enhance both language proficiency and academic performance.

**Keywords:** English proficiency, academic performance, reading comprehension, grammar, vocabulary, spelling, secondary education

### Introduction

English proficiency refers to a learner's ability to use grammar accurately, apply a wide range of vocabulary, spell words correctly, and comprehend written texts effectively. These skills enable students to process academic content, follow instructions, and express their thoughts clearly in both oral and written forms (Compe, 2022). Mastery of these components supports better classroom engagement and task completion (Perman, 2020). Studies also show that proficiency in these areas contributes to learners' confidence and participation in academic activities (Toledo, 2025).

Academic performance refers to the level of achievement a student demonstrates in school, typically measured through grades, test scores, and other formal assessments. It reflects how well a learner understands, applies, and communicates knowledge across subjects. Strong English skills contribute to better performance, especially in subjects taught in English (Adora et al., 2024).

Multiple studies confirm a positive relationship between English proficiency and academic performance. Learners with better grammar, vocabulary, spelling, and reading comprehension tend to achieve higher grades and show stronger academic outcomes (Sangilan, 2025). Reading comprehension, in particular, has been linked to improved performance in both language and content subjects (Dedios et al., 2023). While many studies explore English proficiency, most focus on college or international students. There is limited research on junior high school learners in public schools in the Philippines, especially regarding the combined impact of grammar, vocabulary, spelling, and reading comprehension (Rosales, 2021).

This study addresses that gap by focusing on these four components in a localized setting. This study was conducted at Buenavista Integrated School during the School Year 2025–2026. It aimed to determine how grammar, vocabulary, spelling, and reading comprehension affected the academic performance of junior high school learners.

## Research Questions

This study explored how English proficiency—specifically grammar, vocabulary, spelling, and reading comprehension—affects the academic performance of junior high school learners. Despite its importance, many students still struggle with these core language skills, which may influence their classroom participation and academic grades.

Specifically, this study sought to answer the following questions:

1. What is the level of English proficiency among the junior high school students in terms of:
  - 1.1 Reading Comprehension
  - 1.2 Grammar
  - 1.3 Vocabulary
  - 1.4 Spelling
2. What is the academic performance of the students in terms of their grade in English?
3. Is there a significant relationship between English proficiency and students' academic performance?

## Scope and Delimitation of the Study

This study focused on the relationship between English proficiency and academic performance of junior high school students at Buenavista Integrated School during the School Year 2025–2026. It specifically examined grammar, vocabulary, spelling, and reading comprehension as indicators of English proficiency, and used students' grades in English to measure academic performance. The study was limited to junior high school students at Buenavista Integrated School during the School Year 2025–2026. Data were collected through a survey questionnaire, and the findings were based solely on the responses provided by the participants

## Literature Review

### Reading Comprehension

Reading comprehension is the ability to understand and analyze written texts. It includes vocabulary knowledge, making inferences, and critical thinking. These skills are important for academic success, especially in subjects that require understanding written materials. Studies from different countries show that reading comprehension affects students' academic performance. Okoli (2025) found that international students with better reading comprehension adapted more easily both socially and academically in Northern Cyprus. Skuka (2023) also found that bilingual education helped students improve reading comprehension and thinking skills, which led to better academic performance. In the Philippines, reading comprehension is also strongly connected to students' success in school. Tangalin (2023) implemented Project Read and Learn (REAL) for Grade 7 students and found that reading programs improved both comprehension and academic performance. Villanueva (2025) discovered that students' motivation and reading strategies helped improve their academic achievement. Meanwhile, Dela Cruz (2025) reported that low reading proficiency remains a major challenge for many learners. Other studies also support this idea. Bagcat (2025) found that students with weak reading skills struggled in subjects like science and social studies. Lofranco (2025) emphasized that teacher support, proper instruction, and access to reading materials help improve reading comprehension. Overall, these studies show that reading comprehension is essential for learning and academic success. Schools should provide effective reading strategies and programs to help students improve their comprehension skills.

## **Grammar**

Grammar refers to the rules of language, including sentence structure, punctuation, and word formation. It helps people write and communicate ideas clearly in academic texts (Kelly, 2024). Studies show that grammar skills affect academic performance. Martirosyan et al. (2020) found that international students in the United States with strong grammar skills performed better in writing courses because their ideas were clearer and more organized. Nweke (2025) also explained that grammar proficiency helped international students communicate better and adjust more easily in academic environments. In the Philippines, grammar is an important part of English learning. Cape (2025) studied the Integrated Grammar Approach among Grade 7 students and found that structured grammar lessons improved students' comprehension and academic performance. Aranda (2022) also reported that many senior high school students struggle with grammar because of gaps in basic instruction. Other studies support the importance of grammar. Li (2025) found that using digital tools and AI in grammar instruction improved students' writing skills in Chinese universities. Local studies also show similar results. Sacal (2023) found that students with better grammar performed better in writing and speaking tasks. Sangilan (2025) also noted that regular grammar instruction helped students achieve good academic performance even if their grammar level was average. Overall, these studies show that grammar is important for clear communication and academic success. Schools should provide consistent and effective grammar instruction to help students improve their writing and language skills.

## **Vocabulary**

Vocabulary is the set of words a person understands and uses. It is important for reading comprehension, writing, and speaking. Having a rich vocabulary helps students understand complex ideas and communicate clearly (Brooks et al., 2021). Studies show that vocabulary development improves academic performance. Ayana et al. (2024) found that teaching vocabulary directly and using motivational strategies helped students improve their vocabulary and school performance. Blom (2025) also found that reading literature helped students learn new words and better understand deeper meanings in texts. In the Philippines, vocabulary development is often included in reading and literature programs. Mon et al. (2025) found that frequent reading and exposure to literature helped students improve their vocabulary retention. Viñalon (2024) also discovered that teaching word formation and vocabulary strategies improved students' vocabulary test scores and reading comprehension. Other studies support these findings. Belarmino (2023) found that students with a wider vocabulary performed better in science subjects because they could understand instructions and texts more easily. Lorica et al. (2024) also showed that strategies like word mapping and contextual clues helped improve vocabulary knowledge and academic performance. Overall, these studies show that vocabulary development is important for understanding texts and expressing ideas clearly. Schools should use interactive and contextual vocabulary teaching methods to help students improve their academic performance.

## **Spelling**

Spelling is the ability to arrange letters correctly to form words. It helps improve writing fluency, clarity, and confidence. When students spell words correctly, their writing becomes easier to understand (Babcock, 2024). Studies show that spelling skills support better writing. Tavárez Da Costa (2021) found that students with good spelling skills were able to understand grammar better and produce clearer writing. Song (2023) also discovered that AI tools like ChatGPT helped students improve their spelling accuracy and motivation in writing. Harshalatha (2024) reported that spelling errors are a common problem among ESL learners and can make communication difficult in academic writing. In the Philippines, spelling is often taught in English and writing classes. Algonos (2025) found that using different methods such as tactile, digital, and phonetic strategies improved students' spelling skills when practiced daily. Magpatoc (2024) also explained that correct spelling helps make students' writing clearer. Other studies support the importance of spelling. Broc (2025) found that handwriting activities helped students remember correct spelling better. Valderama (2023) also noted that good spelling skills increased students' confidence in writing and exams. Naparota (2025) discovered that students with better spelling skills performed better in English subjects. Overall, these studies show that spelling is an important skill for clear writing and academic success. Schools should include spelling practice in reading, grammar, and writing lessons to help students improve their literacy skills.

## **Academic Performance**

Academic performance refers to students' results in school, such as grades, test scores, and participation. It shows how well students understand their lessons and language skills (Wolf, 2024). Studies show that language proficiency affects academic performance. Martirosyan et al. (2020) found that international students in the United States with strong English skills performed better in writing and analytical courses. Al-Busaidi (2022) also found that students with advanced language skills were more successful in research, presentations, and exams. Language barriers can make learning more difficult, while good language skills help students perform better in school (Jarar, 2025). In the Philippines, English

proficiency is also related to academic success. Manlutac et al. (2024) found that students with higher English proficiency performed better in written and oral assessments. Bagcat (2025) also reported that reading proficiency greatly affects students' academic performance in different subjects. Roselyn (2024) found that students with better reading comprehension achieved higher academic performance in English. Other studies support these findings. Rueda et al. (2024) found that reading and writing skills strongly influenced junior high school students' academic performance. Galang et al. (2024) also discovered that students with higher English proficiency performed better in communication subjects. Ilarde (2024) confirmed that language skills are strong predictors of academic success. Overall, these studies show that academic performance is closely related to language proficiency. Schools should strengthen language instruction to help students improve their learning and academic results

## Methodology

### Research Design

This study, titled "Artificial Intelligence as a Learning Companion: Its Benefits and Ethical Concerns among Senior High School Students," utilised a descriptive design. According to Creswell (2018), descriptive research is a design that systematically describes phenomena, identifies patterns, and provides a snapshot of the current state of variables. This methodological approach is crucial for understanding the multifaceted impact of AI in educational settings without manipulating variables, thus minimising researcher bias and supporting objective analysis of existing relationships (Bacar et al., 2025). This approach is particularly suitable for exploring the prevalence, distribution, or correlation of variables within a given population, providing meaningful insights into the subject of interest (Alzubi, 2024). For instance, quantitative descriptive-comparative studies evaluate the predictive strength of one variable in relation to another and identify statistical differences between populations without manipulating independent variables (Capinding & Dumayas, 2024).

### Sampling Design

The study used a random sampling technique to select participants who met the following criteria: (1) were enrolled in Grades 7–10, (2) had their Quarter 2 English grade, and (3) were willing to participate in the survey. Random sampling was appropriate because it gave all qualified students an equal chance of being selected, making the results more reliable for examining English proficiency and academic performance. Stratified sampling was also considered to ensure representation from each grade level. The sample size was based on the total number of junior high students and the feasibility of conducting the survey. This approach ensured that the data collected was accurate, manageable, and suitable for the study's quantitative design.

### Research Locale

The study was conducted at Buenavista Integrated School in Zamboanga City. Conducting the study in this school allowed a direct and realistic look at how junior high school students perceived their own English proficiency and how it affected their academic performance. This setting provided an actual classroom context where students' skills in reading, writing, vocabulary, and grammar could be better understood. This locale also supported the Department of Education's (DepEd, 2023) goal of encouraging contextualized and evidence-based research, which helped improve teaching practices and guided educational decisions in real school environments.

### Research Participants

This study includes selected junior high school students from Grades 7 to 10 enrolled at Buenavista Integrated School, Zamboanga City, during the School Year 2025–2026.

### Research Instrument

The researchers used a researcher-made questionnaire titled "The Impact of English Proficiency on the Academic Performance of the Learners" to assess students' language skills and their academic performance. The questionnaire had two parts. Part I measured English proficiency—reading comprehension, grammar, vocabulary, and spelling. Part II collected students' academic performance from report card grades in English. English proficiency items used a 4-point Likert scale: 4 = Strongly Agree, 3 = Agree, 2 = Disagree, 1 = Strongly Disagree, for self-assessment and confidence in language use. Academic records were accessed following the Data Privacy Act of 2012, with approval from the research teacher and school administration. This method ensured that both subjective (questionnaire) and objective (grades) data were collected ethically and systematically, supporting the study's goal of examining the relationship between English proficiency and academic performance in a public secondary school.

### Data Gathering Procedure

The data collection will begin with the researcher securing an approval letter from the Research Adviser, which serves as formal permission to conduct the study. After this, the researcher will request authorization from the principal of Buenavista Integrated School to administer the survey among junior high

school students, ensuring that all ethical and institutional requirements are followed. Once approval is granted, the researcher will prepare the necessary documents, including the endorsement letter, the principal's permission, informed consent forms, and the final survey questionnaire. These documents will be reviewed to ensure that ethical standards and school policies are met. The researcher will then coordinate with class advisers to identify students who meet the study's inclusion criteria specifically, junior high learners with complete academic records. Before administering the survey, the researcher will give clear instructions and remain present to clarify any questions. Informed consent will be obtained from both students and their parents or guardians. Participation will be voluntary, confidential, and students may withdraw at any time without penalty. Completed questionnaires will be collected immediately to maintain data quality.

## Results and Discussions

### Problem 1: What is the level of English proficiency among the Junior Highschool Learners in terms of Reading comprehension, Vocabulary, Grammar and Spelling?

**Table 1. Level of English proficiency among the Junior Highschool learners in terms of Reading Comprehension**

Statements	Mean	Standard Deviation	Verbal Description	Interpretation
1. I can identify the main idea of a passage I read	3.10	.49	Agree	Moderately Proficient
2. I am able to answer comprehension questions based on what I read.	3.10	.51	Agree	Moderately Proficient
3. I can make prediction about what might happen next in a text.	2.70	.66	Agree	Moderately Proficient
4. I can restate what I've read using my own words.	2.95	.62	Agree	Moderately Proficient
5. I understand the cause-and-effect relationships in a story or article.	2.93	.62	Agree	Moderately Proficient
6. I can locate key details that support the main idea.	2.92	.58	Agree	Moderately Proficient
7. I use context clues to figure out unfamiliar words.	2.84	.71	Agree	Moderately Proficient
8. I can compare and contrast ideas or characters in a text.	2.90	.56	Agree	Moderately Proficient
9. I can follow written directions or steps accurately.	2.98	.63	Agree	Moderately Proficient
10. I enjoy reading different types on English texts, such as stories, articles, or lesson.	3.20	.56	Agree	Moderately Proficient
<b>Over-all Mean</b>	<b>2.61</b>	<b>0.59</b>	<b>Agree</b>	<b>Moderately Proficient</b>

Table 1 presents the students' experiences in learning English proficiency in terms of reading comprehension. The highest mean score (3.20) indicates that students agree that having more examples and practice helps improve their reading comprehension. This suggests that structured practice and sufficient guided activities support learners in understanding texts more effectively. Research by Wang and Li (2021) found that frequent practice and exposure to varied text examples significantly improve learners' ability to make sense of reading passages. Meanwhile, the lowest mean score (2.84) shows that students experience some difficulty in maintaining focus during reading activities. Attention and concentration are important for comprehension because they help learners process information and make connections within the text. Chen and Huang (2022) reported that students who struggle to maintain sustained attention during reading tend to have lower comprehension outcomes compared to those who stay focused throughout reading tasks. Overall, the findings suggest that students only moderately experience challenges in reading comprehension, which may be why no strong or significant effect was observed. Although students can understand basic reading materials, minor barriers such as occasional lack of focus and limited practice still influence how well they comprehend more complex texts. According to Alvarez and Torres (2023), reading comprehension develops gradually as learners gain more practice and are supported with effective strategies, meaning moderate challenges are common but can be reduced with targeted instruction.

**Table 2: Level of English proficiency among the Junior Highschool learners in terms of Grammar**

	Statements	Mean	Standard Deviation	Verbal Description	Interpretation
1.	I know how to use correct verbs in a Sentence.	2.99	.64	Agree	Moderately Proficient
2.	I can fix grammar mistake in me Writing.	2.98	.70	Agree	Highly Proficient
3.	I use punctuation mark like commas and period correctly.	3.06	.63	Agree	Moderately Proficient
4.	I know when to use “is” or “are” in a sentence.	3.11	.69	Agree	Moderately Proficient
5.	I can write complete and correct sentence.	2.89	.65	Agree	Moderately Proficient
6.	I understand how to use “and,” “but” and “because” in a sentence.	3.04	.61	Agree	Moderately Proficient
7.	I check my grammar before submitting schoolwork.	3.12	.70	Agree	Fairly Proficient
8.	I know how to use pronouns “like” “he” “she”, and “they” correctly.	3.27	.62	Strongly Agree	Highly Proficient
9.	I follow grammar rules when essays.	3.07	.61	Agree	Moderately Proficient
10.	I feel confident using correct grammar in school.	2.80	.71	Agree	Moderately Proficient
	<b>Over-all Mean</b>	<b>3.03</b>	<b>5.92</b>	<b>Agree</b>	<b>Moderately Proficient</b>

Table 1.2 presents the students’ experiences in learning English proficiency in terms of grammar. The highest mean score (3.27) indicates that students agree that having more examples and practice helps improve their grammar skills. This shows that students learn grammar better when they can see many examples and apply rules repeatedly. According to Lee and Kim (2020), consistent practice and exposure to varied grammatical structures are essential for reinforcing grammar concepts and helping learners apply them correctly in different contexts. Meanwhile, the lowest mean score (2.80) shows that students sometimes struggle to maintain focus during grammar lessons. Concentration is important because it allows students to understand rules, organize sentences, and remember grammatical structures. Liu and Zhang (2021) found that students who have difficulty staying attentive may struggle to grasp and apply grammar concepts, making clear instructions and engaging activities essential for improving focus. Overall, the findings suggest that students moderately experience challenges in learning grammar. While they understand basic rules, applying them in sentences and retaining concepts can still be difficult. This indicates that instructional strategies, such as slowing down lesson delivery, providing clearer explanations, and giving more practice opportunities, can help students improve their grammar proficiency. Lin and Chen (2021) emphasized that active engagement with grammatical structures and repeated practice are key to developing stronger grammar skills

**Table 3: Level of English proficiency among the Junior Highschool learners in terms of Vocabulary**

	Statements	Mean	Standard Deviation	Verbal Description	Interpretation
1.	I understand most words I read in school.	3.05	.60	Agree	Moderately Proficient
2.	I use different words when I speak or write.	2.97	.69	Agree	Moderately Proficient
3.	I enjoy learning new word ne English words.	3.20	.56	Agree	Moderately Proficient
4.	I can choose the right words to say what I mean.	3.04	.57	Agree	Moderately Proficient
5.	I know what words like “happy” and “joyful” mean.	3.10	.65	Agree	Moderately Proficient
6.	I can guess the words meaning of the new words using clues in the sentence.	2.96	.67	Agree	Moderately Proficient
7.	I use new words after I learn them.	3.10	.69	Agree	Moderately Proficient

8.	I understand hard words in my textbooks.	2.74	.70	Agree	Moderately Proficient
9.	I use describing words when I write stories or essays	2.97	.68	Agree	Moderately Proficient
10.	I know a word has more than one meaning.	2.95	.60	Agree	Moderately Proficient
<b>Over-all Mean</b>		<b>3.00</b>	<b>0.64</b>	<b>Agree</b>	<b>Moderately Proficient</b>

Table 3 presents the students' experiences in learning English proficiency in terms of vocabulary. The highest mean score (3.20) indicates that students agree that having more examples and practice helps improve their vocabulary skills. This shows that learners understand and remember words better when they are exposed to varied examples and given chances to use them. According to Kim and Park (2020), frequent practice with diverse vocabulary examples strengthens retention and helps students apply words correctly in different contexts. Meanwhile, the lowest mean score (2.74) shows that students sometimes struggle to maintain focus during vocabulary lessons. Concentration is important because it allows students to learn new words, remember their meanings, and use them appropriately. Choi and Lee (2021) found that students who have difficulty staying focused may struggle with word retention, highlighting the need for engaging, context-based activities that capture students' attention. Overall, the findings suggest that students moderately experience challenges in developing vocabulary. While they understand basic words, applying them in context and remembering a wide range of vocabulary can still be difficult. This indicates that improving instructional strategies, such as slowing down lessons, providing clearer explanations, and giving more practice opportunities, can help students strengthen their vocabulary skills. Li and Zhang (2021) emphasized that continuous exposure to new words in different contexts is key to improving learners' vocabulary proficiency.

**Table 4: Level of English proficiency among the Junior Highschool learners in terms of Spelling**

	Statements	Mean	Standard Deviation	Verbal Description	Interpretation
1.	I can spell most words correctly without.	2.93	.72	Agree	Moderately Proficient
2.	I check my spelling before I submit my work.	3.20	.64	Agree	Moderately Proficient
3.	I know basic spelling rules like "I before e."	3.06	.59	Agree	Moderately Proficient
4.	I feel confident spelling words during tests.	2.94	.66	Agree	Moderately Proficient
5.	I ask for help when I'm not sure how to spell a word.	3.00	.71	Agree	Moderately Proficient
6.	I can spot misspelled words in my writing.	2.99	.70	Agree	Moderately Proficient
7.	I practice spelling to get better.	3.14	.63	Agree	Moderately Proficient
8.	I use correct spelling in my schoolwork.	3.05	.67	Agree	Moderately Proficient
9.	I know how adding "Ing" or "ed" changes a word spelling.	3.03	.68	Agree	Moderately Proficient
10.	I can spell words used in science, math, and others subject	3.00	.64	Agree	Moderately Proficient
<b>Over-all Mean</b>		<b>3.03</b>	<b>0.64</b>	<b>Agree</b>	<b>Moderately Proficient</b>

Table 4 presents the students' experiences in learning English proficiency in terms of spelling. The highest mean score (3.20) indicates that students agree that having more examples and practice helps improve their spelling skills. This shows that learners develop better word recognition and recall when they are exposed to varied spelling exercises and given opportunities to practice regularly. According to Brown and Lee (2020), students' spelling proficiency improves when they engage with diverse examples and practice spelling in different contexts. Meanwhile, the lowest mean score (2.93) shows that students sometimes struggle to maintain focus during spelling lessons. Concentration is important because it allows learners to notice patterns, remember correct spellings, and apply them accurately in writing. Chen and Wang (2022) found that using interactive activities and clear, structured lesson plans can help students stay attentive and enhance their spelling retention. Overall, the findings suggest that students moderately experience challenges in developing spelling skills. While they can spell many basic words correctly, difficulties still exist with irregular or complex words and applying spelling rules in different contexts. This indicates that improving teaching strategies, such as providing more examples, giving repeated practice, and

using structured and engaging lessons, can help students strengthen their spelling skills. Kim and Choi (2021) emphasized that consistent practice and exposure to spelling patterns are essential for improving learners' spelling proficiency.

**Table 5: Summary of the Level of the Students Proficiency in Learning English in terms of Reading Comprehension, Grammar, Vocabulary, and Spelling**

Indicators	Mean	Standard Deviation	Interpretation
Reading Comprehension	2.61	0.59	Moderately Proficient
Grammar	3.03	5.92	Moderately Proficient
Vocabulary	3.00	0.64	Moderately Proficient
Spelling	3.03	6.64	Moderately Proficient
<b>Over-All Mean</b>	<b>3.89</b>	<b>4.59</b>	<b>Moderately Proficient</b>

Table 5 presents the overall summary of students' experiences in learning English based on three major dimensions: vocabulary proficiency, grammar skills, and spelling accuracy. The results are summarized using the mean, standard deviation, and interpretation. The overall mean of 3.89 indicates that students have a high level of proficiency in English, with the majority showing strong capabilities across the key components of the language. However, there are still variations between the different areas, which suggest specific areas that need more focus. Among the four dimensions, Grammar obtained the highest mean (3.03), suggesting that students are relatively strong in this aspect of language learning. Grammar is foundational for students, as it enables them to construct sentences accurately, which is essential for both written and spoken communication. This finding aligns with previous studies that emphasize the importance of grammar for effective language use and communication (Zhang & Li, 2021). Following grammar, Spelling also scored 3.03, reflecting a similar level of proficiency. While spelling is often considered a smaller part of language learning, it plays a key role in overall writing quality and clarity. A solid grasp of spelling contributes to the student's ability to write without frequent errors, helping to improve both their academic and professional communication. The Vocabulary dimension scored 3.00, which indicates that students are proficient in using a range of words, but there is room for improvement. A well-developed vocabulary is crucial for effective communication, as it allows students to express ideas clearly and accurately. While students have a moderate command of vocabulary, expanding this area would further enhance their ability to comprehend and engage with complex texts, as well as articulate their thoughts in diverse contexts. The Reading Comprehension dimension had the lowest mean of 2.61, indicating that this is an area where students face the most challenges. Despite having a reasonable vocabulary and grammar foundation, students seem to struggle with understanding and interpreting texts fully. This could be attributed to factors such as reading speed, critical thinking skills, or difficulty with complex texts. Focusing on strategies to improve reading comprehension, such as active reading techniques and summarization, could help strengthen this area. Overall, the findings suggest that while students are performing well in grammar, spelling, and vocabulary, there is a clear need for additional focus on reading comprehension. The results also highlight that improving English proficiency requires a holistic approach that addresses not only grammar and vocabulary but also reading strategies and comprehension skills.

**Problem 2: What is the level of academic performance of students in English based on their Second Quarter English grade?**

**Table 6: The level of academic performance of students in English during the school year 2025-2026**

Indicator	Mean	Standard Deviation	Verbal Description
Academic Performance	84.76	3.69	Satisfactory

Table 6 presents the level of academic performance of students in English proficiency during the School Year 2025–2026. The data reveal a mean score of 84.76 with a standard deviation of 3.69, which is verbally interpreted as "This Satisfactory" based on the Department of Education grading scale. This indicates that, on average, students demonstrated an acceptable level of proficiency in English, particularly in grammar, spelling, and vocabulary. The standard deviation suggests a moderate variation in students' proficiency, implying that while most students performed near the average, there were still noticeable differences in individual performances. Overall, the results show that students were able to meet the expected learning competencies in English proficiency, though there is room for improvement, particularly in reading comprehension, to enhance overall proficiency in the subject.

**Problem 3: Is there a significant relationship between the English Proficiency and students’ performance in English?**

**Table 7: The significant relationship between the English Proficiency and students’ performance in English**

Variable Mean		R-Value	P-Value	Interpretation
X	Y			
English Proficiency	Students Performance in English	.101	.276	Not Significant

Table 7 presents the relationship between students’ English proficiency (EP) and their academic performance (AP). The Pearson correlation coefficient of  $r = 0.101$  indicates a very weak positive relationship between the two variables. The computed p-value of 0.276, which is higher than the 0.05 level of significance, means that the relationship is not statistically significant. A relationship is considered statistically significant when the p-value is less than or equal to the chosen level of significance (0.05). Therefore, the result suggests that English proficiency does not have a significant effect on students’ academic performance. Hence, the null hypothesis stating that there is no significant relationship between English proficiency and academic performance is accepted.

**Ethical Considerations**

This study followed ethical standards in educational research to protect the rights and welfare of the participants. Permission to conduct the study was obtained from the Department of Education Division Office and the School Principal of Buenavista Integrated School. Informed consent was secured from all participants after explaining the purpose of the study, the procedures involved, and their right to participate voluntarily or withdraw at any time without consequences. Confidentiality and anonymity were strictly observed. Participants’ identities were protected through the use of codes, and no personal information was disclosed in the data analysis or report. Academic records were accessed only with proper authorization and handled in accordance with the Data Privacy Act of 2012 (Republic Act No. 10173). All data collected were used solely for research purposes and stored securely. The study ensured that participants were not exposed to physical, psychological, or emotional harm. Survey questions were non-intrusive, and data collection was conducted during students’ free time to avoid disruption and coercion. Ethical principles of fairness, objectivity, and academic integrity were upheld throughout the research process.

**Conclusion**

The study aimed to explore the relationship between reading comprehension and students' academic performance in the selected schools of Buenavista Integrated School for the School Year 2025-2026. The findings revealed that students demonstrated moderate proficiency in reading comprehension, with an average score indicating that while they grasp the main ideas, they face challenges in recalling and articulating the key concepts confidently. Despite this, the students' academic performance in the 2nd quarter was rated as very satisfactory, with a general weighted average of 89.05. Furthermore, when examining the relationship between reading comprehension and academic performance, the results showed a strong negative correlation (R-value = -0.82) but a non-significant P-value of 0.521. This indicates that while there is a negative trend between the two variables, the relationship is not statistically significant, suggesting that the observed correlation may be due to random chance rather than a true, meaningful connection. Moreover, the study concludes that while reading comprehension plays an essential role in academic performance, other factors such as study habits, motivation, and teaching methods likely contribute more significantly to students' academic success. The lack of a significant relationship in this study suggests that further research, considering additional variables and refined measurements, is necessary to understand the complex nature of academic performance.

**Reccomendations**

Based on the findings and conclusions, the study offers several recommendations. For DepEd officials, it is recommended to strengthen language development programs that enhance students’ English skills while also addressing other academic support systems that influence performance. Developing policies that promote balanced literacy and content learning is also encouraged. For school principals, providing teachers with professional development opportunities focused on effective language instruction is highly recommended. Schools should also promote programs that encourage the regular use of English in both academic and extracurricular activities. Teachers are encouraged to implement varied instructional strategies that support language development, such as interactive discussions, reading activities, and writing exercises. Using engaging and student-centered teaching approaches can help improve both English proficiency and overall academic growth. For future researchers, it is recommended to investigate other factors that may

affect academic performance, such as students' motivation, socio-economic background, learning resources, and cognitive abilities. Expanding the sample size and using more comprehensive assessment tools may also provide more accurate results. Parents and guardians are encouraged to support students by creating a language-rich environment at home, promoting reading habits, and motivating their children to practice English regularly. Lastly, students are encouraged to actively participate in activities that enhance their English proficiency, such as reading, writing, and engaging in conversations, as these skills remain essential for academic success and lifelong learning.

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