

English Language Competence and Performance of Senior High School Students: Implications For Educational Interventions

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ABSTRACT

This study determined the level of English language competence and academic performance of Senior High School students and examined the relationship between these variables. Specifically, it assessed the respondents' profile in terms of sex, socioeconomic status, father's educational attainment, and mother's educational attainment; evaluated their English language competence in reading, writing, speaking, listening, and comprehension; determined their level of academic performance; and established whether a significant relationship existed between English language competence and academic performance. The study employed a descriptive-correlational research design involving 160 Senior High School students from the selected participating school. Data were gathered using a validated researcher-made questionnaire, while academic performance was obtained from the respondents' General Weighted Average (GWA). Frequency and percentage distribution, mean, standard deviation, and Pearson Product-Moment Correlation were used to analyze the data. The findings revealed that the majority of the respondents were female, came from economically disadvantaged households, and had parents whose highest educational attainment was high school. Overall, the respondents demonstrated a High level of English language competence. Reading obtained the highest mean, followed by comprehension, listening, and speaking, all interpreted as High, while writing registered the lowest mean, interpreted as Moderate, indicating that writing remained the most challenging macro language skill. The respondents also exhibited an Outstanding level of academic performance. Furthermore, the study established a statistically significant positive relationship between English language competence and academic performance, indicating that students with higher levels of language competence generally achieved better academic performance, although the relationship was relatively weak. Based on the findings, it was concluded that Senior High School students generally possess satisfactory English language competence and outstanding academic performance. However, writing proficiency requires greater instructional attention because it remains the weakest among the macro language skills. The significant positive relationship between English language competence and academic performance underscores the importance of strengthening students' language skills to improve academic achievement.

INTRODUCTION

The Background of the Study serves to introduce the research problem by providing the context, establishing why the topic is important, presenting relevant conditions or issues, and leading the reader toward the need for the study. It gives the reader a clear understanding of the situation surrounding the research topic before the specific problem and objectives are presented.

Background of the Study

English has long been recognized as the global language of communication, education, science, technology, and international commerce. In the Philippine educational system, it serves as one of the primary media of instruction, particularly in Science, Mathematics, and other academic disciplines. Consequently, students are expected to demonstrate a high level of English language competence to effectively understand lessons, participate in classroom discussions, and perform well in academic tasks. Despite the continued emphasis on English instruction in the K–12 curriculum, many Senior High School (SHS) students still experience difficulties in using the language effectively, particularly in speaking, writing, reading comprehension, and

grammar. These challenges significantly influence their overall academic performance and readiness for higher education and future employment (Manuel, 2022).

Several studies conducted in the Philippines have revealed that while many Senior High School students possess satisfactory levels of English proficiency, significant gaps remain in their mastery of grammar, reading comprehension, and written communication. Manuel (2022) found that although students demonstrated varying levels of proficiency across different language components, many still struggled with higher-order comprehension skills and the accurate application of grammatical rules. These findings indicate that continuous intervention is necessary to strengthen students' language abilities and improve their academic outcomes.

Despite the implementation of various language enhancement initiatives in Philippine schools, inconsistencies in students' English competence continue to be observed. Many learners can perform basic communication tasks but encounter challenges when required to analyze texts critically, construct coherent academic essays, or deliver oral presentations using appropriate language conventions. Such concerns highlight the need for continuous assessment of students' English language competence and its relationship with academic performance, particularly among Senior High School students who are preparing for higher education and employment.

Given these circumstances, the present study seeks to determine the level of English language competence and academic performance of Senior High School students and examine the relationship between these two variables. Specifically, it aims to provide empirical evidence that may serve as a basis for developing instructional interventions and language enhancement programs that will improve students' communicative competence and academic achievement. The findings of this study are expected to benefit school administrators, English teachers, curriculum developers, and policymakers in strengthening English language instruction and promoting better educational outcomes among Senior High School learners.

THEORETICAL FRAMEWORK

This study is anchored on three complementary theories that explain how English language competence influences the academic performance of Senior High School students: Cummins' Linguistic Interdependence Theory (2021 edition), Vygotsky's Sociocultural Theory, and Bandura's Social Cognitive Theory. These theories provide a comprehensive explanation of language acquisition, learning processes, and academic achievement.

Cummins' Linguistic Interdependence Theory

The primary theoretical foundation of this study is Cummins' Linguistic Interdependence Theory (Cummins, 2021), which posits that language proficiency serves as the foundation for successful learning across academic disciplines. According to Cummins, students develop two forms of language proficiency: Basic Interpersonal Communicative Skills (BICS), which refer to conversational language used in everyday communication, and Cognitive Academic Language Proficiency (CALP), which refers to the language needed to understand academic concepts, analyze information, solve problems, and express ideas effectively in educational settings.

Cummins argued that academic success depends largely on learners' cognitive academic language proficiency rather than their conversational ability alone. Students who possess well-developed academic language skills are more capable of understanding classroom instruction, interpreting written materials, producing coherent written outputs, and participating effectively in academic discussions. Conversely, students with limited academic language proficiency often experience difficulties in comprehending lessons, answering examination questions, and communicating complex ideas, resulting in lower academic achievement.

In the context of the present study, English language competence—which includes reading, writing, speaking, listening, grammar, and vocabulary—is expected to significantly influence the academic performance of Senior High School students because English serves as one of the primary languages of instruction in the Philippine educational system.

Vygotsky's Sociocultural Theory

This study is likewise supported by Vygotsky's Sociocultural Theory (Vygotsky, 1978), which emphasizes that learning is socially constructed through interaction with teachers, peers, and the learning environment. Vygotsky introduced the concept of the Zone of Proximal Development (ZPD), wherein learners achieve higher levels of understanding with the guidance of more knowledgeable individuals.

Language plays a central role in cognitive development because it serves as the primary tool for communication, reasoning, and knowledge construction. Through meaningful classroom interaction, collaborative learning, and guided instruction, students develop both language competence and higher-order thinking skills. English language competence enables learners to participate actively in discussions, ask questions, clarify concepts, and engage in collaborative academic activities, thereby enhancing their learning outcomes and academic performance.

The theory suggests that students who possess stronger English communication skills can better maximize learning opportunities within their social learning environment, ultimately contributing to improved academic achievement.

Bandura's Social Cognitive Theory

The study is further anchored on Bandura's Social Cognitive Theory (Bandura, 2023), which explains that learning occurs through the reciprocal interaction of personal factors, behaviors, and environmental influences. One of the central constructs of the theory is self-efficacy, defined as an individual's belief in his or her capability to perform tasks successfully.

Students with high English language self-efficacy are more likely to participate in classroom discussions, complete academic tasks confidently, and persist despite communication difficulties. They tend to exert greater effort in improving their language skills, resulting in better academic performance. Conversely, students with low confidence in using English may avoid classroom participation, experience communication anxiety, and perform poorly in language-related academic activities.

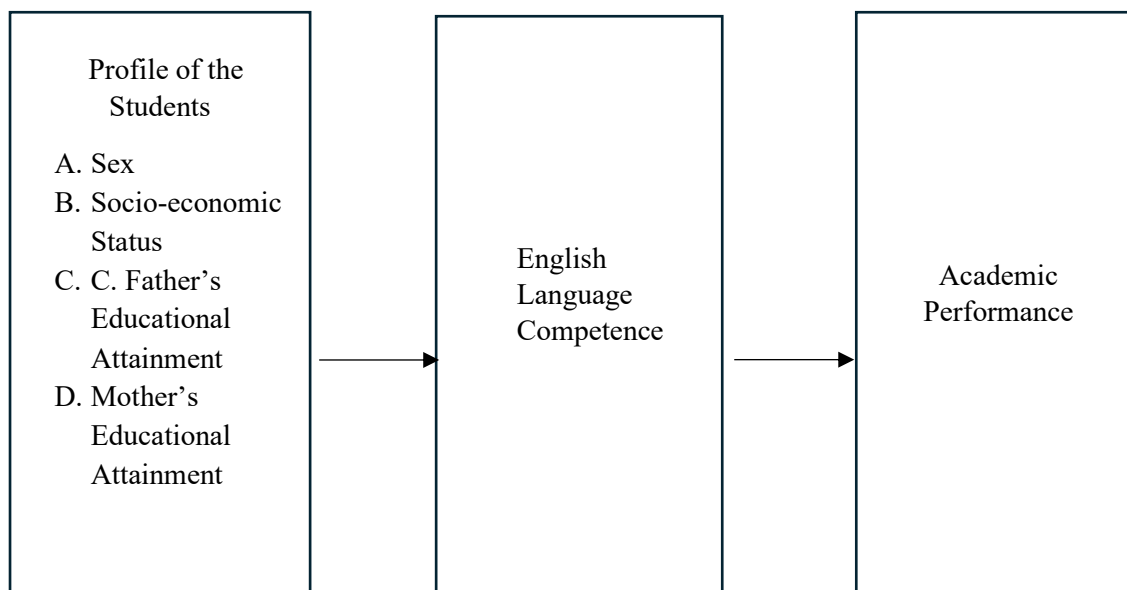
Bandura emphasized that mastery experiences, social modeling, verbal encouragement, and emotional regulation contribute to the development of self-efficacy. These factors collectively influence students' motivation and academic achievement. Thus, English language competence not only facilitates communication but also enhances students' confidence to perform academic tasks successfully.

CONCEPTUAL FRAMEWORK

The conceptual framework of the study illustrates the relationship among the variables investigated. The students' profile, which includes sex, socioeconomic status, father's educational attainment, and mother's educational attainment, serves as the independent demographic variables. These variables are assumed to influence both the English language competence and academic performance of Senior High School students. English language competence refers to the students' ability to use English effectively in listening, speaking, reading, and writing. It is considered an essential factor in facilitating comprehension, communication, and participation in academic activities. Academic performance, on the other hand, refers to the students' scholastic achievement as reflected in their academic grades or General Weighted Average (GWA).

The framework assumes that variations in students' demographic characteristics may be associated with differences in their English language competence and academic performance. Specifically, students' socioeconomic status and parents' educational attainment may affect the learning opportunities and academic support available at home, while sex may be associated with differences in language learning and academic achievement. The study seeks to determine whether significant differences exist in English language competence and academic performance when students are grouped according to these profile variables. Furthermore, it examines whether English language competence is significantly related to students' academic performance.

Figure 1. The schematic diagram of the study shows the selected variables and their relationships.



Statement of the Problem

1. What is the profile of the respondents in terms of:
 - a. Sex;
 - b. Socioeconomic status;
 - c. Father's educational attainment; and
 - d. Mother's educational attainment?
2. What is the level of English language competence of the respondents as a whole and in terms of:
 - a. Listening skills;
 - b. Speaking skills;
 - c. Reading skills; and
 - d. Writing skills?
3. What is the level of the respondents' academic performance?
4. Is there a significant difference in the level of English language competence of the respondents when grouped according to their profile in terms of:
 - a. Sex;
 - b. Socioeconomic status;
 - c. Father's educational attainment; and
 - d. Mother's educational attainment?
5. Is there a significant difference in the academic performance of the respondents when grouped according to their profile in terms of:
 - a. Sex;
 - b. Socioeconomic status;
 - c. Father's educational attainment; and
 - d. Mother's educational attainment?
6. Is there a significant relationship between the respondents' English language competence and their academic performance?

Hypotheses of the Study

Based on the problems raised, the following null hypothesis were formulated:

1. There is no significant difference in the level of readiness of the respondent when grouped according to the aforementioned variables.

2. There is no significant difference in the in the level of basic competencies of the respondents when grouped according to the aforementioned variables.
3. There is no significant relationship between the respondents' readiness and their basic competencies in the work immersion of the strengthened curriculum.

Significance of the Study

This study is viewed as significant for the following individuals and groups:

Department of Education (DepEd). The findings of this study may provide the Department of Education with empirical evidence regarding the readiness and basic competencies of Senior High School students before participating in Work Immersion under the strengthened curriculum. The results may serve as a basis for improving policies, guidelines, and support mechanisms that will better prepare learners for workplace experiences.

Curriculum Planners and Educational Policymakers. The findings may assist curriculum planners and policymakers in evaluating the effectiveness of the strengthened curriculum in preparing students for Work Immersion. The study may also provide valuable insights for enhancing competency-based learning, refining curriculum standards, and aligning educational programs with the demands of industries and the labor market.

School Administrators. The study may help school heads and administrators identify the strengths and areas for improvement in the implementation of the Work Immersion program. The findings may guide them in developing intervention programs, strengthening school-industry partnerships, and ensuring that students receive adequate preparation before deployment.

Teachers and Work Immersion Coordinators. The results of the study may enable teachers and Work Immersion coordinators to better understand the preparedness and competencies of students. This information may help them design instructional strategies, pre-immersion activities, and competency enhancement programs that address students' needs and improve their readiness for workplace experiences.

Industry Partners and Employers. Business establishments, partner industries, and employers may benefit from the study by gaining insights into the competencies and readiness levels of Senior High School students assigned to their organizations. The findings may help them develop appropriate mentoring strategies, training activities, and workplace support systems that contribute to meaningful work immersion experiences.

Parents and Guardians. The findings may increase parents' awareness of the competencies and preparedness required for successful Work Immersion. This knowledge may encourage them to provide greater guidance, motivation, and support to their children as they prepare for real-world work environments.

Senior High School Students. The primary beneficiaries of this study are the Senior High School students. The findings may help them recognize their strengths and identify areas that require improvement before participating in Work Immersion. It may also encourage them to develop essential workplace competencies, enhance their confidence, and become more prepared for future employment or higher education.

Guidance Counselors and Career Advocates. The study may provide guidance counselors with relevant information in assisting students with career planning, employability skills development, and career readiness programs. The findings may also support the implementation of career guidance activities that align students' competencies with their chosen career paths.

Present Researchers. The study may serve as a valuable reference for researchers conducting similar studies on work readiness, employability skills, competency development, and Work Immersion under the strengthened curriculum. The findings may provide baseline information for further analysis and validation.

Future Researchers. Future researchers may use this study as a foundation for conducting related investigations in different schools, regions, or educational contexts. The methodologies, instruments, and findings may provide useful references for expanding knowledge on students' readiness and competencies for Work Immersion and for exploring other factors that influence successful workplace learning.

Scope and Limitations of the Study

This study will determine the level of readiness and basic competencies of Senior High School students in relation to their work immersion under the Strengthened Curriculum. The respondents of the study will be the selected Grade 12 Senior High School TVL students enrolled in the participating school during the School Year 2026–2027.

The study will consider the respondents' profile variables such as sex and socioeconomic status to determine whether these factors significantly influence students' readiness and basic competencies for work immersion. Specifically, the study will focus on assessing students' readiness in terms of personal readiness, academic readiness, career readiness, and workplace readiness. Likewise, it will assess the level of students' basic competencies in the areas of communication skills, critical thinking, teamwork and collaboration, work ethics, and technological skills. as their basic competencies necessary for successful participation in work immersion.

The findings of this study may be limited by the number of respondents and the fact that the participants were drawn from only one educational institution, which may restrict the generalizability of the results to other Senior High Schools implementing the Strengthened Curriculum. The study will rely primarily on self-reported responses obtained through a structured questionnaire; therefore, the accuracy of the findings depends on the honesty and objectivity of the respondents. Furthermore, the study will not assess the actual performance of students during work immersion nor include evaluations from industry partners, supervisors, or cooperating institutions. It will be confined to measuring students' perceived readiness and basic competencies at the time the data will be collected.

Definition of Terms

In this study, the following terms were defined both conceptually and operationally:

Communication Skills. Conceptually, communication skills refer to the ability to effectively exchange ideas, information, and feelings through oral, written, and nonverbal forms of communication (UNESCO, 2023).

Operationally, communication skills refer to the respondents' ability to express ideas clearly, listen effectively, and communicate appropriately in workplace situations as measured by the questionnaire.

Father's Educational Attainment. Conceptually, father's educational attainment refers to the highest level of formal education completed by the respondent's father. It is widely recognized as an important socioeconomic indicator that influences children's educational opportunities, academic achievement, language development, and access to learning resources within the home environment. United Nations Educational, Scientific and Cultural Organization (2022).

Operationally, father's educational attainment refers to the highest educational level completed by the respondent's father, as reported by the respondents in the demographic section of the researcher-made questionnaire. It is categorized into elementary level, elementary graduate, junior high school level, junior high school graduate, senior high school graduate, vocational/technical graduate, college level, college graduate, master's degree, doctorate degree, and others, for purposes of statistical analysis.

Language Competencies. Conceptually, language competencies refer to the knowledge, skills, and abilities that enable individuals to use language effectively and appropriately for communication in different contexts through listening, speaking, reading, and writing. These competencies encompass the capacity to understand, interpret, produce, and convey meaning accurately and effectively in both academic and real-life situations .(Council of Europe,2020).

Operationally, language competencies refer to the respondents' self-assessed level of competence in the four macro language skills, namely listening, speaking, reading, and writing, as measured using a questionnaire.

Listening Skills. Conceptually, listening skills refer to the ability to accurately receive, understand, interpret, and respond to spoken language in various communication contexts. Effective listening involves paying attention to verbal and nonverbal cues, comprehending the speaker's message, making inferences, and evaluating information to facilitate meaningful communication and learning. International Listening Association (2022).

Operationally, listening skills refer to the respondents' self-assessed level of competence in understanding spoken messages, interpreting verbal information, identifying key ideas, making inferences, and responding appropriately during communication, as measured using the researcher-made questionnaire.

Mother's Educational Attainment. Conceptually, mother's educational attainment refers to the highest level of formal education completed by the respondent's mother. It is considered a significant socioeconomic indicator that influences children's cognitive, linguistic, and academic development, as well as the learning support and educational opportunities available within the home environment. United Nations Educational, Scientific and Cultural Organization (2022).

Operationally, mother's educational attainment refers to the highest educational level completed by the respondent's mother, as reported by the respondents in the demographic section of the researcher-made questionnaire. It is categorized into elementary level, elementary graduate, junior high school level, junior high school graduate, senior high school graduate, vocational/technical graduate, college level, college graduate, master's degree, doctorate degree, and others, for purposes of statistical analysis.

Reading Skills. Conceptually, reading skills refer to the ability to construct meaning from written texts by recognizing words, understanding vocabulary, interpreting ideas, making inferences, analyzing information, and evaluating the author's message. Reading is an interactive process that enables learners to comprehend, interpret, and critically engage with various types of texts for academic, personal, and social purposes. International Literacy Association (2023).

Operationally, reading skills refer to the respondents' self-assessed level of competence in comprehending, interpreting, analyzing, and evaluating written texts, as measured using the researcher-made questionnaire.

Senior High School Students. Conceptually, Senior High School students are learners enrolled in Grades 11 and 12 under the K to 12 Basic Education Program, which prepares them for higher education, employment, entrepreneurship, and middle-level skills development (Department of Education, 2024).

Operationally, Senior High School students refer to the selected Grade 12 Technical-Vocational-Livelihood (TVL) learners enrolled in the participating school during School Year 2026–2027 who will serve as the respondents of this study.

Sex. Conceptually, sex refers to the biological classification of individuals as male or female based on physiological characteristics (Newman, 2021).

Operationally, sex refers to the respondents' biological classification as either male or female.

Socioeconomic Status. Conceptually, socioeconomic status refers to an individual's or family's social and economic position relative to others, commonly determined by income, educational attainment, and occupation (American Psychological Association, 2023).

Operationally, socioeconomic status refers to the respondents' family monthly income, categorized according to the classifications adopted in the study.

Strengthened Curriculum

Conceptually, the strengthened curriculum refers to the enhanced Senior High School curriculum implemented by the Department of Education that aims to develop academically competent, work-ready, and globally competitive graduates through competency-based and learner-centered education (Department of Education, 2024).

Operationally, the strengthened curriculum refers to the current Senior High School curriculum being implemented in the participating school, particularly its Work Immersion component.

Writing Skills

Conceptually, writing skills refer to the ability to communicate ideas effectively through written language by organizing thoughts, applying appropriate grammar, vocabulary, spelling, punctuation, and sentence structure, and producing coherent and purposeful texts for various audiences and contexts. Effective writing enables individuals to express, inform, persuade, and reflect using clear and meaningful written communication. National Council of Teachers of English (2022).

Operationally, writing skills refer to the respondents' self-assessed level of competence in organizing ideas, using appropriate grammar and vocabulary, constructing coherent sentences and paragraphs, and producing clear and effective written texts, as measured using the researcher-made questionnaire.

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter includes a review of literature and several studies from domestic and international sources that were accessed via websites, books, papers, theses, and dissertations, as well as magazines and journals. The researcher gained insights from the concepts and data gleaned from the review, which supported the comprehension and completion of the study.

Use of Language Competence

Language competence has become one of the most widely studied constructs in language education because it serves as the foundation of effective communication, academic achievement, and professional success. In the twenty-first century, language competence extends beyond the mastery of grammatical structures and vocabulary. It encompasses the ability to use language accurately, appropriately, and effectively in different communicative contexts. As educational systems continue to prepare learners for global citizenship and workforce participation, developing language competence has become a central objective of English language instruction (García-Sánchez, 2021). Recent studies emphasize that language competence enables learners to comprehend, interpret, and produce meaningful language while adapting their communication according to social, cultural, and situational contexts (Wang et al., 2025).

The concept of language competence has evolved considerably over the years. Earlier theories primarily emphasized linguistic knowledge, particularly grammar and syntax. However, recent literature recognizes language competence as a multidimensional construct consisting of linguistic competence, discourse competence, sociolinguistic competence, strategic competence, and pragmatic competence. According to Wang et al. (2025), language competence should be viewed as the integration of these competencies because successful communication requires more than grammatical accuracy. Learners must also understand how language functions in authentic situations, interact effectively with others, and apply appropriate communication strategies when misunderstandings occur. This broader perspective reflects the growing emphasis on communicative language teaching, which prioritizes meaningful interaction over rote memorization of language rules.

Recent literature likewise highlights the close relationship between language competence and communicative competence. García-Sánchez (2021) explained that communicative competence develops through learners' active participation in meaningful social interactions rather than through isolated grammar instruction. The author argued that learners acquire language more effectively when they are provided with authentic opportunities to negotiate meaning, express ideas, and interact with speakers in real-life contexts. Consequently, classroom instruction has shifted from teacher-centered grammar lessons toward learner-centered communicative activities such as collaborative discussions, problem-solving tasks, role-playing, and project-based learning. These instructional approaches provide students with opportunities to apply their linguistic knowledge while simultaneously developing confidence and fluency in communication.

The literature also demonstrates that language competence plays a significant role in students' academic achievement. Students with high levels of language competence are more capable of understanding academic texts, writing coherent essays, participating actively in classroom discussions, and delivering effective oral presentations. Canol et al. (2026) reported that English language competence significantly contributes to learners' academic performance because language serves as the primary medium through which knowledge is acquired, processed, and communicated. The review further noted that students with stronger language competence exhibit higher levels of critical thinking, analytical reasoning, and academic engagement than students with limited language proficiency. These findings suggest that improving language competence can positively influence learners' overall educational outcomes.

Another important theme emerging from recent studies is the contribution of language competence to employability and workplace readiness. Employers consistently identify communication skills as one of the most desirable competencies among graduates entering the workforce. Flores et al. (2026) found that graduates possessing strong communicative competence demonstrate better workplace collaboration, leadership, problem-solving, customer interaction, and professional communication. Effective communication enables employees to convey ideas clearly, resolve workplace conflicts, participate in team discussions, and establish productive relationships with colleagues and clients. Consequently, educational institutions increasingly integrate communication-focused learning experiences into English language curricula to prepare students for future professional responsibilities.

Language competence has likewise been associated with learners' motivation and attitudes toward language learning. Motivation influences students' willingness to engage in communication, practice language skills, and persist despite learning challenges. According to Ianos et al. (2026), positive language attitudes significantly predict higher levels of language proficiency across various educational settings. Their meta-analysis involving more than 20,000 language learners demonstrated that students who value language learning and possess positive attitudes toward English consistently achieve better communication outcomes than those with negative attitudes. Positive motivation encourages learners to participate actively in classroom interactions, seek additional language learning opportunities, and continuously improve their communication skills.

The integration of digital technology has further transformed the development of language competence. Advances in educational technology have expanded opportunities for learners to practice English beyond traditional classroom settings. Digital platforms, virtual classrooms, learning management systems, artificial intelligence, mobile applications, and online collaborative environments provide authentic communication experiences that enhance learners' language development. Wang et al. (2025) observed that technology-supported language instruction promotes learner autonomy, immediate feedback, interactive communication, and collaborative learning. These technological innovations create flexible learning environments where students can practice listening, speaking, reading, and writing while interacting with peers and instructors in real time. Nevertheless, researchers emphasize that technology should complement effective pedagogy rather than replace meaningful teacher-student interaction.

Contemporary research also recognizes the importance of contextualized language instruction in developing language competence. Rather than teaching grammar and vocabulary in isolation, educators are encouraged to design learning experiences that require students to use language for authentic communication. Flores et al. (2026) explained that task-based instruction, experiential learning, collaborative projects, simulations, debates, and problem-based learning significantly enhance learners' communicative competence because these approaches encourage meaningful language use. Students become more engaged when they perceive language as a practical tool for accomplishing real-world tasks rather than merely an academic subject. Such authentic learning experiences promote deeper language acquisition and improve learners' confidence in using English across different contexts.

Furthermore, recent literature emphasizes the growing importance of intercultural competence as a component of language competence. As globalization increases interactions among individuals from diverse linguistic and cultural backgrounds, learners must develop not only linguistic accuracy but also cultural sensitivity and awareness. Otsuki and Takagi (2026) argued that effective communication requires learners to

recognize cultural differences, adapt their language according to social norms, and demonstrate respect for diverse communication practices. Intercultural competence enables learners to communicate successfully across cultures while avoiding misunderstandings arising from differences in values, beliefs, and communication styles. Consequently, many English language programs now integrate intercultural learning activities alongside traditional language instruction.

Language competence has likewise been identified as a significant predictor of lifelong learning and personal development. Individuals possessing strong communication skills demonstrate greater confidence in expressing ideas, participating in civic activities, accessing information, and engaging in continuous professional development. García-Sánchez (2021) emphasized that language competence facilitates participation in local and global communities by enabling individuals to negotiate meaning, collaborate with others, and access diverse sources of knowledge. As societies become increasingly interconnected through globalization and digital communication, language competence continues to serve as an essential life skill that supports educational advancement, career success, and social participation.

Overall, recent literature published between 2021 and 2026 consistently portrays language competence as a multidimensional construct encompassing linguistic knowledge, communicative ability, sociolinguistic awareness, discourse organization, strategic communication, and intercultural understanding. Studies further demonstrate that language competence contributes significantly to academic achievement, employability, motivation, digital literacy, and lifelong learning (Canol et al., 2026; Flores et al., 2026; García-Sánchez, 2021; Ianos et al., 2026; Otsuki & Takagi, 2026; Wang et al., 2025). These findings establish language competence as a fundamental variable in English language education and provide strong theoretical support for investigating students' language competence in relation to English proficiency. Such literature also underscores the need for educational interventions that promote authentic communication, learner-centered instruction, and technology-enhanced language learning to improve learners' overall communicative abilities.

Language Competence of Senior High School

Language competence among senior high school students has become a major focus of educational research because it directly influences learners' academic performance, communication skills, and readiness for higher education and employment. In the context of the Philippine K–12 curriculum, Senior High School (SHS) students are expected to demonstrate proficiency in using English for academic, social, and professional purposes. The Department of Education emphasizes that learners should develop communicative competence by integrating listening, speaking, reading, writing, and viewing skills, enabling them to engage effectively in various communicative situations. However, recent studies indicate that many senior high school students continue to experience challenges in achieving the expected level of language competence despite years of English instruction (Canol et al., 2026).

Language competence among senior high school students is generally defined as the ability to understand and appropriately use English in both spoken and written communication across academic and real-life contexts. It includes mastery of grammatical structures, vocabulary, pronunciation, discourse organization, and pragmatic language use. According to Wang et al. (2025), senior high school learners who possess high language competence are more capable of expressing ideas clearly, interpreting complex texts, participating in collaborative discussions, and adapting their communication to different audiences and purposes. These competencies are essential as students transition from secondary education to higher education or employment.

Recent studies have consistently reported that the language competence of senior high school students significantly influences their academic achievement. Canol et al. (2026) found that English language competence positively affects students' comprehension of academic materials, writing performance, classroom participation, and critical thinking. Because English remains the primary medium of instruction in many Senior High School subjects, students with stronger language competence are better equipped to understand lessons, conduct research, prepare reports, and communicate academic ideas effectively. Conversely, students with limited language competence often encounter difficulties in understanding instructional materials, organizing written outputs, and participating confidently in classroom discussions.

Another important factor affecting the language competence of senior high school students is classroom

instruction. Research suggests that learner-centered instructional strategies significantly enhance students' communicative abilities. Wang et al. (2025) emphasized that instructional approaches such as task-based learning, collaborative activities, project-based instruction, and authentic communication tasks provide students with meaningful opportunities to develop their language competence. Rather than memorizing grammatical rules, students improve their communication skills by actively using English to solve problems, exchange ideas, and accomplish real-world tasks. These approaches encourage interaction, increase learner engagement, and promote meaningful language acquisition.

Teachers also play a critical role in developing the language competence of senior high school students. Effective English teachers create supportive classroom environments where learners are encouraged to communicate confidently without fear of making mistakes. García-Sánchez (2021) explained that language competence develops through meaningful social interaction and authentic communication rather than through isolated grammar instruction. Teachers who provide constructive feedback, encourage collaborative learning, and expose students to authentic language experiences contribute significantly to learners' communicative development. Such instructional practices help students become more confident and competent users of English.

The integration of technology has likewise transformed language learning among senior high school students. Digital learning platforms, online collaborative tools, educational applications, and artificial intelligence-based language resources provide learners with opportunities to practice English beyond the traditional classroom. According to Flores et al. (2026), technology-enhanced instruction improves students' language competence by providing interactive learning experiences, immediate feedback, and authentic communication opportunities. Senior high school students who regularly engage with digital learning resources demonstrate improved vocabulary acquisition, reading comprehension, writing skills, and oral communication compared with learners who rely solely on conventional classroom instruction.

Learners' motivation and attitudes toward English also influence their level of language competence. Positive attitudes encourage students to participate actively in classroom discussions, complete language-learning tasks, and seek additional opportunities to practice English. Ianos et al. (2026) found that students with favorable attitudes toward language learning consistently demonstrate higher levels of language proficiency and communicative competence than learners with negative perceptions of English. Motivation encourages persistence in overcoming communication challenges and strengthens students' willingness to engage in meaningful language practice both inside and outside the classroom.

Socioeconomic factors likewise contribute to the development of language competence among senior high school students. Students from families with greater access to books, digital resources, internet connectivity, and educational support often receive more opportunities to practice and improve their English communication skills. Conversely, learners from disadvantaged backgrounds may experience limited exposure to authentic English communication, reducing opportunities to strengthen their language competence. Although schools attempt to provide equitable learning experiences, disparities in educational resources continue to influence students' language development (Canol et al., 2026).

Recent literature also highlights the importance of authentic communication experiences in strengthening senior high school students' language competence. Classroom debates, oral presentations, research conferences, collaborative projects, role-playing activities, and work immersion experiences allow students to apply their language skills in meaningful situations. Flores et al. (2026) reported that students participating in authentic communication activities demonstrate greater confidence, improved fluency, and stronger communicative competence than those whose learning is limited to textbook-based instruction. These experiences prepare learners to communicate effectively in higher education, workplace settings, and community engagement.

Language competence has likewise been recognized as an essential factor in preparing senior high school students for future careers. Communication skills remain among the competencies most frequently required by employers across various industries. Wang et al. (2025) emphasized that graduates with strong language competence demonstrate better teamwork, leadership, problem-solving, customer service, and professional

communication. Consequently, strengthening language competence during Senior High School contributes significantly to students' work readiness and lifelong employability. As graduates enter higher education or employment, effective communication enables them to adapt more successfully to academic and professional environments.

Overall, literature published between 2021 and 2026 consistently demonstrates that the language competence of senior high school students is influenced by multiple factors, including instructional practices, teacher support, learner motivation, technology integration, socioeconomic conditions, and authentic communication experiences (Canol et al., 2026; Flores et al., 2026; García-Sánchez, 2021; Ianos et al., 2026; Wang et al., 2025). Studies further indicate that language competence contributes significantly to academic achievement, communicative effectiveness, critical thinking, and career readiness. These findings provide strong theoretical and empirical support for examining the language competence of senior high school students as an important variable in English language education and as a foundation for improving learners' English proficiency.

Language Competence and Sex

Sex has long been considered one of the demographic variables that may influence students' language competence. Educational researchers have investigated whether male and female learners differ in their acquisition and use of language skills, particularly in English as a second or foreign language. Although biological sex alone does not determine language competence, differences in learning experiences, communication styles, motivation, classroom participation, and sociocultural expectations may contribute to variations in language performance. Recent literature emphasizes that the relationship between sex and language competence is complex and often influenced by multiple environmental and educational factors rather than biological characteristics alone (OECD, 2023).

Language competence encompasses learners' ability to communicate effectively through listening, speaking, reading, and writing while appropriately using grammatical structures, vocabulary, discourse, and pragmatic language. Studies have examined whether male and female students differ in these dimensions of language competence. According to the Organisation for Economic Co-operation and Development (OECD, 2023), female students consistently outperform male students in reading literacy across participating countries in the Programme for International Student Assessment (PISA). The report suggests that girls generally demonstrate stronger reading comprehension, greater engagement in literacy activities, and more positive attitudes toward language learning than boys. These differences often contribute to higher levels of overall language competence among female learners.

Similarly, Mullis et al. (2023), in the Progress in International Reading Literacy Study (PIRLS) 2021 International Results, reported that girls achieved significantly higher reading literacy scores than boys in the majority of participating educational systems. The researchers explained that female learners tend to read more frequently for both academic and recreational purposes, thereby expanding their vocabulary, improving comprehension, and strengthening their written communication skills. Since reading is a fundamental component of language competence, these findings suggest that female students may possess an advantage in certain aspects of language development.

Research also indicates that differences in language competence between male and female students may be associated with communication behaviors and classroom participation. Wang et al. (2025) found that learners who actively engage in collaborative discussions, communicative tasks, and interactive learning activities develop stronger communicative competence regardless of sex. However, classroom observations included in their systematic review revealed that female students generally participate more actively in collaborative language-learning activities, while male students tend to participate more selectively depending on the learning environment. The authors emphasized that these differences are largely shaped by instructional practices and classroom culture rather than by inherent differences between males and females.

Another factor influencing the relationship between sex and language competence is learner motivation. Ianos et al. (2026) conducted a meta-analysis examining language attitudes and proficiency across diverse

learning contexts and found that learners with more positive attitudes toward language learning consistently achieved higher levels of language competence. Although the study did not conclude that one sex is inherently more proficient than the other, it noted that female learners often reported stronger motivation, greater willingness to communicate, and more favorable attitudes toward language learning. These motivational differences may partially explain why female students frequently demonstrate higher achievement in language-related assessments.

Teacher expectations and instructional approaches may likewise influence language competence according to sex. García-Sánchez (2021) argued that language competence develops primarily through meaningful social interaction and participation in authentic communicative experiences. The author emphasized that supportive classroom environments encourage all learners to develop communicative competence regardless of sex. When teachers provide equal opportunities for discussion, collaborative learning, oral presentations, and feedback, differences in language competence between male and female students tend to decrease. This finding suggests that equitable instructional practices can minimize disparities in language achievement.

Technology-enhanced language learning has also reduced traditional differences associated with sex. Flores et al. (2026) reported that digital learning environments, collaborative online platforms, and interactive language applications provide equal opportunities for male and female learners to develop language competence. Their systematic review found that learner engagement, frequency of language practice, and instructional quality exert greater influence on language competence than sex alone. Both male and female students benefited from technology-supported communicative language teaching when provided with meaningful opportunities to practice English in authentic contexts.

Despite findings indicating that female students often perform better in certain language-related skills, several studies caution against generalizing these differences. Canol et al. (2026) emphasized that language competence is influenced by numerous interacting variables, including socioeconomic status, educational opportunities, instructional quality, learning strategies, exposure to English, and learner motivation. Their systematic review concluded that sex should not be viewed as an independent determinant of language competence because environmental and educational factors account for much of the observed variation in English proficiency among learners.

Recent educational research therefore supports the view that while differences in language competence between male and female students may exist in some contexts, these differences are generally small and inconsistent across educational settings. The OECD (2023) noted that educational policies focusing on equitable access to quality instruction, reading engagement, and communicative learning opportunities can reduce gender gaps in language achievement. Consequently, schools should prioritize learner-centered instructional strategies that address the needs of all students rather than assuming language ability based solely on sex.

Overall, literature published from 2021 to 2026 suggests that sex may be associated with certain aspects of language competence, particularly reading literacy, motivation, and communication behaviors, but it is not a decisive predictor of learners' overall language competence. Instead, factors such as instructional quality, learner engagement, motivation, socioeconomic background, exposure to English, and authentic communication experiences play more significant roles in shaping students' language development (Canol et al., 2026; Flores et al., 2026; García-Sánchez, 2021; Ianos et al., 2026; Mullis et al., 2023; OECD, 2023; Wang et al., 2025). These findings provide empirical support for examining whether significant differences in language competence exist between male and female senior high school students while recognizing that sex interacts with numerous educational and contextual variables.

Language Competence and Socio-Economic Status

Socioeconomic status (SES) has consistently been recognized as one of the most influential demographic factors affecting students' language competence. SES generally refers to an individual's or family's social and economic standing, commonly measured through indicators such as family income, parents' educational attainment, occupation, and access to educational resources. In language education, socioeconomic status shapes learners' opportunities to acquire, practice, and develop language skills both inside and outside the

classroom. Recent studies suggest that differences in socioeconomic conditions contribute to disparities in language competence by influencing students' exposure to literacy materials, quality of educational experiences, and access to supportive learning environments (OECD, 2023).

Language competence encompasses learners' ability to use language effectively across the domains of listening, speaking, reading, and writing while applying appropriate grammatical, lexical, sociolinguistic, and discourse knowledge. Although language competence develops through formal instruction, it is also influenced by learners' home environments and social experiences. According to the Organisation for Economic Co-operation and Development (OECD, 2023), students from higher socioeconomic backgrounds consistently demonstrate stronger reading literacy and communication skills than those from disadvantaged backgrounds. The report explained that learners with greater socioeconomic advantages often have increased access to books, digital technologies, educational support, and language-rich environments that foster continuous language development.

Similarly, the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2024) emphasized that socioeconomic inequalities significantly affect learners' educational outcomes, particularly in language and literacy development. The organization reported that students from economically disadvantaged families frequently experience limited access to quality learning resources, reliable internet connectivity, and enrichment opportunities, which may hinder the development of language competence. Conversely, learners from higher socioeconomic backgrounds are more likely to engage in literacy-related activities, receive academic support from family members, and participate in educational experiences that strengthen communication skills.

The home literacy environment has likewise been identified as a significant contributor to language competence. Mullis et al. (2023), in the Progress in International Reading Literacy Study (PIRLS) 2021 International Results, found that students who grew up in homes with abundant books, regular reading practices, and parental involvement consistently achieved higher levels of reading literacy than those from less resource-rich households. The researchers concluded that early exposure to language-rich environments enhances vocabulary development, reading comprehension, and overall language competence. These findings indicate that socioeconomic status indirectly influences language competence by shaping the quality of learners' literacy experiences at home.

Recent literature also highlights the role of parental educational attainment as a component of socioeconomic status. Parents with higher educational backgrounds are generally more capable of supporting their children's language learning through reading activities, academic guidance, and meaningful communication at home. According to OECD (2023), parental education positively influences students' language achievement because educated parents tend to encourage reading habits, provide educational resources, and create environments that promote language development. Such support strengthens learners' communication skills and contributes to improved academic performance in English.

School resources and instructional quality further mediate the relationship between socioeconomic status and language competence. Canol et al. (2026) reported that students attending well-resourced schools often receive greater exposure to effective language instruction, modern educational technologies, updated learning materials, and experienced teachers. These educational advantages contribute to improved English proficiency and communicative competence. In contrast, schools serving economically disadvantaged communities may experience shortages in instructional materials, limited technological resources, and fewer opportunities for language enrichment activities, thereby affecting students' language development.

The increasing integration of technology into language education has also highlighted socioeconomic disparities among learners. Access to computers, mobile devices, stable internet connectivity, and online learning platforms has become essential for developing language competence in contemporary educational settings. Flores et al. (2026) observed that technology-enhanced language instruction significantly improves learners' communication skills by providing authentic opportunities for interaction, collaboration, and independent learning. However, the authors noted that students from lower socioeconomic backgrounds may

encounter barriers to accessing digital learning resources, reducing their opportunities to practice and strengthen their English language skills outside the classroom.

Learner motivation and educational aspirations likewise interact with socioeconomic status in influencing language competence. Ianos et al. (2026) found that positive attitudes toward language learning and strong academic motivation contribute significantly to language proficiency regardless of learners' backgrounds. Nevertheless, the study acknowledged that socioeconomic conditions often shape students' confidence, educational expectations, and access to learning opportunities. Students from supportive socioeconomic environments are generally more motivated to pursue language learning because they recognize its value for higher education and future employment.

Classroom instruction can mitigate the effects of socioeconomic disparities on language competence. Wang et al. (2025) emphasized that learner-centered instructional approaches, including communicative language teaching, collaborative learning, task-based instruction, and project-based learning, benefit students across different socioeconomic backgrounds. Effective teachers who provide inclusive classroom environments, meaningful communication activities, and differentiated instruction can help reduce achievement gaps associated with socioeconomic status. These findings suggest that high-quality teaching remains a crucial factor in promoting equitable language development among senior high school learners.

Although numerous studies demonstrate a positive relationship between higher socioeconomic status and stronger language competence, researchers caution that socioeconomic status should not be viewed as the sole determinant of learners' communication abilities. García-Sánchez (2021) argued that language competence develops through meaningful social interaction, authentic communication, and active participation in language-learning experiences. Learners from economically disadvantaged backgrounds can achieve high levels of language competence when provided with supportive teachers, inclusive learning environments, effective instructional practices, and sufficient opportunities for authentic communication.

Language Competence and Father's

Educational Attainment

Father's educational attainment has been widely recognized as an important socioeconomic and educational factor that influences students' language competence. Educational attainment refers to the highest level of formal education completed by an individual, which often shapes the educational environment, learning support, and literacy experiences available to children. Fathers with higher educational attainment are generally better equipped to provide academic guidance, encourage literacy activities, and create language-rich environments that foster the development of communication skills. Recent studies suggest that parental education, particularly that of fathers, is positively associated with learners' language competence because it influences the quality of educational support provided at home (OECD, 2023).

Language competence encompasses the ability to effectively use language through listening, speaking, reading, and writing while demonstrating appropriate grammatical, lexical, discourse, and sociolinguistic knowledge. The development of these competencies is influenced not only by formal schooling but also by the educational environment within the family. According to the Organisation for Economic Co-operation and Development (OECD, 2023), students whose parents have attained higher levels of education generally demonstrate stronger reading literacy, vocabulary development, and communication skills than students whose parents have lower educational attainment. The report emphasized that educated parents are more likely to engage in activities that promote literacy, such as reading with their children, encouraging academic discussions, and providing access to educational resources.

Similarly, the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2024) emphasized that parents' educational attainment significantly contributes to children's academic and language development. Fathers with higher educational qualifications are more likely to recognize the value of education and actively support their children's learning by monitoring academic progress, encouraging

reading habits, and promoting effective communication at home. Such educational support creates an environment that enhances learners' language competence and overall academic achievement. The home literacy environment has likewise been identified as an important mechanism through which father's educational attainment influences language competence. Mullis et al. (2023), in the Progress in International Reading Literacy Study (PIRLS) 2021 International Results, reported that students from homes characterized by frequent reading activities, abundant reading materials, and active parental involvement achieved significantly higher reading literacy scores. Fathers with higher educational attainment are generally more capable of fostering these literacy-rich environments by encouraging reading, discussing current events, and engaging children in meaningful conversations. These practices contribute to vocabulary growth, reading comprehension, and effective communication.

Parental involvement also serves as a significant factor linking father's educational attainment and language competence. According to Canol et al. (2026), parental support positively influences students' English proficiency by motivating learners to engage in academic activities and practice communication skills. Fathers who have completed higher levels of education are often more confident in assisting with homework, guiding research activities, and encouraging the use of English in academic and everyday communication. Such involvement strengthens students' confidence and promotes continuous language development.

Recent literature further indicates that fathers' educational attainment influences students' attitudes toward language learning. Parents with higher educational backgrounds tend to place greater emphasis on the importance of English proficiency for higher education, employment, and global communication. Ianos et al. (2026) found that learners with positive attitudes toward language learning consistently achieve higher levels of language competence. Although motivation is influenced by multiple factors, parental educational attainment contributes to students' academic aspirations and willingness to engage actively in language-learning activities. Fathers who value education often encourage perseverance, independent learning, and continuous improvement in communication skills.

The increasing integration of digital technology into education has also highlighted the importance of fathers' educational attainment in supporting language competence. Flores et al. (2026) observed that technology-enhanced language learning provides students with opportunities to improve their communication skills through digital platforms, online collaboration, and interactive language applications. Fathers with higher educational attainment are generally more capable of facilitating access to these technological resources and guiding their children in the responsible and effective use of digital learning tools. Consequently, students receive additional opportunities to strengthen their listening, speaking, reading, and writing skills beyond the classroom.

Classroom instruction remains another important factor that can either reinforce or compensate for differences associated with fathers' educational attainment. Wang et al. (2025) emphasized that learner-centered instructional approaches, including communicative language teaching, collaborative learning, and task-based instruction, enhance students' communicative competence regardless of family background. Teachers who provide meaningful communication activities, differentiated instruction, and supportive learning environments help minimize educational disparities arising from differences in parental educational attainment. This finding suggests that effective teaching practices can significantly support learners whose fathers may have limited formal education.

Despite the positive association between father's educational attainment and language competence, recent studies caution against viewing parental education as the sole determinant of students' language development. García-Sánchez (2021) argued that language competence develops primarily through meaningful interaction, authentic communication, and participation in diverse linguistic environments. Students whose fathers have limited educational attainment may still achieve high levels of language competence when provided with supportive teachers, motivating learning experiences, quality instructional resources, and opportunities for authentic communication. Therefore, father's educational attainment should be understood as one of several interconnected factors influencing language development rather than as a direct predictor of language competence.

Language Competence and Mother's Educational Attainment

Mother's educational attainment has consistently been identified as one of the strongest family-related factors influencing students' language competence and overall educational development. Educational attainment refers to the highest level of formal education completed by an individual and reflects the knowledge, skills, and educational experiences acquired throughout one's academic journey. Within the family context, mothers often serve as children's earliest educators and language models. Consequently, their educational background significantly influences children's literacy experiences, communication behaviors, and attitudes toward learning. Recent educational research consistently demonstrates that maternal education contributes substantially to students' language competence because it shapes the quality of the home learning environment, parental involvement, literacy practices, and academic support provided to learners (OECD, 2023).

Language competence extends beyond grammatical knowledge and vocabulary acquisition. It includes learners' ability to communicate effectively through listening, speaking, reading, and writing while demonstrating appropriate discourse, sociolinguistic, strategic, and pragmatic competencies. These skills develop through continuous interaction among family, school, and community environments. Although schools provide formal language instruction, researchers increasingly acknowledge that the home remains the first and most influential environment for language acquisition. Mothers, because of their frequent interaction with children during early developmental stages, often play a critical role in shaping language competence before children even enter formal schooling (UNESCO, 2024).

Recent international studies consistently indicate that maternal educational attainment is positively associated with students' literacy achievement and language development. According to the Organisation for Economic Co-operation and Development (OECD, 2023) in the Programme for International Student Assessment (PISA) 2022 Results, students whose mothers attained higher levels of education generally achieved significantly better performance in reading literacy than those whose mothers had lower educational attainment. The report explained that educated mothers are more likely to encourage reading, supervise academic tasks, communicate frequently with their children, and provide educational resources that stimulate language development. Such educational practices expose learners to richer vocabulary, varied communication experiences, and stronger literacy habits, all of which contribute to enhanced language competence.

Similarly, UNESCO (2024) emphasized that maternal education remains one of the most reliable predictors of children's educational success across different countries. The organization reported that mothers with higher educational qualifications are generally more capable of fostering positive learning environments characterized by frequent communication, literacy-rich experiences, and active parental involvement. These mothers are also more likely to establish educational routines, encourage independent reading, discuss school-related topics, and cultivate curiosity toward learning. Such practices expose children to meaningful language interactions that strengthen listening comprehension, oral communication, reading proficiency, and writing skills throughout their educational development.

The relationship between maternal educational attainment and language competence can also be explained through the concept of the home literacy environment. Recent studies emphasize that literacy experiences occurring within the family significantly influence learners' communication abilities. Mullis et al. (2023), in the Progress in International Reading Literacy Study (PIRLS) 2021 International Results, found that students who regularly engaged in literacy activities with their parents consistently demonstrated higher levels of reading achievement and vocabulary development. The study revealed that mothers with higher educational attainment were more likely to read books with their children, encourage storytelling, ask comprehension questions, discuss current events, and introduce children to various written materials. These literacy-rich interactions contribute to stronger language competence because they continuously expose learners to meaningful communication and diverse language structures.

Parental involvement represents another important mechanism through which maternal educational

attainment influences language competence. Educational research consistently demonstrates that parents' active participation in children's education enhances learners' academic achievement and communication skills. Canol et al. (2026) reported that students who receive continuous parental guidance demonstrate greater confidence in using English, participate more actively during classroom discussions, and perform better in communication-related tasks. Mothers with higher educational attainment often possess greater confidence in assisting children with assignments, monitoring academic progress, providing constructive feedback, and encouraging independent learning. Such involvement not only strengthens students' language competence but also fosters positive attitudes toward lifelong learning.

Beyond direct academic support, mothers' educational attainment also influences children's motivation and attitudes toward language learning. Motivation has been recognized as one of the strongest psychological predictors of successful language acquisition. Ianos et al. (2026) conducted a comprehensive meta-analysis involving thousands of language learners across diverse educational settings and found a significant positive relationship between learners' motivation and language proficiency. Although motivation develops from multiple sources, maternal educational attainment contributes by creating supportive learning environments that emphasize the value of education, persistence, and effective communication. Educated mothers frequently encourage their children to view English proficiency as an essential life skill that supports academic success, higher education, and future employment opportunities. Consequently, learners become more willing to participate in classroom discussions, engage in collaborative learning activities, and practice language skills beyond school requirements.

The rapid integration of technology into education has further strengthened the influence of mothers' educational attainment on language competence. Digital technologies have transformed language learning by providing students with access to online reading materials, educational videos, language-learning applications, virtual classrooms, and artificial intelligence-assisted instruction. Flores et al. (2026) reported that technology-supported communicative language teaching significantly enhances learners' language competence by promoting interactive communication, collaborative learning, and immediate feedback. Mothers with higher educational attainment are generally more capable of guiding their children's responsible use of digital learning platforms, recommending appropriate educational resources, and encouraging independent online learning. Their familiarity with educational technologies enables learners to maximize opportunities for developing listening, speaking, reading, and writing skills outside formal classroom instruction.

Another significant contribution of maternal educational attainment involves developing higher-order language skills. Contemporary language education emphasizes not only grammatical accuracy but also learners' ability to analyze information, evaluate arguments, synthesize ideas, and communicate effectively in academic and professional contexts. Wang et al. (2025) explained that communicative competence develops through authentic learning experiences where students actively construct meaning rather than merely memorize language rules. Mothers with higher educational attainment frequently encourage critical thinking by engaging children in meaningful conversations, asking reflective questions, discussing social issues, and promoting evidence-based reasoning. These interactions strengthen discourse competence, vocabulary acquisition, and analytical communication skills that are fundamental components of language competence.

Despite the strong positive relationship between maternal educational attainment and language competence, recent literature emphasizes that educational attainment alone does not determine learners' communication abilities. García-Sánchez (2021) argued that language competence develops through continuous participation in meaningful social interactions occurring across home, school, and community environments. Students whose mothers have limited formal education may nevertheless achieve high levels of language competence when schools provide inclusive instructional practices, effective English language teaching, supportive classroom environments, and opportunities for authentic communication. Likewise, learner motivation, peer interaction, teacher quality, and exposure to English-language media significantly influence language development regardless of parental educational background.

Recent literature likewise recognizes that socioeconomic conditions interact with maternal educational

attainment in shaping language competence. Families with higher educational backgrounds often possess greater financial resources that enable them to purchase books, educational technologies, internet services, and supplementary learning materials. However, researchers caution that educational attainment and income should not be considered interchangeable variables. OECD (2023) noted that highly educated mothers may effectively support children's language development even within modest economic circumstances because educational knowledge influences parenting practices, communication patterns, and attitudes toward learning independently of household income. Therefore, maternal educational attainment remains an important educational variable even after controlling for socioeconomic status.

Within the Philippine educational context, the importance of maternal educational attainment has become increasingly evident as schools encourage stronger home-school partnerships to improve literacy outcomes among senior high school students. Mothers who actively communicate with teachers, supervise academic requirements, and encourage consistent reading habits reinforce language instruction received in school. As the implementation of the K–12 curriculum continues to emphasize communicative competence, critical thinking, and academic writing, maternal educational support becomes increasingly valuable in helping students achieve the expected English language competencies necessary for higher education, work immersion, and future employment.

Language Competence and Academic Performance

Language competence has been widely recognized as one of the strongest predictors of students' academic performance across various educational levels. In contemporary education, language serves as the primary medium through which learners acquire knowledge, communicate ideas, and demonstrate understanding. Consequently, students who possess high levels of language competence are generally more capable of comprehending academic content, participating in classroom discussions, producing coherent written outputs, and performing successfully in assessments. Recent literature published between 2021 and 2026 consistently demonstrates that language competence significantly contributes to academic achievement because it facilitates learners' understanding of instructional materials, critical thinking, problem-solving, and effective communication (OECD, 2023).

Language competence refers to the ability to understand and appropriately use language through listening, speaking, reading, and writing while applying grammatical, lexical, discourse, pragmatic, and sociolinguistic knowledge. Academic performance, on the other hand, refers to students' level of achievement in educational activities, commonly measured through grades, standardized examinations, classroom assessments, and other indicators of learning outcomes. Because language functions as the primary vehicle for instruction in most academic subjects, learners' success depends greatly on their ability to comprehend, interpret, analyze, and communicate information effectively. As a result, researchers continue to identify language competence as a fundamental determinant of academic success in secondary and higher education (Canol et al., 2026).

Recent international assessments consistently demonstrate a strong relationship between language competence and academic achievement. According to the Organisation for Economic Co-operation and Development (OECD, 2023) in the Programme for International Student Assessment (PISA) 2022 Results, students who demonstrate higher reading literacy also perform better in mathematics, science, and problem-solving assessments. The report explained that reading literacy enables learners to understand complex texts, interpret information accurately, evaluate evidence critically, and apply acquired knowledge to unfamiliar situations. These competencies are essential for academic success because they allow students to engage effectively with learning materials across different subject areas.

Similarly, UNESCO (2024) emphasized that language competence is fundamental to achieving quality education and lifelong learning. The organization reported that learners with strong communication skills demonstrate greater classroom participation, improved comprehension of instructional materials, and higher academic achievement. UNESCO further noted that language competence supports the development of higher-order thinking skills, including analysis, synthesis, evaluation, and creative problem-solving. Students who communicate effectively are more capable of constructing logical arguments, presenting ideas

confidently, and engaging in collaborative learning activities, thereby enhancing their overall academic performance.

Reading competence, as a major component of language competence, has likewise been identified as a strong predictor of academic achievement. Mullis et al. (2023), through the Progress in International Reading Literacy Study (PIRLS) 2021 International Results, found that students with advanced reading literacy consistently achieved higher academic performance than those with weaker reading skills. Reading competence enables learners to comprehend textbooks, interpret assessment questions, analyze informational texts, and acquire new knowledge independently. The study concluded that students who regularly engage in reading activities demonstrate stronger vocabulary, better comprehension, and improved academic outcomes across multiple disciplines.

Writing competence also contributes substantially to students' academic performance. Academic writing enables learners to organize ideas systematically, present evidence logically, and communicate knowledge effectively in written form. Canol et al. (2026) explained that students with high English language competence consistently produce clearer essays, research papers, laboratory reports, and reflective writing activities than students with limited language skills. Strong writing competence also improves learners' ability to demonstrate critical thinking, summarize information, synthesize concepts, and express complex ideas, all of which contribute to higher academic achievement.

Oral communication skills represent another essential dimension of language competence that influences academic success. Classroom learning frequently requires students to participate in discussions, deliver presentations, collaborate in group activities, and defend their ideas during academic discourse. According to Wang et al. (2025), communicative competence significantly enhances students' classroom engagement and academic participation because learners who communicate confidently are more willing to ask questions, clarify misunderstandings, contribute ideas, and collaborate with peers. Their systematic review concluded that communicative language teaching promotes meaningful interaction, resulting in improved language competence and better academic performance.

The relationship between language competence and academic performance may also be explained through learners' critical thinking abilities. Effective communication requires learners not only to understand language but also to evaluate information, interpret evidence, construct logical arguments, and solve problems using appropriate language. Flores et al. (2026) emphasized that communicative language teaching develops learners' higher-order thinking skills through authentic communication tasks, collaborative learning, and problem-based instruction. These instructional approaches improve both language competence and academic achievement by encouraging students to actively process information rather than memorize facts.

Motivation likewise plays an important role in the relationship between language competence and academic performance. Learners with stronger language competence often demonstrate greater confidence in participating in academic activities, completing assignments, and communicating with teachers and classmates. Ianos et al. (2026) found that positive attitudes toward language learning significantly contribute to higher language proficiency and improved educational outcomes. Students who perceive themselves as competent language users are generally more motivated to participate in classroom discussions, complete reading assignments, and engage in independent learning, all of which positively influence academic performance.

The integration of technology into education has further strengthened the relationship between language competence and academic achievement. Digital learning environments require students to access online resources, interpret multimedia content, participate in virtual discussions, and produce digital academic outputs. Flores et al. (2026) reported that technology-enhanced language instruction improves learners' communication skills while simultaneously promoting independent learning and academic engagement. Students who effectively utilize digital platforms for language learning develop stronger research skills, reading comprehension, writing proficiency, and collaborative communication, thereby improving their academic performance.

Within the Senior High School curriculum, language competence is particularly important because students are expected to complete research projects, oral presentations, performance tasks, work immersion reports, and interdisciplinary assessments using English. García-Sánchez (2021) argued that language competence develops through meaningful social interaction and authentic communication rather than isolated grammar instruction. Learners who engage actively in communicative classroom activities acquire stronger discourse competence, strategic competence, and sociolinguistic competence, enabling them to perform more successfully in academic settings. This perspective supports the view that language competence should be integrated across all learning experiences to maximize students' academic development.

Although numerous studies establish a positive relationship between language competence and academic performance, researchers also acknowledge that academic achievement is influenced by multiple interacting factors. Socioeconomic status, parental involvement, instructional quality, learner motivation, school resources, and study habits all contribute to educational outcomes. Nevertheless, OECD (2023) emphasized that language competence remains one of the strongest and most consistent predictors of students' academic success because it directly affects learners' ability to understand, process, and communicate knowledge across different disciplines. Strengthening language competence therefore provides learners with a strong foundation for succeeding in both language-related and content-based subjects.

Recent evidence suggests that language competence significantly contributes to learners' cognitive development and academic success. According to Kim and Crossley (2023), students with stronger language competence exhibit better comprehension of academic texts, greater vocabulary depth, and improved writing quality, enabling them to perform more successfully in classroom assessments. Their study emphasized that language competence facilitates higher-order thinking skills because learners must understand, evaluate, and synthesize information before communicating their ideas effectively.

Similarly, Snow (2021) explained that language competence serves as the foundation for academic literacy. Academic literacy extends beyond reading and writing to include the ability to interpret disciplinary texts, participate in classroom discourse, and construct evidence-based arguments. Snow argued that students with well-developed language competence acquire new knowledge more efficiently because they can understand increasingly complex academic language as they progress through secondary education.

Another important contribution was provided by Uccelli et al. (2023), who examined adolescents' academic language development. The researchers found that students' mastery of academic vocabulary, discourse structures, and inferential comprehension significantly predicted achievement across different subject areas. Their findings indicated that language competence influences not only English subjects but also science, mathematics, and social studies because students rely on language to understand concepts, interpret instructions, and communicate solutions.

Within secondary education, academic writing has become an increasingly important indicator of language competence. Hyland (2022) emphasized that successful academic writing requires learners to integrate grammar, vocabulary, organization, coherence, critical thinking, and audience awareness. Students possessing higher levels of language competence produce more coherent essays, research papers, laboratory reports, and reflective journals, resulting in better academic performance. Hyland further argued that writing competence reflects learners' overall communicative ability because it requires the integration of multiple language skills.

Reading competence also plays a significant role in determining students' academic success. Mullis et al. (2023) reported through the Progress in International Reading Literacy Study (PIRLS 2021) that learners with higher reading literacy consistently achieved better academic outcomes than those with weaker reading skills. Reading competence allows students to comprehend textbooks, interpret examination questions, analyze information, and evaluate evidence critically. Consequently, learners who read effectively perform better across nearly all academic disciplines.

The increasing integration of digital technologies into education has further strengthened the relationship between language competence and academic achievement. Zhao and Aryadoust (2024) observed that digital

literacy and language competence complement one another in technology-enhanced learning environments. Students with stronger language competence navigate online learning platforms more effectively, interpret digital information accurately, and communicate efficiently through virtual discussions and collaborative learning activities. Their research concluded that language competence remains essential even as educational technologies continue to evolve.

Recent systematic reviews have likewise confirmed that communicative language teaching significantly improves both language competence and academic performance. Derakhshan, Fathi, and Pawlak (2022) reported that instructional approaches emphasizing interaction, collaborative learning, authentic communication, and learner engagement consistently enhance students' communication skills while simultaneously improving academic achievement. Their findings suggest that effective language instruction contributes directly to better educational outcomes by promoting meaningful learning rather than rote memorization.

Motivation likewise strengthens the relationship between language competence and academic performance. Mercer and Dörnyei (2024) explained that students who possess confidence in their language abilities are more likely to participate actively in classroom discussions, complete challenging academic tasks, and engage in independent learning. Such behaviors contribute not only to improved language competence but also to higher academic achievement across multiple disciplines.

Within the Philippine educational context, English remains the principal language of instruction for many Senior High School subjects, making language competence particularly important for academic success. Students are expected to prepare research papers, oral presentations, work immersion reports, reflective journals, and performance tasks using English. According to Canol et al. (2026), students with stronger English language competence consistently demonstrate higher achievement in academic writing, research communication, and critical thinking activities. These competencies enable learners to meet the communication demands of the K–12 curriculum and prepare them for higher education and employment.

RESEARCH METHODOLOGY

This chapter discusses the research design used, the subject, and the respondents to the study, population and sample size, sampling technique, data gathering instrument, validity, and reliability of the research instrument, data gathering procedure, and data analyses.

Research Design

This study employed a descriptive-correlational quantitative research design to determine the level of English language competence and performance of Senior High School students and to examine the relationship between these variables. The descriptive component focused on determining the students' level of English language competence in terms of the identified language skills and their corresponding performance. Meanwhile, the correlational component examined whether a significant relationship exists between students' English language competence and their performance. This design is appropriate because the study measures and analyzes variables as they naturally occur without manipulating or controlling them.

The use of a descriptive-correlational design is also supported by recent educational studies in the Philippine setting. Paniamogan and Dioso (2024) employed a quantitative descriptive-correlational design to describe educational variables and determine the relationships among them. Similarly, Guia, Julianne, and Canoy (2024) utilized a descriptive-correlational approach to examine the relationship between reading motivation and reading comprehension among Senior High School learners. These studies demonstrate the suitability of the design for investigating naturally occurring educational and language-related variables among learners.

Thus, the descriptive-correlational quantitative research design is appropriate for the present study because it enables the researcher to describe the existing level of English language competence and performance of Senior High School students and determine whether a significant relationship exists between these variables.

However, the design does not establish a cause-and-effect relationship; rather, it identifies the strength and direction of the association between English language competence and student performance.

Subject and Respondents of the Study

The subject and respondents of the study were the four hundred eighty (264) Grade 12 Senior High School academic students enrolled at one of the Senior High School in the Division of Negros Occidental for school year 2026-2027.

Population and Sample Size

Out of the 264 population of Grade 12 Senior High School academic students, a sample size of 160 was computed using Yamane's formula to determine the actual number of respondents. The formula used was reflected as follows:

$$n = \frac{N}{1 + N(e)^2}$$

Where: n = sample size

 N = population

 e = margin of error

The margin of error was set at a 5% level of significance.

Sampling Technique

This study employed a stratified random sampling technique to ensure that all groups of Senior High School students are adequately represented in the study. According to Creswell and Creswell (2018), stratified random sampling is appropriate when the population consists of distinct subgroups or strata, allowing the researcher to obtain a representative sample from each group while minimizing sampling bias.

The target population of this study consists of Senior High School TVL students enrolled in the strengthened curriculum who are scheduled to undergo or are currently undergoing work immersion during the School Year 2026–2027 at La Castellana National High School. Since students belong to different sections, after determining the total number of students in each section, the required number of respondents from every stratum will be selected through simple random sampling, giving each student an equal chance of being included in the study. This approach ensures proportional representation of each section and enhances the generalizability of the findings within the target population.

Table 1. Distribution of Respondents per Section

Sections	N	n
Grade 12 Ad	27	16
Grade 12 Ratio	36	22
Grade 12 Bureau	34	21
Grade 12 Destiny	35	21
Grade 12 Ideology	34	21

Grade 12 Consortium	29	17
Grade 12 Spectrum	38	23
Grade 12 Prism	31	19
Total	264	160

Data Gathering Instrument

To determine the readiness and competencies of the Grade 12 TVL students, a self-made questionnaire was inspired by the questionnaire developed by Eslit (2016) in his study of language competence.

The first part is getting the profile of the respondents; the second part measured their language competencies.

Validity and Reliability of the Research Instrument

To establish the validity of the research-designed questionnaire, the instrument undergone validity testing using Good and Scate's validity test. Three experts in the field of education and research critically evaluated and rated the instrument. The first validator is a Doctor of Philosophy Major in Educational Management and an EPS supervisor in the Division of La Carlota. Second, a Masters of Arts in English in the English Department of Senior High School. Lastly, the Subject Head in Senior High School in the Division of La Carlota City. Additionally, the study underwent reliability testing to ensure the consistency and stability of the questionnaire by conducting a reliability analysis. A pilot test among another set of college students who were not respondents to the study answered the questionnaire to check the reliability.

To establish the validity of the research instrument, both face and content validation were conducted. The researcher-developed instrument was evaluated by three experts in the field of research, holding doctorate and master's degrees. The experts assessed the instrument in terms of face and content validity using a validation form based on the criteria of Good and Scates. The instrument obtained an overall mean rating of 4.43, which was interpreted as Very Good, indicating that the instrument was valid and suitable for data collection.

Following the validation process, the reliability of the data-gathering instrument was established through pilot testing. The instrument was administered to a group of junior high school students from the Division of Negros Occidental who were not included in the actual respondents of the study. The data gathered from the pilot test were encoded and subjected to Cronbach's alpha reliability analysis. The instrument obtained a Cronbach's alpha coefficient of 0.78, indicating an acceptable level of internal consistency and demonstrating that the instrument was sufficiently reliable for use in the actual study.

Data Gathering Procedures

As the validity and reliability of the research instruments was established, the researchers drafted a letter seeking permission or consent from the dean of the graduate school, the superintendent of Negros Occidental, and to the principal in order to conduct the questionnaire administration among the Grade 12 TVL students. The survey questionnaires were given to the respondents personally to establish accuracy, accompanied by a letter explaining the study's purpose. This communication emphasized the voluntary nature of participation and the assurance of strict confidentiality of their responses.

After the collection of all the data, the researcher analyzed the responses using descriptive statistics such as frequencies, mean, and standard deviation. Furthermore, appropriate statistical tools, with the recommendation of the statistician, was employed for the treatment of the data.

Data Analysis

The data gathered were tabulated and computed using appropriate statistical tools.

To answer problem number 1, what is the profile of the respondents in terms of sex, socioeconomic status; father's educational attainment; and mother's educational attainment, the mean distribution was used.

To answer problem number 2, what is the level of English language competence of the respondents as a whole and in terms of listening skills, speaking skills, reading skills; and writing skills, the mean distribution was used. The formula was presented below:

Where: $\bar{x}$ = mean

$\sum x$ = summation of all values

N = sample size

And to interpret the result, the mean score and range with interpretation will be used.

To answer problem number 3 about the level of the respondents' academic performance, the mean distribution was used.

To answer question number 4 and 5 about the difference in the level of English language competence of the respondents when grouped according to their profile and in the academic performance of the respondents when grouped according to their profile, the Mann-Whitney U test and Kruskal-Wallis H test was used.

Mann-Whitney U formula: $U_1 = n_1 n_2 + \frac{n_1(n_1 + 1)}{2} - R_1$

Kruskal-Wallis H formula: $H = \frac{12}{N(N+1)} \sum_{i=1}^k \frac{R_i^2}{n_i} - 3(N+1)$

And to answer question number 6 on the significant relationship between the respondents' English language competence and their academic performance, gamma coefficient was used.

The formula was presented:

$$G = \frac{N_a - N_i}{N_a + N_i}$$

Where: G = Gamma Coefficient

N_a = no. of agreements

N_i = no. of inversions

Presentation, Analyses, And Interpretation of Data

This chapter discusses the presentation, analysis, and interpretation of the data collected. The data were prepared completely to solve the problem statement using various statistical tools.

Profile of the Respondents

Table 1 below shows the demographic profile of the respondents in terms of sex, age, and socio-economic status.

Table 1. Profile of the Respondents in Terms of Sex, Socio-economic Status, Father's Educational Attainment, and Mother's Educational Attainment

Profile of the Respondents in Terms of Sex, Socio-economic Status, Father's Educational Attainment, and Mother's Educational Attainment		
Profile(Sex)	Frequency	Percent
Male	40	25
Female	120	75
Total	160	100

Table 1 presents the distribution of respondents according to sex. Out of the 160 respondents, 120 (75.0%) were female, while 40 (25.0%) were male. This indicates that the study was largely represented by female students, comprising three-fourths of the total respondents.

The predominance of female respondents suggests that the sample reflects the actual enrollment distribution of the participating Senior High School students. Although females comprised the majority, both male and female students were represented, allowing comparisons in subsequent analyses regarding language competence.

The findings imply that any observed differences in language competence between male and female students should be interpreted cautiously because of the unequal group sizes. Nevertheless, the inclusion of both sexes provides sufficient representation for descriptive comparison.

The result supports the discussion in Chapter II that language competence may vary according to sex, although current literature emphasizes that differences are often influenced more by instructional practices, learner motivation, and educational experiences than by biological sex alone. Recent studies by the OECD (2023) and Wang et al. (2025), as discussed in Chapter II, likewise reported that while females frequently demonstrate stronger language-related performance, opportunities for meaningful language use remain the more influential factor in developing language competence.

Table 2. Profile of the Respondents according to Socio-economic Status

Profile of the Respondents According to Socioeconomic Status		
Socioeconomic Status	Frequency	Percent
Poor	72	45
Low Income but not Poor	53	33.1
Lower Middle Income	25	15.6
Middle Income	7	4.4
Upper Middle Income	1	0.6
Upper Middle Income but Not Rich	1	0.6
Rich	1	0.6

Total	160	100

Table 2 shows the respondents' socioeconomic status. Nearly half of the respondents (45.0%) belonged to the poor income category, followed by 33.1% from low-income but not poor households. Only a small proportion belonged to the middle-income and upper-income categories.

The findings indicate that the majority of the respondents came from economically disadvantaged households. This suggests that many students may have limited access to educational resources such as books, technological devices, stable internet connectivity, and other learning materials that could contribute to language development.

The result supports the literature presented in Chapter II, particularly OECD (2023) and UNESCO (2024), which emphasized that socioeconomic status influences students' educational opportunities and language development through access to learning resources and supportive home environments. However, these studies likewise noted that effective teaching and meaningful classroom experiences can reduce the educational disadvantages associated with low socioeconomic status.

Table 3. Profile of the Respondents According to Father's Educational Attainment

Profile of the Respondents According to Father's Educational Attainment		
Father's Educational Attainment	Frequency	Percent
Elementary Level	25	15.6
Elementary Graduate	10	6.3
High School Level	30	18.8
High School Graduate	38	23.8
College Level	30	18.8
College Graduate	27	16.9
Total	160	100

Table 3 reveals that the largest proportion of respondents' fathers were high school graduates (23.8%), followed by those with high school level (18.8%) and college level (18.8%) education. Only 16.9% had fathers who completed college.

The findings indicate that most fathers possessed secondary-level educational attainment. This educational background may influence the extent of academic guidance and literacy support available to students at home.

The findings are consistent with the discussion in Chapter II that fathers with higher educational attainment are generally better positioned to support children's academic development by encouraging literacy practices and providing educational guidance. Nevertheless, García-Sánchez (2021), as discussed in the review of related literature, emphasized that meaningful interaction and quality instruction remain more influential than parental educational attainment alone.

Table 4. Profile of the Respondents According to Mother's Educational Attainment

Profile of the Respondents According to Mother's Educational Attainment		
Mother's Educational Attainment	Frequency	Percent
Elementary Level	14	8.8
Elementary Graduate	9	5.6
High School Level	16	10.0
High School Graduate	63	39.4
College Level	25	15.6
College Graduate	30	18.8
Master's Graduate	3	1.9
Total	160	100

As presented in Table 4, 39.4% of the respondents' mothers were high school graduates, representing the largest educational category. This was followed by college graduates (18.8%) and college level (15.6%), while only 1.9% had completed a master's degree.

The findings suggest that the educational attainment of mothers was generally concentrated at the secondary education level. Since mothers often provide substantial educational support at home, their educational background may influence students' literacy experiences and language development.

The result is consistent with the literature reviewed in Chapter II, which emphasized that maternal educational attainment contributes to students' language competence by promoting literacy practices, academic supervision, and positive learning environments. However, current literature also recognizes that effective school instruction and learner motivation can compensate for differences in parental educational attainment.

Level of the Respondents' Language Competence in Terms of Reading

Table 5. Level of the Respondents' Language Competence in Terms of Reading

Indicator	Mean	SD	Interpretation
1. I can read English text with ease.	4.09	0.71	High
2. I am comfortable reading long texts in English.	3.97	0.66	High
3. I can understand most of the vocabulary in English texts.	3.60	0.67	High
4. I can identify the main idea of a text in English.	3.63	0.73	High
5. I can comprehend the nuances and figurative language in English texts.	3.73	0.66	High
6. I can read and understand academic texts in English.	3.92	0.70	High

7. I can easily comprehend technical terms and jargon in English.	3.48	0.65	High
8. I can read and interpret complex graphs and charts in English.	3.83	0.69	High
9. I can effectively scan and skim texts to locate specific information.	3.54	0.75	High
10. I can comprehend the main ideas and details of English passages.	3.58	0.67	High
Overall	3.74	0.51	High

Table 5 presents the respondents' level of language competence in terms of reading. The overall mean of 3.74 (SD = 0.51) indicates a High level of reading competence. This finding suggests that the respondents generally possess adequate reading skills that enable them to comprehend English texts encountered in academic and everyday situations.

Among the indicators, the highest mean was obtained by "I can read English text with ease" (M = 4.09), indicating that respondents are generally confident in reading English materials. This was followed by "I am comfortable reading long texts in English" (M = 3.97) and "I can read and understand academic texts in English" (M = 3.92). These findings suggest that students have developed sufficient reading fluency and comprehension to engage with instructional materials used in Senior High School.

On the other hand, the lowest mean was recorded for "I can easily comprehend technical terms and jargon in English" (M = 3.48), although it remained within the High category. This result implies that respondents experience relatively greater difficulty when reading specialized or technical vocabulary commonly encountered in academic disciplines. Similarly, scanning and skimming for specific information (M = 3.54) and comprehending main ideas and supporting details (M = 3.58) obtained comparatively lower ratings, indicating areas where reading instruction may still be strengthened.

The findings support the literature discussed in Chapter II, which emphasized that reading competence is a fundamental component of language competence. According to Canol et al. (2026), students with stronger reading competence demonstrate better comprehension of academic materials, improved critical thinking, and greater academic engagement. Likewise, Wang et al. (2025) explained that reading competence develops through authentic language experiences and continuous exposure to meaningful texts. The generally high level of reading competence observed in this study suggests that respondents possess the foundational literacy skills necessary for academic success.

Level of the Respondents' Language Competence in Terms of Writing

Table 6. Level of the Respondents' Language Competence in Terms of Writing

Indicator	Mean	SD	Interpretation
1. I can write grammatically correct sentences in English.	3.46	0.65	High
2. I can write coherently organized paragraphs in English.	3.43	0.63	High
3. I can use appropriate vocabulary and tone in writing.	3.57	0.71	High
4. I can write clear and concise emails, reports, and professional documents.	3.28	0.70	Moderate
5. I can write creatively and expressively in English.	3.53	0.72	High
6. I can express my ideas clearly in written English.	3.62	0.68	High
7. I can write cohesive and coherent paragraphs.	3.39	0.62	Moderate

8. I can effectively use grammar and vocabulary in writing.	3.55	0.66	High
9. I can write effective business emails in English.	3.07	0.66	Moderate
10. I can write academic papers that meet international standards.	3.04	0.66	Moderate
Overall	3.39	0.49	Moderate

Table 6 reveals that the respondents obtained an overall mean of 3.39 (SD = 0.49), verbally interpreted as Moderate. This indicates that while respondents possess basic writing skills, they still require further improvement in producing more organized, professional, and academically acceptable written outputs.

The highest-rated indicator was "I can express my ideas clearly in written English" (M = 3.62), followed by using appropriate vocabulary and tone (M = 3.57) and effective use of grammar and vocabulary (M = 3.55). These findings indicate that respondents are generally capable of communicating their ideas through writing.

Conversely, the lowest-rated indicators were writing academic papers that meet international standards (M = 3.04) and writing effective business emails (M = 3.07). These relatively lower ratings suggest that students have limited confidence in producing formal academic and professional documents. Such findings may reflect limited exposure to authentic academic writing tasks and workplace communication.

The results affirm the discussion in Chapter II that writing competence is among the most demanding components of language competence. Hyland (2022) emphasized that effective writing requires the integration of grammar, vocabulary, coherence, organization, and critical thinking. Similarly, Canol et al. (2026) noted that students often demonstrate lower confidence in academic writing because it requires mastery of multiple language skills simultaneously. The moderate level observed in this study therefore highlights the need for continued instruction focusing on academic writing, professional communication, and authentic writing tasks.

Level of the Respondents' Language Competence in Terms of Speaking

Table 7. Level of the Respondents' Language Competence in Terms of Speaking

Indicator	Mean	SD	Interpretation
1. I can speak English fluently and confidently.	3.44	0.68	High
2. I can express my ideas and opinions clearly in English.	3.41	0.66	High
3. I can participate effectively in English discussions and conversations.	3.53	0.72	High
4. I can use appropriate grammar, vocabulary, and pronunciation in English.	3.46	0.62	High
5. I can adjust my speaking style to fit different situations and audiences in English.	3.61	0.78	High
6. I can communicate effectively with native speakers of English.	3.36	0.66	Moderate
7. I can clearly articulate my ideas and thoughts in spoken English.	3.31	0.62	Moderate
8. I can effectively use intonation and stress in spoken English.	3.23	0.61	Moderate
9. I can use appropriate gestures and facial expressions when speaking English.	3.55	0.73	High
Overall	3.43	0.48	High

Table 7 presents the respondents' level of language competence in terms of speaking. The respondents obtained an overall mean of 3.43 (SD = 0.48), which is verbally interpreted as High. This indicates that the respondents generally possess a satisfactory level of speaking competence and are able to communicate effectively in English in most academic and social situations. The findings suggest that the respondents are reasonably confident in expressing themselves orally, although some aspects of spoken communication still require further improvement.

Among the nine indicators, the highest mean was obtained by "I can adjust my speaking style to fit different situations and audiences in English" (M = 3.61, SD = 0.78), interpreted as High. This finding indicates that the respondents are capable of modifying their communication according to the context, audience, and purpose of interaction. Such adaptability reflects the development of communicative competence, enabling learners to use language appropriately in different situations.

The second highest mean was "I can use appropriate gestures and facial expressions when speaking English" (M = 3.55, SD = 0.73), followed closely by "I can participate effectively in English discussions and conversations" (M = 3.53, SD = 0.72). These findings imply that the respondents are generally comfortable participating in classroom discussions and employing non-verbal communication to support verbal expression. The ability to engage actively in discussions suggests that students are willing to communicate and collaborate with others using English.

Similarly, the indicators "I can use appropriate grammar, vocabulary, and pronunciation in English" (M = 3.46, SD = 0.62), "I can speak English fluently and confidently" (M = 3.44, SD = 0.68), and "I can express my ideas and opinions clearly in English" (M = 3.41, SD = 0.66) all received High interpretations. These results indicate that the respondents generally perceive themselves as competent speakers who can convey ideas effectively while maintaining acceptable language accuracy. However, the means also suggest that there remains room for improvement in achieving greater fluency, confidence, and precision in spoken English.

On the other hand, three indicators obtained Moderate ratings. The lowest mean was recorded for "I can effectively use intonation and stress in spoken English" (M = 3.23, SD = 0.61). This finding suggests that respondents experience difficulty in applying appropriate suprasegmental features of English, which are essential for natural and effective oral communication. Likewise, "I can clearly articulate my ideas and thoughts in spoken English" (M = 3.31, SD = 0.62) and "I can communicate effectively with native speakers of English" (M = 3.36, SD = 0.66) were interpreted as Moderate. These results imply that while respondents possess functional speaking skills, they may encounter challenges when communicating in more demanding or authentic English-speaking environments.

Overall, the findings indicate that the respondents demonstrate a High level of speaking competence, with particular strengths in adapting communication to different audiences, participating in discussions, and using appropriate non-verbal communication. However, relatively lower ratings in communicating with native speakers, articulating ideas, and using correct intonation and stress suggest that additional instructional activities focusing on oral fluency, pronunciation, and authentic communicative experiences would further strengthen students' speaking competence.

The findings support the literature presented in Chapter II, which emphasizes that speaking competence develops through meaningful interaction and authentic communication rather than through isolated language instruction. García-Sánchez (2021) explained that learners enhance their communicative competence when they actively participate in collaborative discussions, presentations, and real-life communication activities. Likewise, Wang et al. (2025) reported that learner-centered instructional approaches, such as communicative language teaching and task-based learning, significantly improve students' oral communication skills by providing frequent opportunities to practice speaking in authentic contexts.

The results further align with Flores et al. (2026), who concluded that students who regularly engage in collaborative communication activities exhibit greater confidence, improved fluency, and stronger speaking competence. These studies reinforce the present finding that while the respondents already demonstrate a

high level of speaking competence, continued exposure to authentic communication experiences is necessary to further improve pronunciation, fluency, and confidence in English communication.

Level of the Respondents' Language Competence in Terms of Listening

Table 8. Level of the Respondents' Language Competence in Terms of Listening

Indicator	Mean	SD	Interpretation
1. I can understand English speakers of different accents and dialects.	3.55	0.77	High
2. I can follow English conversations and lectures without difficulty.	3.47	0.78	High
3. I can distinguish between literal and implied meanings in English conversations.	3.43	0.62	High
4. I can extract key information from English audio recordings.	3.43	0.71	High
5. I can listen, recognize, and use English idiomatic expressions and colloquialisms.	3.36	0.64	Moderate
6. I can listen and comprehend spoken English in a variety of accents and dialects.	3.46	0.63	High
7. I can understand complex instructions and directions given in English.	3.62	0.76	High
8. I can listen and comprehend different genres of English speech (news, interviews, presentations, etc.).	3.72	0.65	High
9. I can effectively listen for specific details and main ideas in English.	3.64	0.65	High
10. I can listen with 100 percent comprehension of English spoken at a normal conversational speed.	3.35	0.67	Moderate
Overall	3.50	0.50	High

Table 8 presents the respondents' level of language competence in terms of listening. The respondents obtained an overall mean of 3.50 (SD = 0.50), which is verbally interpreted as High. This finding indicates that the respondents generally possess a satisfactory level of listening competence, enabling them to comprehend spoken English in various academic and communicative situations. The result suggests that the respondents are capable of understanding oral messages, identifying relevant information, and following spoken discourse, although certain listening skills still require further enhancement.

Among the indicators, the highest mean was obtained by "I can listen and comprehend different genres of English speech (news, interviews, presentations, etc.)" (M = 3.72, SD = 0.65), interpreted as High. This finding indicates that the respondents are generally able to comprehend different forms of spoken English encountered in academic, media, and everyday contexts. Exposure to various listening materials may have contributed to their ability to process different styles of spoken communication.

The second highest mean was "I can effectively listen for specific details and main ideas in English" (M = 3.64, SD = 0.65), followed by "I can understand complex instructions and directions given in English" (M = 3.62, SD = 0.76). These findings suggest that the respondents are capable of identifying essential information and understanding detailed oral instructions, competencies that are important in classroom learning, collaborative activities, and real-life communication.

Likewise, the respondents obtained High ratings for understanding English speakers of different accents and dialects ($M = 3.55$), following English conversations and lectures without difficulty ($M = 3.47$), comprehending spoken English in a variety of accents and dialects ($M = 3.46$), distinguishing between literal and implied meanings in conversations ($M = 3.43$), and extracting key information from English audio recordings ($M = 3.43$). These results indicate that the respondents generally possess adequate listening comprehension skills necessary for understanding spoken English in both educational and social settings.

However, two indicators received Moderate interpretations. The lowest mean was recorded for "I can listen with 100 percent comprehension of English spoken at a normal conversational speed" ($M = 3.35$, $SD = 0.67$). This finding suggests that although the respondents understand most spoken English, they still experience occasional difficulty achieving complete comprehension during natural conversations. Similarly, "I can listen, recognize, and use English idiomatic expressions and colloquialisms" ($M = 3.36$, $SD = 0.64$) was likewise interpreted as Moderate, indicating that respondents find figurative, idiomatic, and culturally embedded expressions more challenging than literal language. These aspects of listening require greater exposure to authentic English communication and contextual language use.

Overall, the findings indicate that the respondents possess a High level of listening competence, particularly in understanding different types of spoken discourse, identifying important information, and following instructions. Nevertheless, their comparatively lower confidence in understanding idiomatic expressions and achieving complete comprehension during naturally paced conversations suggests the need for continued exposure to authentic listening activities involving real-life communication, multimedia resources, and interaction with proficient English speakers.

The findings are consistent with the literature discussed in Chapter II, which emphasizes that listening competence is an essential component of overall language competence. Wang et al. (2025) explained that learners develop stronger listening skills through continuous exposure to authentic communication and technology-supported language instruction that provides opportunities to hear diverse speakers and communicative situations. Similarly, Flores et al. (2026) reported that digital learning platforms, multimedia resources, and interactive listening activities significantly enhance learners' listening comprehension by providing immediate feedback and authentic language experiences. Furthermore, García-Sánchez (2021) emphasized that meaningful communication enables learners to develop effective listening strategies by engaging them in real-life interactions rather than isolated language exercises. These studies support the present findings, indicating that while the respondents already demonstrate a high level of listening competence, greater exposure to authentic spoken English, particularly idiomatic and naturally paced communication, would further strengthen their listening proficiency.

Level of the Respondents' Language Competence in Terms of Comprehension

Table 9. Level of the Respondents' Language Competence in Terms of Comprehension

Indicator	Mean	SD	Interpretation
1. I can understand English language materials related to my professional field.	3.54	0.69	High
2. I can understand English-language media, including news articles, TV shows, and movies.	3.83	0.75	High
3. I can understand English texts on a wide range of topics.	3.51	0.68	High
4. I can infer and interpret meaning from English texts.	3.51	0.69	High
5. I can critically evaluate English texts and arguments.	3.46	0.64	High
6. I can understand English idioms and figurative language.	3.37	0.64	Moderate

7. I can effectively comprehend the use of English collocations and phrasal verbs.	3.38	0.64	Moderate
8. I can understand the nuances and subtleties of English language use.	3.42	0.67	High
9. I can use context clues to comprehend unknown words in English.	3.53	0.77	High
10. I can effectively use dictionaries and other reference materials to comprehend unknown words in English.	3.87	0.76	High
Overall	3.54	0.48	High

Table 9 presents the respondents' level of language competence in terms of comprehension. The respondents obtained an overall mean of 3.54 (SD = 0.48), which is verbally interpreted as High. This finding indicates that the respondents generally possess a satisfactory level of comprehension competence, enabling them to understand, interpret, and evaluate English texts encountered in academic, professional, and everyday contexts. The result suggests that the respondents have developed the necessary comprehension skills to process written information effectively, although certain aspects of language interpretation require further enhancement.

Among the indicators, the highest mean was obtained by "I can effectively use dictionaries and other reference materials to comprehend unknown words in English" (M = 3.87, SD = 0.76), interpreted as High. This finding indicates that the respondents have developed effective learning strategies for understanding unfamiliar vocabulary through the use of available reference resources. Such a skill reflects learner autonomy and the ability to apply appropriate strategies when encountering unfamiliar language.

The second highest mean was "I can understand English-language media, including news articles, TV shows, and movies" (M = 3.83, SD = 0.75). This suggests that the respondents are generally capable of comprehending English presented through various forms of media, possibly due to frequent exposure to digital platforms and multimedia resources. The findings indicate that exposure to authentic English materials contributes positively to their comprehension skills.

Other indicators that obtained High interpretations include understanding English language materials related to one's professional field (M = 3.54), using context clues to comprehend unknown words (M = 3.53), understanding English texts on a wide range of topics (M = 3.51), inferring and interpreting meaning from English texts (M = 3.51), critically evaluating English texts and arguments (M = 3.46), and understanding the nuances and subtleties of English language use (M = 3.42). These findings demonstrate that the respondents possess adequate comprehension skills that enable them to analyze information, interpret meaning, and apply appropriate comprehension strategies in various reading situations.

However, two indicators received Moderate interpretations. The indicator "I can effectively comprehend the use of English collocations and phrasal verbs" obtained a mean of 3.38 (SD = 0.64), while "I can understand English idioms and figurative language" recorded the lowest mean of 3.37 (SD = 0.64). These findings indicate that respondents experience relatively greater difficulty in understanding figurative and idiomatic expressions, which often require cultural knowledge and contextual interpretation beyond literal meaning. Such language features are generally more complex because they involve implied meanings and conventional expressions that are not always directly inferred from individual words.

Overall, the findings indicate that the respondents demonstrate a High level of comprehension competence.

Their strengths lie in utilizing reference materials, understanding authentic English media, and applying context clues to derive meaning from unfamiliar vocabulary. Nevertheless, their comparatively lower ratings in understanding idioms, figurative language, collocations, and phrasal verbs suggest the need for greater instructional emphasis on figurative and contextual language use. Strengthening these areas would enable

students to achieve deeper comprehension of authentic English texts and improve their overall communicative competence.

The findings are consistent with the literature presented in Chapter II, which emphasizes that comprehension is a fundamental component of language competence because it enables learners to construct meaning, interpret information, and communicate effectively. García-Sánchez (2021) explained that language competence develops through meaningful interaction with authentic texts and communicative experiences that require learners to interpret language in context rather than rely solely on literal meanings. Likewise, Wang et al. (2025) reported that exposure to authentic reading materials, digital resources, and learner-centered instructional strategies significantly enhances learners' comprehension by promoting critical thinking and contextual understanding. Furthermore, Flores et al. (2026) emphasized that technology-enhanced language instruction improves learners' ability to comprehend diverse English materials through interactive learning experiences and authentic communication tasks. These studies support the present findings, indicating that although the respondents already possess a high level of comprehension competence, additional exposure to figurative language, idiomatic expressions, collocations, and other context-dependent language forms would further strengthen their overall English language proficiency.

Overall Level of the Respondents' Language Competence

Table 10. Overall Level of the Respondents' Language Competence

Dimension	Mean	SD	Interpretation
Reading	3.74	0.51	High
Writing	3.39	0.49	Moderate
Speaking	3.43	0.48	High
Listening	3.50	0.50	High
Comprehension	3.54	0.48	High
Overall	3.52	0.39	High

Table 10 presents the overall level of the respondents' language competence based on the five dimensions of reading, writing, speaking, listening, and comprehension. The respondents obtained an overall mean of 3.52 (SD = 0.39), which is verbally interpreted as High. This finding indicates that the respondents generally possess a high level of language competence, suggesting that they are capable of using English effectively in various academic, communicative, and practical situations. The result implies that the respondents have acquired the fundamental language skills necessary to perform classroom tasks, participate in discussions, comprehend instructional materials, and communicate ideas using English.

Among the five dimensions, Reading obtained the highest mean of 3.74 (SD = 0.51), interpreted as High. This indicates that the respondents demonstrate greater confidence and competence in understanding written English texts than in the other language domains. Their strong reading competence suggests that they are able to comprehend academic materials, identify important information, and interpret written texts effectively. Reading has consistently been regarded as one of the strongest foundations of language development because it expands vocabulary, strengthens comprehension, and enhances critical thinking skills.

The second highest mean was obtained by Comprehension (M = 3.54, SD = 0.48), followed by Listening (M = 3.50, SD = 0.50) and Speaking (M = 3.43, SD = 0.48), all of which were interpreted as High. These findings indicate that the respondents generally possess satisfactory receptive and productive language skills. Their ability to comprehend spoken and written English, participate in oral communication, and understand information from various sources demonstrates that they have developed the communicative competencies

expected of Senior High School students. These competencies enable learners to engage effectively in classroom instruction, collaborative learning activities, and authentic communication situations.

Conversely, Writing obtained the lowest mean of 3.39 (SD = 0.49) and was the only dimension interpreted as Moderate. This finding suggests that writing remains the most challenging area of language competence for the respondents. Although they possess basic writing abilities, they appear to have less confidence in producing formal academic papers, professional documents, and well-organized written compositions. Writing requires the integration of grammar, vocabulary, organization, coherence, and critical thinking, making it one of the most demanding language skills to master. The result indicates the need for additional instructional interventions focusing on academic writing, professional communication, and authentic writing experiences.

Overall, the findings reveal that the respondents demonstrate a generally High level of language competence, with notable strengths in reading, comprehension, listening, and speaking. However, the comparatively lower performance in writing indicates that this skill requires further enhancement. These results suggest that while the respondents possess sufficient English language competence to meet most academic communication demands, continuous language enrichment programs, writing workshops, communicative classroom activities, and technology-assisted language instruction may further improve their overall proficiency.

The findings support the literature presented in Chapter II, which describes language competence as a multidimensional construct consisting of reading, writing, speaking, listening, and comprehension skills that collectively contribute to effective communication. García-Sánchez (2021) emphasized that language competence develops through meaningful interaction, authentic communication, and learner-centered instructional practices that provide opportunities for students to apply language in real-life contexts. Likewise, Wang et al. (2025) explained that communicative language teaching and technology-supported instruction significantly enhance learners' overall language competence by integrating the macro skills through authentic learning experiences. Furthermore, Canol et al. (2026) reported that students with higher levels of language competence demonstrate better academic performance, stronger critical thinking skills, and greater communicative effectiveness. Similarly, Flores et al. (2026) highlighted the importance of integrating digital learning resources and collaborative communication activities to strengthen learners' language proficiency. The present findings therefore affirm the literature reviewed in Chapter II, indicating that the respondents have generally achieved a high level of language competence, although further interventions should prioritize the development of writing skills to achieve a more balanced level of proficiency across all language domains.

Level of Academic Performance

Level of Academic Performance	f	Mean	SD	Interpretation
Outstanding	89	89.76	3.54	Outstanding
Very Satisfactory	53			
Satisfactory	18			
Fairly Satisfactory	0			
Did not meet expectations	0			
Total	197			

Legend: (90–100)-Outstanding; (85–89)-Very Satisfactory; (80–84)-Satisfactory; (75–79)-Fairly Satisfactory; (Below 75)-Did Not Meet Expectations

Table 11. Academic Performance of Senior High School Students

Table 11 presents the level of academic performance of the respondents. Based on the data, the respondent obtained an overall mean of 89.76 (SD = 3.54), which is verbally interpreted as Outstanding. This finding indicates that the respondents generally demonstrated an excellent level of academic achievement, suggesting

that they consistently met and even exceeded the expected learning competencies prescribed in the Senior High School curriculum.

In terms of the distribution of respondents, 89 respondents (45.18%) attained an Outstanding level of academic performance, representing the largest proportion of the sample. This was followed by 53 respondents (26.90%) who achieved a Very Satisfactory level and 18 respondents (9.14%) who obtained a Satisfactory rating. Notably, no respondents were classified under the Fairly Satisfactory or Did Not Meet Expectations categories. These findings indicate that the respondents generally performed well academically, with the majority attaining above-average scholastic achievement. The overall Outstanding rating suggests that the respondents possess the academic knowledge, study habits, and learning competencies necessary to perform successfully in school. Their high academic performance may also reflect their ability to comprehend lessons, accomplish learning tasks effectively, and apply higher-order thinking skills across various subject areas. Furthermore, the absence of respondents in the lower performance categories indicates a generally high level of academic preparedness among the participants.

The findings support the literature presented in Chapter II, which emphasizes that academic performance is closely associated with students' language competence. According to Canol et al. (2026), students with stronger English language competence consistently demonstrate higher academic achievement because language serves as the primary medium for learning, critical thinking, and classroom communication. Likewise, OECD (2023) reported that students with higher reading literacy tend to perform better across various academic disciplines, highlighting the important role of language skills in educational success. UNESCO (2024) likewise emphasized that learners with strong communication and comprehension skills exhibit greater classroom participation, improved understanding of instructional materials, and higher academic achievement. Similarly, Kim and Crossley (2023) found that students with higher language competence demonstrate better comprehension, vocabulary knowledge, and writing quality, all of which contribute to improved academic outcomes. These studies reinforce the present finding that the respondents' Outstanding level of academic performance may be attributed, in part, to their generally high level of language competence, enabling them to successfully meet the academic demands of the Senior High School curriculum.

Relationship between Level of Language Competence and Level of Academic Performance

Table 12. Relationship between Level of Language Competence and Level of Academic Performance

Variable	Test Statistics (r_s)	p-value	Decision for H_0	Interpretation
Level of Language Competence vs. Level of Academic Performance	.237**	.003	Reject H_0	Significant

Table 12 presents the relationship between the respondents' level of language competence and their level of academic performance using the Spearman Rank-Order Correlation. The results revealed a correlation coefficient (r_s) of .237 with a p-value of .003, which is less than the 0.05 level of significance. Consequently, the null hypothesis was rejected, indicating that there is a significant relationship between the respondents' level of language competence and their level of academic performance.

The obtained correlation coefficient of .237 indicates a low positive correlation between the two variables. This means that as the respondents' level of language competence increases, their level of academic performance also tends to improve. Although the strength of the relationship is relatively weak, the positive direction suggests that students with better language competence generally achieve higher academic performance than those with lower language competence. The findings further imply that language competence contributes to students' academic success, although other factors may also influence their overall academic achievement.

The statistical significance of the relationship demonstrates that language competence plays an important role in supporting learners' academic performance. Since English serves as the primary medium of instruction in many Senior High School subjects, students who possess stronger competencies in reading, writing, speaking, listening, and comprehension are more capable of understanding lessons, completing academic tasks, communicating ideas effectively, and performing well in classroom assessments. These language skills enable learners to process information more efficiently and participate actively in academic activities, thereby contributing to improved scholastic performance.

The findings support the literature presented in Chapter II, which consistently established language competence as a significant predictor of academic achievement. Canol et al. (2026) reported that students with higher levels of English language competence consistently demonstrate better academic performance because language functions as the primary medium for acquiring, processing, and communicating knowledge. Similarly, the Organisation for Economic Co-operation and Development (OECD, 2023) found that students with stronger reading literacy perform better not only in language subjects but also in mathematics, science, and problem-solving assessments, highlighting the central role of language competence in overall academic success. UNESCO (2024) likewise emphasized that learners with well-developed communication skills exhibit greater classroom participation, improved comprehension of instructional materials, and higher educational achievement.

The present findings are also supported by Kim and Crossley (2023), who explained that students with stronger language competence demonstrate deeper comprehension of academic texts, broader vocabulary knowledge, and better writing quality, all of which positively influence classroom performance. Likewise, Uccelli et al. (2023) found that adolescents' mastery of academic language significantly predicts achievement across various subject areas because learners rely on language to understand concepts, interpret instructions, and communicate ideas effectively. Furthermore, Snow (2021) emphasized that language competence serves as the foundation of academic literacy, enabling students to comprehend complex texts, participate in academic discourse, and construct evidence-based arguments. These studies reinforce the present findings that students with higher language competence tend to perform better academically, thereby confirming the significant positive relationship between language competence and academic performance among the respondents.

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusions, and recommendations based on the data gathered, presented, analyzed, and interpreted in the study. The summary is organized according to the statement of the problem, while the conclusions and recommendations are drawn from the significant findings of the study.

Summary of Findings

The researcher arrived at the following findings based on the data gathered, presented, analyzed, and interpreted:

1. In terms of the respondents' profile, the majority were female (75.0%), while male respondents comprised only 25.0% of the total population. Most respondents came from economically disadvantaged households, with 45.0% classified under the poor income category and 33.1% belonging to the low-income but not poor classification. Regarding parental educational attainment, the largest proportion of both fathers and mothers were high school graduates, indicating that most respondents came from households with parents who had attained secondary education.
2. The overall level of language competence of the respondents was High ($M = 3.52$). Among the five language domains, Reading obtained the highest mean ($M = 3.74$), followed by Comprehension ($M = 3.54$), Listening ($M = 3.50$), and Speaking ($M = 3.43$), all verbally interpreted as High. Conversely, Writing obtained the lowest mean ($M = 3.39$), which was interpreted as Moderate, indicating that writing remains the most challenging language skill among the respondents.

3. The respondents demonstrated an Outstanding level of academic performance with an overall mean grade of 89.76. Nearly half (45.18%) of the respondents obtained an Outstanding rating, while the remaining respondents achieved either Very Satisfactory or Satisfactory ratings. No respondent belonged to the Fairly Satisfactory or Did Not Meet Expectations categories, indicating generally high scholastic achievement.
4. The findings revealed a statistically significant relationship between language competence and academic performance ($r_s = .237$, $p = .003$). Although the strength of the relationship was low, the positive correlation indicates that students with higher levels of language competence generally tend to achieve better academic performance. Consequently, the null hypothesis was rejected.

CONCLUSIONS

Based on the findings of the study, the following conclusions were derived to directly address the specific objectives and problems raised:

The respondents were predominantly female and generally came from economically disadvantaged households, with most parents having attained secondary education. These demographic characteristics provide important contextual information that may influence students' educational experiences and language development.

The respondents generally possess a High level of English language competence, demonstrating strengths in reading, comprehension, listening, and speaking. These competencies indicate that Senior High School students have developed satisfactory communication skills that enable them to understand and use English effectively in academic and everyday contexts.

Among the five macro language skills, writing emerged as the weakest domain, suggesting that students experience greater difficulty in producing organized, coherent, professional, and academically acceptable written outputs. This implies that writing requires greater instructional attention than the other language competencies.

The respondents exhibited an Outstanding level of academic performance, indicating that they consistently meet and even exceed the expected learning competencies prescribed in the Senior High School curriculum.

Language competence significantly contributes to students' academic success. Although the relationship between language competence and academic performance is relatively weak, it remains statistically significant, confirming that stronger English language competence positively influences learners' academic achievement.

The findings emphasize that strengthening students' language competence, particularly writing proficiency, can further improve academic performance and prepare learners for higher education, workplace communication, and lifelong learning.

RECOMMENDATIONS

Based on the findings and conclusions derived from this study, the following action-oriented recommendations are presented as targeted institutional interventions for each stakeholder group identified in the significance of the study:

1. Schools Division Office (SDO). The Schools Division Office may formulate and strengthen language enhancement policies and programs that promote the development of all English macro skills, particularly writing, through sustained instructional support, teacher capacity-building, and resource allocation.
2. Curriculum Implementation Division (CID). Curriculum planners may review and enrich the English curriculum by integrating authentic writing activities, project-based learning, and competency-based language tasks that strengthen academic and professional writing skills.

3. School Administrators. School heads are encouraged to institutionalize school-based English language enrichment programs such as writing workshops, literacy campaigns, reading interventions, and campus-wide communication activities that enhance students' overall language competence.
4. English Teachers. Teachers are encouraged to employ learner-centered instructional strategies, process writing approaches, collaborative learning activities, and technology-assisted language instruction to improve students' writing proficiency while continuously strengthening reading, speaking, listening, and comprehension skills.
5. Students. Students can actively participate in language enrichment activities by engaging in extensive reading, academic writing exercises, oral communication opportunities, and the use of digital learning resources to further enhance their English language competence.
6. Parents. Parents are encouraged to provide a supportive home learning environment by encouraging reading habits, monitoring academic progress, and motivating learners to practice English communication both at home and in everyday situations.
7. Future Researchers. Future studies may investigate additional variables affecting language competence, such as learning strategies, teacher effectiveness, digital literacy, and learner motivation, or conduct similar studies involving larger populations and different educational settings to validate and extend the present findings.

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