



RELATIONSHIP OF READING PROFICIENCY LEVEL AND ACADEMIC PERFORMANCE OF KEY STAGE 2 LEARNERS

CHERUBIM O. DUMAPIT

This study aims to determine the relationship between reading proficiency levels and academic performance among Key Stage 2 learners at Leoncio L. Patulot Memorial School. Recognizing the critical role that reading plays in shaping overall academic success, the research investigates how learners' reading proficiency—measured through the Philippine Informal Reading Inventory (Phil-IRI) post-assessment—correlates with their final academic ratings for the School Year 2024–2025.

A quantitative descriptive research design was employed to determine the strength and nature of the correlation between the two variables. Data collection involved gathering the reading proficiency levels and final academic ratings of learners, which were obtained from their respective class advisers. To ensure a representative sample, stratified random sampling was used to select 86 participants across three grade levels within the Key Stage 2 learners.

The findings of the study revealed a statistically significant relationship between reading proficiency and academic performance. Learners who demonstrated higher levels of reading proficiency generally achieved better academic outcomes, underscoring the foundational importance of literacy in educational achievement.

Based on these findings, the researcher proposed a set of actionable recommendations aimed at improving reading proficiency among learners. These include the development of a targeted reading enhancement program aligned with students' interests and learning needs, increased engagement of parents and guardians in literacy activities, and strengthened collaboration among teachers and stakeholders to create a supportive reading culture within the school community. The study concludes that addressing reading challenges at the intermediate level can lead to meaningful improvements in learners' academic performance.

Key Words: Reading Proficiency, Reading Comprehension, Academic Performance, Key Stage 2 Learners, Philippine Informal Reading Inventory

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