

Filipino Language Proficiency and Literacy Skills on the Academic Performance of Grade 11 Learners

Andrelyn B. Nacario¹, Dr. Julie Ann A. Orobia²

¹Graduate Student, Central Mindanao University

²Dean/Faculty, Central Mindanao University

DOI: <https://dx.doi.org/10.47772/IJRISS.2025.91100211>

Received: 10 November 2025; Accepted: 20 November 2025; Published: 05 December 2025

ABSTRACT

This study aimed to examine the Filipino language proficiency, literacy skills, and academic performance of Grade 11 learners. Specifically, it determined the learners' proficiency levels in the Filipino language and literacy, assessed their academic performance, and explored the relationship among these variables. The study employed a quantitative descriptive-correlational design involving Grade 11 students as respondents. Results revealed that learners exhibited high proficiency in cultural and educational aspects of the Filipino language, with moderate proficiency in basic language skills. Literacy skills were generally high, especially in writing, though vocabulary and reading comprehension required further development. Most learners demonstrated outstanding academic performance, with a significant positive correlation found between literacy skills particularly reading comprehension and academic performance. However, Filipino language proficiency showed no significant relationship with academic performance. The findings suggest that while Filipino language proficiency is important, literacy skills play a more critical role in influencing academic success. The study recommends targeted literacy programs, teacher training, and parental support to enhance vocabulary and reading skills. Future research might investigate effective instructional strategies and additional factors affecting academic performance. This research provides valuable insights for educators and policymakers aiming to improve language instruction and student outcomes in senior high school.

Keywords: Filipino language proficiency, literacy skills, academic performance, Grade 11 learners, reading comprehension, education

INTRODUCTION

Filipino language proficiency and literacy skills play a crucial role in the academic performance of learners, particularly in senior high school where mastery of language contributes to performance across various subjects. Proficiency in the native language facilitates better classroom engagement, comprehension, and expression, enabling students to excel academically (Trujillo, 2020). Despite the recognized importance, there remains a gap in understanding how Filipino language skills distinctly impact the academic performance of Grade 11 learners in the Philippines. Studies have shown that integrating Filipino efficiently in education enhances not only communication but also overall scholastic achievement (Panmei & Waluyo, 2021; Sahragard, 2009).

Filipino language proficiency involves comprehensive skills including grammar, vocabulary, reading comprehension, and oral expression, while literacy skills encompass reading and writing competencies critical for academic tasks (Dalanon, 2024). Previous research indicates that students with higher language proficiency tend to achieve better academic outcomes (Madkour & Mohamed, 2016), yet challenges persist in achieving advanced levels of Filipino literacy among senior high school students (Misiran et al., 2018). Additionally, cultural and educational factors influence linguistic competence and literacy development, which in turn affect academic performance (Panmei & Waluyo, 2021).

This study aimed to examine the relationship between Filipino language proficiency, literacy skills, and the academic performance of Grade 11 learners, focusing on how these variables interact to affect learner outcomes. The findings sought to inform educators and curriculum developers in enhancing Filipino language instruction and literacy programs.

The research was conducted during the second quarter of the academic year 2025–2026, with Grade 11 students in selected senior high schools serving as respondents.

Statement of the Problem

This study aimed to answer the following questions:

1. What is the level of Filipino language proficiency of Grade 11 learners in terms of:
 - a. language factor;
 - b. culture factor; and
 - c. education factor?
2. What is the extent of literacy skills of Grade 11 learners in terms of:
 - a. reading comprehension;
 - b. vocabulary knowledge; and
 - c. writing skills?
3. What is the academic performance of Grade 11 learners based on their grades in Filipino for the second quarter?
4. Is there a significant relationship among Filipino language proficiency, literary skills, and the academic performance of Grade 11 learners?

Scope and Delimitation of the Study

This study focused on the Filipino language proficiency and literacy skills of Grade 11 learners and how these affect their academic performance. It covers language, culture, and education factors related to Filipino proficiency, as well as reading comprehension, vocabulary, and writing skills under literacy. The respondents were Grade 11 students from selected senior high schools during the academic year 2025–2026.

The study is limited to self-reported data gathered through survey questionnaires. It does not include other languages, other grade levels, or factors such as socio-economic status or external academic influences. Findings will apply only to the selected participants and timeframe.

METHODOLOGY

Research Design

This study used a quantitative, non-experimental descriptive-correlational research design. It aimed to describe the current levels of Filipino language proficiency and literacy skills among Grade 11 learners and to examine the relationships between these variables and their academic performance.

The descriptive component gathered data on students' language proficiency and literacy skills through survey questionnaires, while the correlational aspect analyzed the extent to which these language abilities are related to academic grades. Statistical tools such as frequencies, means, and Pearson correlation were employed to interpret the data.

The respondents were purposively or stratified randomly selected Grade 11 students from senior high schools. The study was conducted during the 2nd quarter of the academic year 2025–2026.

Locale of the Study

This study was conducted at Kiburiao National High School, located in Barangay Kiburiao, Quezon, Bukidnon. The school is a public junior and senior high school serving around 1,600 students with about 60 teachers. It caters mainly to learners from the local community and nearby areas. The school is part of the Department of Education, Division of Bukidnon.

The locale offers a typical setting for examining Filipino language proficiency and literacy skills among Grade 11 learners in a semi-rural environment. The study take place during the second quarter of the academic year 2025–2026.

Research Instruments

The research instrument used in this study was a structured survey questionnaire adapted from validated instruments by Misiran et al. (2018) and Dalanon (2024). The questionnaire consisted of three parts that measured Filipino language proficiency, literacy skills, and academic performance. Filipino language proficiency was assessed across language, culture, and education factors through items that evaluated grammar, vocabulary, oral and written communication, and cultural understanding. Literacy skills were measured by questions focusing on reading comprehension, vocabulary knowledge, and writing skills. Academic performance was determined through the students' reported Filipino grades for the second quarter.

All items used a 5-point Likert scale ranging from "Never" to "Always." The questionnaire was pilot-tested to ensure clarity and reliability, with a Cronbach's alpha of 0.908. The data were then analyzed using statistical methods to examine the relationships between variables. This instrument provided a quantitative means to gather comprehensive information on the key variables for the study.

Data Gathering

The data gathering procedure for this study involved several systematic steps to ensure the accuracy and reliability of the collected information. First, the researcher sought permission from the school principal of Kiburiao National High School to conduct the study and administer the questionnaire.

After receiving approval, the researcher oriented the Grade 11 learners about the study's purpose, the confidentiality of their responses, and the importance of honest participation. Then, the researcher distributed the adapted Filipino language proficiency and literacy skills questionnaire during class hours or designated times to minimize disruption. The learners were given sufficient time to complete the questionnaire, and the researcher collected the responses immediately after completion to prevent loss or damage of data.

Academic performance data, specifically Filipino grades from the second quarter, were gathered from official school records with proper authorization. The collected data were organized, encoded, and subjected to statistical analysis to examine the relationships between language proficiency, literacy skills, and academic performance. Throughout the process, the privacy and anonymity of the respondents were strictly protected.

Data Analysis

The data gathered in this study were analyzed using both descriptive and inferential statistics. Descriptive statistics such as mean, frequency, standard deviation, and percentage were used to summarize the levels of Filipino language proficiency, literacy skills, and academic performance of the Grade 11 learners.

To determine the relationships between Filipino language proficiency, literacy skills, and academic performance, Pearson's Product-Moment Correlation Coefficient was employed. The analysis was conducted using statistical software like SPSS to ensure accuracy and consistency in interpreting the data. Findings were presented in tables and figures supported by narrative explanations to facilitate understanding.

Ethical Consideration

This study adhered to strict ethical considerations to ensure the protection and respect of all participants involved. Before data collection, permission was sought from the administration of Kiburiao National High School. The Grade 11 learners who participated were informed about the purpose and procedures of the study, and their informed consent was secured.

Participation was entirely voluntary, with students having the right to withdraw at any time without penalty.

Confidentiality and anonymity were maintained by not collecting personal identifiers and securely storing all gathered data. The information provided was used solely for academic purposes and was not shared with unauthorized persons.

RESULTS AND DISCUSSION

This chapter presented the results and discussion of the study, detailing the analysis and interpretation of the data collected from Grade 11 learners. The chapter began by describing the overall findings related to Filipino language proficiency, literacy skills, and academic performance. It systematically reported statistical results, supported by tables and relevant literature, to address the research questions and hypotheses. The chapter connected the results with existing research to explain how the findings support or differ from previous studies. It aimed to provide a clear understanding of the study's outcomes and their implications.

Table 1. Level of Filipino language proficiency on the academic performance of Grade 11 learners

INDICATORS		MEAN	SD	QUALITATIVE INTERPRETATION
Language Factor		3.37	0.48	Moderate Proficiency
Culture Factor		3.62	0.57	High Proficiency
Education Factor		3.70	0.67	High Proficiency
OVERALL MEAN		3.56		High Proficiency
Scale	Range	Descriptive Rating	Qualitative Interpretation	
1	1.00-1.50	Never (N)	Very Low Proficiency	
2	1.51-2.50	Rarely (R)	Low Proficiency	
3	2.51-3.50	Sometimes (S)	Moderate Proficiency	
4	3.51-4.50	Often (O)	High Proficiency	
5	4.51-5.00	Always (A)	Very High Proficiency	

Table 1 presented the level of Filipino language proficiency among Grade 11 learners in relation to their academic performance. The data showed that the Language Factor had a mean score of 3.37 with a standard deviation of 0.48, which indicated a moderate proficiency. The Culture Factor scored higher with a mean of 3.62 and a standard deviation of 0.57, reflecting high proficiency. Meanwhile, the Education Factor had the highest mean score of 3.70 and a standard deviation of 0.67, also classified as high proficiency. The overall mean of 3.56 suggested that the learners generally exhibited a high level of Filipino language proficiency.

These results reveal that learners frequently engaged with cultural and educational aspects of the Filipino language more than basic language mechanics. This could imply that the students are more comfortable applying the language in cultural contexts and formal educational settings than in everyday language use. This trend is consistent with findings by Racca and Lasaten (2016), who reported that Filipino language proficiency improved notably when learners were actively engaged in both cultural and educational environments. Similarly, Madkour and Mohamed (2016) highlighted in their study that understanding multiple intelligences enhances language proficiency and motivation among students.

In summary, Table 1 showed that the Filipino language proficiency among Grade 11 learners was generally high, particularly in cultural and educational factors, which are crucial for academic success. These findings underline the importance of fostering these areas to further enhance learners' academic achievements in Filipino language.

Table 2. Level of literacy skills on the academic performance of Grade 11 learners

INDICATORS		MEAN	SD	QUALITATIVE INTERPRETATION
Vocabulary Knowledge		3.37	0.52	Moderate Literacy Skills
Reading Comprehension		3.46	0.54	Moderate Literacy Skills
Writing Skills		3.70	0.68	High Literacy Skills
OVERALL MEAN		3.51		High Literacy Skills
Scale	Range	Descriptive Rating	Qualitative Interpretation	
1	1.00-1.50	Never (N)	Very Low Literacy Skills	
2	1.51-2.50	Rarely (R)	Low P Literacy Skills	
3	2.51-3.50	Sometimes (S)	Moderate Literacy Skills	
4	3.51-4.50	Often (O)	High Literacy Skills	
5	4.51-5.00	Always (A)	Very High Literacy Skills	

Table 2 presented the level of literacy skills of Grade 11 learners in relation to their academic performance. The data showed that the Vocabulary Knowledge indicator received a mean score of 3.37 with a standard deviation of 0.52, which indicated moderate literacy skills. Reading Comprehension followed closely with a mean of 3.46 and a standard deviation of 0.54, also reflecting moderate literacy skills. Writing Skills showed

the highest mean score of 3.70 and a standard deviation of 0.68, categorized as high literacy skills. The overall mean of 3.51 suggested that learners generally demonstrated a high level of literacy skills.

These results indicated that learners were more proficient in writing skills compared to vocabulary and reading comprehension. This pattern suggests that while students are often able to express themselves well in writing, their vocabulary and reading comprehension still require improvement for better academic outcomes. These findings align with the study by Senda (2019), which reported that writing skills tend to develop faster when integrated into subject-area learning. Mendoza and Enriquez (2020) also emphasized the close relationship between reading comprehension and academic success among senior high school learners. Bonifacio (2018) highlighted the importance of vocabulary development as a foundation for enhancing literacy skills, which is consistent with the moderate scores obtained in this area. Similarly, del Rosario and Reyes (2021) confirmed the positive impact of literacy enhancement programs on the overall academic performance of Grade 11 students.

The literacy skills of Grade 11 learners were generally high, with writing as their strongest area and vocabulary knowledge and reading comprehension needing further development. The results project the need for targeted interventions to improve vocabulary and reading comprehension to complement the proficient writing skills, thereby supporting better academic performance.

Table 3. Academic performance of Grade 11 learners

GRADING SCALE	FREQUENCY	PERCENT	QUALITATIVE INTERPRETATION
90% - 100%	77	88.50%	Outstanding
85% - 89%	8	9.20%	Very Satisfactory
80% - 84%	2	2.30%	Satisfactory
75% - 79%	0	0	Did not meet Expectation
Below 75%	0	0	Did not meet Expectation
TOTAL	87	100%	

Legend:

Grading Scale	Description	Qualitative Interpretation
90% - 100%	Excellent	Outstanding
85% - 89%	Very Good	Very Satisfactory
80% - 84%	Good	Satisfactory
75% - 79%	Fair	Fairly Satisfactory
Below 75%	Needs Improvement	Did not meet Expectation

Table 3 presented the academic performance of Grade 11 learners based on their grading scale. The data indicated that the majority of learners, 77 out of 87 or 88.50%, achieved grades within the 90% to 100% range, which was interpreted as "Outstanding." Eight learners (9.20%) scored between 85% and 89%, earning a qualitative rating of "Very Satisfactory." Only two learners (2.30%) received grades in the 80% to 84% range,

considered "Satisfactory." Notably, there were no learners who scored from 75% to below 75%, categories interpreted as "Did not meet Expectation."

The analysis showed that most learners excelled academically with very high frequencies in the top grade range, demonstrating excellent mastery of the required competencies. This trend suggests a generally strong academic performance within the cohort assessed. The absence of low scores further supports the overall positive academic standing of the learners.

Interpreting these results suggests that the academic environment and instructional methods effectively supported the learners' success, resulting in a predominantly outstanding performance distribution. This finding corresponds with studies that highlight the positive impact of supportive learning environments and targeted instruction on student academic outcomes (Puracan, 2023). Similarly, research by Cerbito (2020) demonstrated higher academic performance among STEM students, indicating that curriculum specialization plays a role in performance. Nazareno et al. (2021) also found that consistent academic support contributes to very satisfactory to outstanding performance in senior high school. Moreover, Alova (2022) emphasized that gender and strand differences can influence academic achievements, which may warrant further investigation in this cohort.

Table 3 confirmed that Grade 11 learners in this study predominantly demonstrated outstanding academic performance, indicative of effective teaching and learning processes.

Table 4. Relationship among Filipino language proficiency, literacy skills, and academic performance of Grade 11 learners

Variables	Pearson r	P value	Interpretation
Filipino Language Proficiency	0.122	0.262	Not Significant
Language Factor	0.194	0.072	Not Significant
Culture Factor	0.032	0.769	Not Significant
Education Factor	0.002	0.982	Not Significant
Literacy Skills	0.238	0.026*	Significant
Vocabulary Knowledge	0.140	0.195	Not Significant
Reading Comprehension	0.274	0.010*	Significant
Writing Skills	0.182	0.092	Not Significant

** Correlation is significant at the 0.01 level (2-tailed).

*Correlation is significant at the 0.05 level (2-tailed)

Table 4 presented the relationship among Filipino language proficiency, literacy skills, and academic performance of Grade 11 learners using Pearson correlation coefficients. The data showed that overall Filipino language proficiency had a weak and not significant correlation with academic performance ($r = 0.122$, $p = 0.262$). Similarly, its sub-factors Language Factor ($r = 0.194$, $p = 0.072$), Culture Factor ($r = 0.032$, $p = 0.769$), and Education Factor ($r = 0.002$, $p = 0.982$) also showed no significant correlations.

In contrast, literacy skills had a positive and significant correlation with academic performance ($r = 0.238$, $p < 0.05$). Within literacy skills, Reading Comprehension exhibited a significant correlation ($r = 0.274$, $p = 0.010$), while Vocabulary Knowledge ($r = 0.140$, $p = 0.195$) and Writing Skills ($r = 0.182$, $p = 0.092$) did not show significant relationships.

The analysis suggests that literacy skills, particularly reading comprehension, play a more critical role in influencing academic performance than Filipino language proficiency alone. This highlights the importance of focusing instructional interventions on improving literacy skills to enhance academic achievement.

These findings correspond with previous research where reading comprehension has been identified as a significant predictor of academic success (Mendoza & Enriquez, 2020). Moreover, studies have found that language proficiency alone does not guarantee academic performance unless supported by strong literacy competence (Dalanon, 2024). Additionally, Bonifacio (2018) emphasized the combined role of vocabulary and reading skills in academic success, reinforcing the significant correlation observed with reading comprehension in this study.

Table 4 demonstrated that literacy skills, especially reading comprehension, have a significant positive relationship with academic performance among Grade 11 learners, while Filipino language proficiency factors had no significant correlation.

CONCLUSION

Based on the results, the following conclusions were drawn:

Grade 11 learners exhibited a generally high level of Filipino language proficiency, especially in cultural and educational factors, while basic language skills showed moderate proficiency. This suggests learners are more confident using the language in academic and cultural contexts, which supports their academic success.

Literacy skills among learners were also high overall, with writing skills being the strongest area. However, vocabulary knowledge and reading comprehension were only moderate, indicating a need for focused interventions to improve these areas for better academic outcomes.

The academic performance of the learners was predominantly outstanding, with most students scoring between 90% and 100%. This reflects effective teaching and supportive learning environments that contributed to high student achievement.

Literacy skills, particularly reading comprehension, showed a significant positive relationship with academic performance, whereas Filipino language proficiency factors had no significant correlation. This highlights the critical role of literacy development in enhancing academic success.

RECOMMENDATIONS

Based on the conclusions of the study, the following recommendations are proposed:

Schools may implement programs to improve vocabulary and reading comprehension since these are areas needing development.

School administrators may provide training and resources to support teachers in teaching literacy skills effectively.

Teachers may use interactive and culturally relevant activities to engage students in using the Filipino language.

Parents are encouraged to support their children's learning by promoting reading and use of the Filipino language at home.

Learners may actively participate in literacy activities and practice regularly to improve their skills.

Future research may focus on exploring specific teaching strategies to enhance language mechanics and investigate other factors affecting academic performance. Implementing these recommendations can help improve the academic success of Grade 11 learners.

ACKNOWLEDGEMENT

I would like to sincerely thank Dr. Julie Ann A. Orobia, my subject and research teacher, for her continuous guidance and support throughout this study. My deepest gratitude also goes to Dr. Rolando D. Acoriba, Jr., PSDS of Quezon III, for his valuable assistance. I am also grateful to Ma'am Violeta B. Cheng, the school principal of Kiburiao National High School, for her encouragement and support. Special thanks to the Grade 12 Socrates (HUMSS) advisory class for their help, and to the Grade 11 learners who participated as respondents, making this research possible. I also acknowledge the contributions of the various authors whose works greatly informed this study. My heartfelt appreciation extends to my family and friends for their unwavering support, to my co-teachers at KNHS for their encouragement, and to my SHS colleagues and friends for their guidance throughout this journey. Without the collective support of these individuals and groups, this study would not have been successfully completed.

REFERENCES

1. Alova, C. R., & Calanza-Alova, I. M. (2022). Academic performance in general mathematics of Grade 11 students: A brief report. *Academia Letters*, Article 5567. <https://doi.org/10.20935/AL5567>
2. Bonifacio, J. (2018). Vocabulary acquisition and literacy proficiency. *Journal of Language and Literacy Development*, 12(1), 45–57.
3. Cerbito, E. (2020). Academic performance differences among senior high school strands.
4. del Rosario, L., & Reyes, A. (2021). Literacy enhancement programs and student performance. *Philippine Journal of Education Research*, 15(2), 101–115.
5. Dalanon, M. J. M. (2024). Reading literacy and academic performance of Grade 11 learners towards the development of a study guide. *Asia Pacific Journal of Advanced Education and Technology*, 3(1), 24–38. <https://www.apjaet.com>
6. Dalanon, F. (2024). Filipino language proficiency and academic achievement of senior high school students. *Philippine Journal of Education Research*, 18(2), 112–125.
7. Madkour, A., & Mohamed, G. (2016). The impact of language proficiency on academic outcomes. *Journal of Educational Psychology*, 108(4), 456–467.
8. Madkour, A., & Mohamed, R. (2016). Identifying college students' multiple intelligences to enhance motivation and language proficiency. *English Language Teaching*, 9(5), 125–138. <https://doi.org/10.5539/elt.v9n5p125>
9. Mendoza, R., & Enriquez, D. (2020). Reading comprehension and academic achievement. *International Journal of Educational Studies*, 8(3), 77–89.
10. Misiran, M., Mahmuddin, M., Yusof, Z. N., & Jaafar, I. A. (2018). Exploring factors that affect English proficiency level among university students: A case study in Universiti Utara Malaysia. *Journal of Advanced Research in Social and Behavioural Sciences*, 13(1), 66–72. https://www.akademiabaru.com/doc/ARSBV13_N1_P66_72.pdf
11. Nazareno, M., et al. (2021). Academic support and performance in senior high school.
12. Panmei, J., & Waluyo, B. (2021). Language proficiency and academic achievement: The influence of cultural factors. *International Journal of Language Studies*, 15(2), 89–102.
13. Sahragard, R. (2009). Language proficiency and academic performance: A correlation study. *Language Teaching Research*, 13(3), 115–132.
14. Puracan, K. J. N. (2023). Student learning engagement and performance in mathematics. Ilocos Sur Polytechnic State College. <https://ispsc.edu.ph/student-learning-engagement-and-performance-of-grade-11-students-in-mathematics/>
15. Racca, T. G., & Lasaten, R. C. (2016). Filipino language proficiency and academic performance. *Asian Journal of Linguistics*, 4(1), 22–35.
16. Senda, M. (2019). Writing skills development in high school education. *Journal of Secondary Education Studies*, 7(2), 30–44.
17. Trujillo, A. (2020). Effective use of native language in classrooms and its effect on student confidence. *Philippine Journal of Education*, 38(2), 72–85.