



## THE CORRELATION BETWEEN READING PROFICIENCY AND ACADEMIC PERFORMANCE OF GRADE 5 LEARNERS IN SDO CALACA CITY

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### ABSTRACT

This study examined the descriptive analysis of the reading performance of Grade 5 learners based on the Philippine Informal Reading Inventory (Phil IRI) and its correlation with their academic performance in English in SDO Calaca City during the School Year 2024–2025. The results were significantly useful to school administrators, teachers, learners, the researcher, and future researchers by providing insights on reading interventions and strategies to improve learners' skills.

The study employed a descriptive research design. Purposive sampling was used to select 60 Grade 5 teachers from 31 public schools as respondents. A self-made questionnaire, validated through content review and expert consultation, served as the primary data-gathering instrument. Data were collected via Google Forms after securing permission from school authorities and analyzed using weighted mean and Pearson  $r$  to determine the relationship between reading performance and academic outcomes. Ethical considerations ensured confidentiality, voluntary participation, and responsible use of learners' data.

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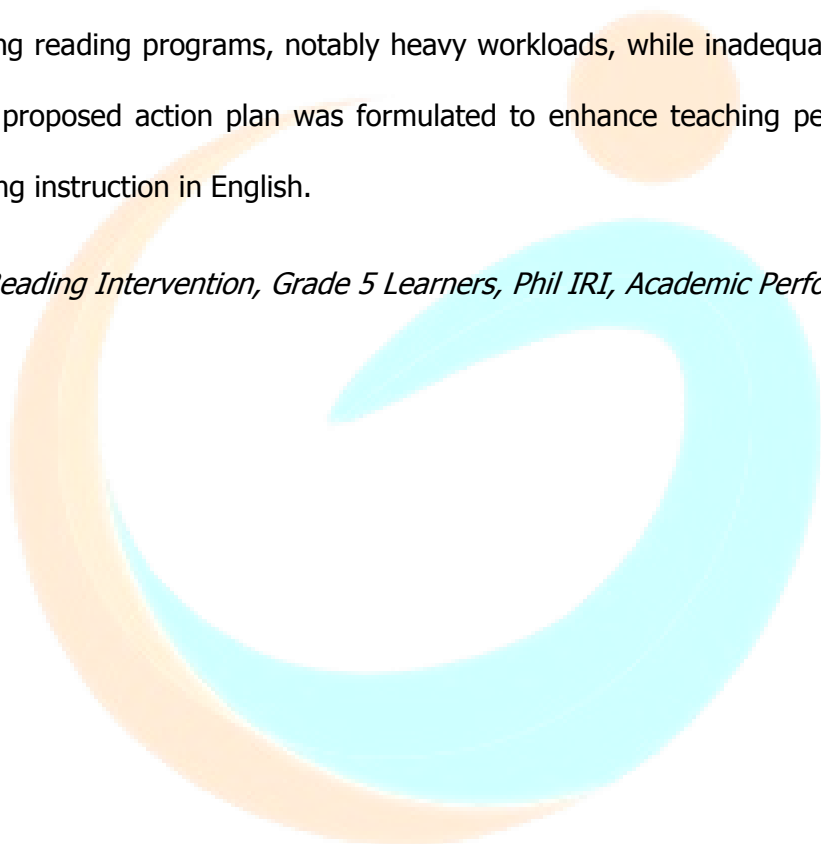
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Findings revealed that learners performed to a very great extent in word recognition, particularly in pronouncing words correctly, and demonstrated very great comprehension, especially in recalling details from texts. Academic performance was rated very satisfactory, with listening comprehension rated as outstanding. No significant relationship was found between learners' reading level in Phil IRI and English grades. Teachers reported challenges in implementing reading programs, notably heavy workloads, while inadequate training was least cited. A proposed action plan was formulated to enhance teaching performance and improve reading instruction in English.

**Keywords:** *Reading Intervention, Grade 5 Learners, Phil IRI, Academic Performance*



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