

READING COMPREHENSION ON THE ACADEMIC PERFORMANCE OF GRADE 4 PUPILS IN ENGLISH

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ABSTRACT

This study aimed to determine the relationship between the reading comprehension level and the academic performance in English of Grade 4 pupils. A descriptive-correlational research design was employed, involving 120 Grade 4 pupils from Don Carlos Norte Elementary School during the School Year 2025–2026. Reading comprehension was measured using the Philippine Informal Reading Inventory, while academic performance was based on the pupils' third-quarter English grades. Frequency, percentage, mean, and Pearson product-moment correlation were used for data analysis.

The findings revealed that the pupils' reading comprehension was generally high, with most classified at the independent level. Academic performance in English was generally satisfactory, with a large proportion of pupils achieving outstanding and very satisfactory levels. The results further showed a moderate positive and statistically significant relationship between reading comprehension and academic performance in English.

Based on these findings, it was concluded that reading comprehension is an important factor associated with pupils' academic performance in English. Pupils with higher comprehension levels tend to achieve better academic outcomes.

It is recommended that pupils engage in regular reading activities, teachers implement differentiated instruction and targeted interventions, and school administrators support reading programs that enhance comprehension skills. Future researchers are encouraged to explore additional variables that may influence academic performance.

Keyword: Academic Performance, English, Grade 4 Pupils, Reading Comprehension, Phil-IRI

1. INTRODUCTION

Reading comprehension is a vital skill that helps elementary pupils succeed in school. It enables them to understand stories, follow written instructions, and answer questions based on what they have read. In English classes, pupils are expected not only to recognize words but also to explain ideas, identify key details, and draw simple conclusions from texts. As pupils reach Grade 4, reading tasks become more demanding because lessons require deeper understanding and more independent work. Duke and Cartwright (2021) explain that comprehension supports vocabulary growth and overall academic development in young pupils. In the Philippines, recent education reports continue to emphasize the need to strengthen reading skills among elementary pupils to improve learning outcomes (Department of Education, 2022).

Many elementary pupils still experience difficulty in understanding texts appropriate for their grade level. Teachers often notice that some pupils can read sentences clearly but struggle to explain their meaning. Santos (2021) points out that several intermediate-grade pupils remain at instructional or frustration levels in comprehension, which may affect their classroom performance. When pupils do not fully understand written materials, they may find it challenging to answer written tests, complete seatwork accurately, or participate confidently in discussions. Although schools regularly assess reading ability, fewer local studies examine how pupils' comprehension levels relate to their actual academic performance in English.

This study is important to pupils, teachers, school administrators, and future researchers. The findings may help them become more aware of

students' reading strengths and areas for improvement. It may provide guidance in planning suitable reading activities and classroom strategies.

Existing studies have shown that reading comprehension contributes to academic success by enabling pupils to process information in texts and respond correctly to assessment tasks. Torppa et al. (2020) note that pupils who develop stronger comprehension skills in the elementary years are more likely to perform better academically over time. In Philippine public schools, reading levels are commonly identified through structured reading assessments that teachers use to guide instruction (Department of Education, 2018). However, limited research has closely examined how these identified reading comprehension levels relate specifically to English grades among Grade 4 pupils in public elementary schools.

The main objective of this study was to determine the relationship between Grade 4 pupils' reading comprehension levels and their academic performance in English. This study was conducted during the School Year 2025 to 2026 at Don Carlos Norte Elementary School. The respondents of the study are Grade 4 pupils officially enrolled in the said school during the conduct of the research. Their reading comprehension was measured using the Philippine Informal Reading Inventory for Grade 4 pupils, and their academic performance was based on their recorded 3rd quarter English grade.

1.1 Statement of the Problem

This study aimed to determine the reading comprehension levels of Grade 4 pupils and their academic performance at Don Carlos Norte Elementary School.

Specifically, it sought to answer the following questions:

1. What is the level of reading comprehension of grade 4 pupils in English?
2. What is the level of academic performance of the grade 4 pupils in English?
3. Is there a significant relationship between the level of reading comprehension and the academic performance of grade 4 pupils in English?

1.2 Hypothesis of the Study

The hypothesis is formulated from the given objective of the study:

Ha: There is a significant relationship between the level of reading comprehension and the academic performance of grade 4 pupils in English.

2.METHODOLOGY

This section presents the study's research methodology. It includes the research design, study locale, map of the locale, study respondents, sampling procedure, research instruments, instrument administration, scoring procedure, ethical considerations, data-gathering procedure, and statistical treatment.

2.1 Research Design

This study employed a descriptive-correlational research design to determine the reading comprehension level of Grade 4 pupils and examine its relationship with their academic performance. This design is appropriate because it describes existing conditions and analyzes the relationships among variables. The reading comprehension level, measured through the Philippine Informal Reading Inventory, serves as the independent variable, while academic performance, based on pupils' recorded English grades, serves as the dependent variable. Since the data are numerical and analyzed using statistical procedures to determine the strength and direction of association, a quantitative approach is suitable for addressing the research objectives.

2.2 Locale of the Study

This study was conducted at Don Carlos Norte Elementary School, a public elementary school located in the municipality of Don Carlos, Bukidnon. The school operates under the Department of Education and serves pupils from the surrounding barangays, providing basic education.

The school administers structured reading assessments to monitor pupils' comprehension levels, making it an appropriate setting for examining the relationship between reading comprehension and academic performance. Its Grade 4 population provides a relevant group of pupils transitioning to more complex reading tasks, allowing the study to explore how comprehension skills relate to their academic

achievement in English in an actual classroom context.

2.3 Sampling Procedure

This study employed total enumeration to select the respondents from the population of Grade 4 pupils at Don Carlos Norte Elementary School during the School Year 2025 to 2026. Total enumeration is a sampling technique in which all members of the identified population are included as respondents, ensuring complete representation of the group. This approach was appropriate because the number of Grade 4 pupils was manageable and accessible, allowing the researchers to gather data from the entire population. By including all pupils who met the inclusion criteria, the study captured the full range of reading comprehension levels and academic performance within the group.

2.4 Research Instrument

The study used the Philippine Informal Reading Inventory as the primary research instrument for determining the reading comprehension level of Grade 4 pupils. The PHIL-IRI was a standardized diagnostic reading assessment prescribed by the Department of Education for use in public elementary schools to assess pupils' reading performance and comprehension abilities (Department of Education, 2018). It consisted of graded English reading passages accompanied by comprehension questions and included components for oral reading, silent reading, and listening comprehension, depending on the level administered.

The PHIL-IRI measured pupils' reading comprehension by scoring their responses to comprehension questions and classifying them into independent, instructional, or frustration reading levels according to established criteria. This categorical scale was used to determine the study's independent variable, reading comprehension level. The results obtained from the PHIL-IRI were then related to pupils' academic performance in English to examine the relationship between reading comprehension and academic performance in English.

Administration of the research Instrument

Prior to data collection, permission was secured from the school administration to conduct the study. The Philippine Informal Reading Inventory

was administered to the Grade 4 pupils in accordance with the standard procedures prescribed by the Department of Education. The assessment was conducted during regular school hours in a classroom setting to ensure a familiar and conducive testing environment. Clear instructions were given to the pupils before administering the instrument to ensure a uniform understanding of the task.

The pupils' responses were recorded and scored based on the PHIL-IRI guidelines, and the results were compiled to determine their reading comprehension levels. Academic performance data were obtained from official school records with the approval of the school administration. All completed assessment results were collected and organized systematically to ensure accuracy and confidentiality during data processing and analysis.

2.5 Scoring Procedure

The reading comprehension of the Grade 4 pupils was scored following the standard procedures of the Philippine Informal Reading Inventory. After reading the assigned Grade 4 passage, each pupil answered five to eight comprehension questions related to the text. One point was given for every correct answer, while zero was assigned for incorrect or unanswered responses. The total number of correct answers was divided by the total number of comprehension questions and multiplied by one hundred to obtain the Comprehension Score. The percentage score was then interpreted using the PHIL-IRI criteria, where 80 to 100 percent was classified as the independent level, 59 to 79 percent as the Instructional level, and 58 percent or below as the Frustration level. The comprehension classification of each pupil served as the basis for describing their reading comprehension level and for analyzing its relationship with their academic performance in English. The scoring procedure below was used to measure pupils' reading comprehension levels:

Percentage Score	Reading Comprehension Level
80% – 100%	Independent
59% – 79%	Instructional
58% and below	Frustration

For the academic performance, the following scoring procedure was used:

Academic Performance Description (DepEd Order No. 8, series of 2015)	Qualitative
90 – 100	Outstanding
85 – 89	Very Satisfactory
80 – 84	Satisfactory
75 – 79	Fairly Satisfactory
Below 75	Did Not Meet the Expectations

2.6 Ethical Considerations

Ethical principles were strictly observed throughout this study to protect the rights and welfare of the respondents. Informed consent was obtained from all participants after a clear explanation of the study's purpose, procedures, and the voluntary nature of participation. Respondents were informed that they could withdraw at any time without consequences. Confidentiality was ensured by excluding personal identifiers from the research instruments and in data processing, while all collected data were kept secure and used solely for academic purposes.

Data Gathering Procedure

The data-gathering process began with the preparation of a formal request letter seeking permission to conduct the study, which was submitted to the principal of Don Carlos Norte Elementary School. Upon approval, coordination was made with the Grade 4 teachers to schedule the administration of the research instrument during regular class hours. The researchers then prepared the necessary materials and ensured that the procedures adhered to the Department of Education guidelines for administering the Philippine Informal Reading Inventory.

The Philippine Informal Reading Inventory was administered to all Grade 4 pupils in a controlled classroom setting, and clear instructions were provided prior to the assessment. Pupils' responses were collected and scored based on the prescribed criteria to determine their reading comprehension levels. Academic performance data were obtained from official school records with proper authorization. All data gathered were checked for completeness, compiled, and organized systematically in preparation for statistical analysis.

2.7 Statistical Treatment

For the first objective, frequency and percentage were used to describe the distribution of Grade 4 pupils by reading comprehension level, based on the Phil-IRI results. These measures showed how many pupils fell under the independent, instructional, and frustration levels. In addition, the mean and standard deviation were computed to describe the pupils' overall comprehension performance. The mean provided the average comprehension score, while the standard deviation indicated the variability of the scores around the mean, showing the consistency of pupils' reading comprehension performance.

For the second objective, frequency and percentage were used to describe the distribution of pupils' academic performance in English across the established performance levels. These measures showed how many pupils fell under each performance category and the proportion they represent in the group. In addition, the mean and standard deviation were computed to describe the overall level of the pupils' academic performance in English. The mean provided the average grade of the respondents, while the standard deviation showed the degree of variation in pupils' academic performance.

For the third objective, the Pearson product-moment correlation was used to assess the relationship between pupils' reading comprehension scores and their academic performance in English. This statistical tool measured the strength and direction of the relationship between the two variables and was used to test whether a significant relationship existed between reading comprehension level and academic performance.

3.RESULTS AND DISCUSSIONS

3.1 Reading Comprehension of Grade 4 Pupils

Table 1 presents the distribution of Grade 4 pupils by reading comprehension level according to the Phil-IRI classifications. It shows the frequency and percentage of learners who performed within the independent, instructional, and frustration ranges, along with the computed mean and standard deviation of their overall comprehension scores.

Table 1. Reading Comprehension of Grade 4 Pupils

Reading Comprehension	Frequency	Percentage	Qualitative Description
80%-100%	92	76	Independent
59% -79%	25	21	Instructional
58% and below	3	3	Frustration
Total	120	100	
Mean = 82.03		SD = 9.47	Independent

The results show that most Grade 4 pupils are classified under the independent level, as indicated by 76 percent of the respondents. A smaller portion of the pupils falls under the Instructional level at 21 percent, while only 3 percent are categorized under the Frustration level. The mean score of 82.03 falls within the independent range under the scoring criteria, indicating that the group's average performance meets the highest level of comprehension. The standard deviation of 9.47 suggests that the pupils' scores are relatively close to the mean, showing minimal variability in reading comprehension performance among the respondents.

The results indicate that the reading comprehension level of the Grade 4 pupils is at the independent level. According to the scoring procedure, most pupils can understand grade-level texts with minimal teacher support. The presence of pupils at the Instructional level indicates that some learners still require guidance to fully comprehend texts, while those at the Frustration level have difficulty understanding reading materials. Overall, the findings indicate a high level of reading comprehension among the pupils, with only a small proportion showing lower levels of comprehension.

The findings of this study are supported by Kim (2020), who explained that learners with stronger reading comprehension skills are better able to understand academic texts and perform effectively on school tasks. Similarly, Snow (2020) emphasized that comprehension develops when learners can connect new information to prior

knowledge, as evidenced among pupils at the independent level. In addition, Duke and Cartwright (2021) noted that pupils with higher comprehension skills are better prepared to engage with complex texts, which supports the high level of performance observed in this study. These studies align with the present findings, which show that most Grade 4 pupils demonstrate a strong level of reading comprehension.

3.2 Academic Performance of Grade 4 Pupils

Table 2 presents the distribution of the Grade 4 pupils' academic performance based on DepEd Order No. 8, s. 2015. It summarizes the number and percentage of learners falling under each performance descriptor, from Outstanding to Did Not Meet Expectations, and includes the mean and standard deviation of their overall grades.

The results indicate that most Grade 4 pupils fall under the Outstanding level, accounting for 46% of the respondents, followed by 28% under Very Satisfactory. A smaller proportion of pupils are classified as Satisfactory (16%) and Fairly Satisfactory (8%), while only 2% fall under Did Not Meet Expectations. The computed mean grade of 82.35 falls within the Satisfactory range based on the DepEd performance descriptors. The standard deviation of 4.33 indicates that the pupils' grades are tightly clustered around the mean, indicating low variability in academic performance among the respondents.

Table 2. Distribution of the Grade 4 Pupils' Academic Performance.

Academic Performance	Frequency	Percentage	Qualitative Description
90 – 100	56	46	Outstanding
85 – 89	34	28	Very Satisfactory
80 – 84	19	16	Satisfactory
75 – 79	10	8	Fairly Satisfactory
Below 75	1	2	Did Not Meet the Expectations
Total	120	100	
Mean = 82.35		SD = 4.33	Satisfactory

The results indicate that the academic performance of the Grade 4 pupils is at the Satisfactory level. Based on the DepEd grading scale, the pupils have met the expected

competencies in English. The presence of pupils in the Outstanding and Very Satisfactory levels shows that a considerable number of learners perform beyond the expected standard, while those in the Satisfactory and Fairly Satisfactory levels demonstrate adequate but varying degrees of mastery. The small number of pupils who did not meet expectations indicates that only a few learners experience difficulty in achieving the required competencies. Overall, the findings reflect a generally satisfactory level of academic performance among the pupils.

The findings of this study are supported by Luciano et al. (2020), who explained that pupils' academic performance is influenced by their ability to handle text-based classroom tasks and learning requirements. In addition, Santos (2021) stated that academic performance reflects the combined influence of reading ability, study habits, and classroom engagement. Valdez (2020) also noted that differences in learning conditions and participation may affect pupils' academic outcomes even when they possess adequate reading skills. These studies support the present findings, which show that the pupils demonstrate a generally satisfactory level of academic performance with variations across performance levels.

3.3 Relationship Between Reading Comprehension and Academic Performance

Table 3 presents the correlation between pupils' reading comprehension levels and their academic performance in English, as measured by Pearson's *r*. It displays the computed correlation coefficient along with the corresponding *p*-value, indicating whether the relationship is statistically significant.

Table 3. Correlation between Reading Comprehension and Academic Performance in English of Grade 4 Pupils.

	Pearson r value	P- value	Interpretati on
Reading Comprehensi on	0.478	0.000* *	Highly Significant

** $p < 0.05$, NS = Not Significant

The results show a positive correlation between reading comprehension and academic performance in English, as indicated by the *r* value

of 0.478. This value falls under a moderate relationship based on standard correlation interpretation. The *p*-value of 0.000 is less than the 0.01 significance level, indicating that the relationship between the two variables is statistically significant. The results show that higher reading comprehension scores are associated with higher academic performance in English.

The results indicate a significant relationship between reading comprehension and academic performance in English among Grade 4 pupils. The moderate positive correlation shows that higher reading comprehension levels are associated with higher academic performance. Based on the findings, reading comprehension is an important factor in pupils' performance in English. The significant result also indicates that the relationship between the two variables is not due to chance and reflects a consistent pattern within the data. Therefore, the affirmative hypothesis is accepted and not rejected, confirming that a significant relationship exists between reading comprehension and academic performance in English.

The findings of this study are supported by Akin (2022), who explained that reading comprehension is closely related to academic achievement on tasks that require interpreting written texts. Similarly, Orellana et al. (2024) found that comprehension skills significantly predict academic performance in text-based learning environments. Denton et al. (2021) also emphasized that improvements in reading comprehension can lead to better academic outcomes in language subjects. These studies support the present findings, which show a significant relationship between reading comprehension and academic performance in English.

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