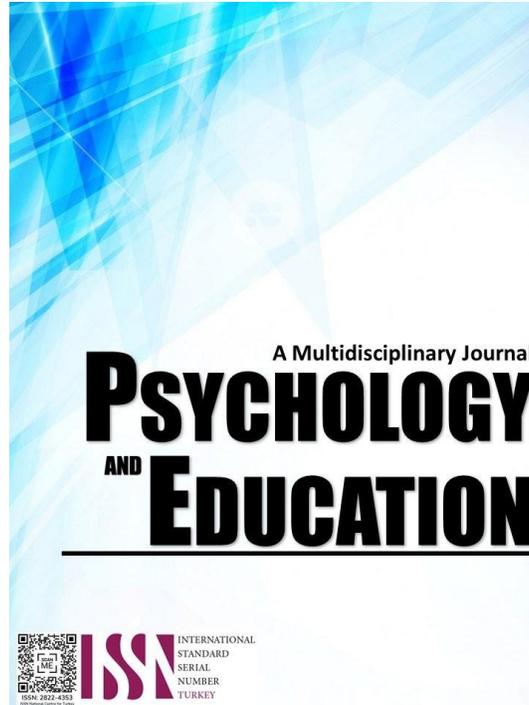


PERFORMANCE IN READING IN FILIPINO OF GRADE 3 LEARNERS: BASIS FOR ACTION PLAN



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Volume: 52

Issue 5

Pages: 562-567

Document ID: 2026PEMJ5080

DOI: 10.70838/pemj.520504

Manuscript Accepted: 01-22-2026

Performance in Reading in Filipino of Grade 3 Learners: Basis for Action Plan

Cristina O. Salazar*

For affiliations and correspondence, see the last page.

Abstract

This study assessed the reading performance of Filipino Grade 3 learners at Francisco Balagtas Elementary School, District III, Division of Manila, during the School Year 2024–2025. Employing a quantitative-descriptive research design, the study described the learners' level of reading performance using results from teacher-made tests. It examined the factors affecting reading comprehension in Filipino in terms of learner, language, school, and home factors. Data were gathered from existing school records, reports, and documents, with Filipino teachers providing essential information to address the research problems. Statistical treatment of data was done using the weighted mean. Findings revealed that out of 328 Grade 3 learners, 38.41% demonstrated an average level of reading performance, while 30.49% showed a high level and 31.10% exhibited a low level of performance. Learner-related factors such as nutritional status and poor study habits greatly affected reading skills, while absenteeism had a lesser effect. Language factors, including limited vocabulary and low comprehension level, significantly influenced performance. School-related factors, particularly the lack of appropriate teaching strategies, inadequate instructional materials, and the absence of a functional library, also posed considerable challenges. Moreover, home-related factors such as lack of parental follow-up, low educational background of parents, and absence of reading materials at home were identified as major contributors. Overall, these factors affected reading performance to a moderate extent. Based on the findings, an action plan was proposed to enhance the reading skills of Grade 3 learners through improved instructional strategies, provision of adequate reading materials, teacher professional development, and strengthened school and home support. The study recommends the implementation of the proposed action plan and further research to validate the findings on a broader scale.

Keywords: *reading performance in Filipino, grade 3 learners, reading comprehension factors, quantitative-descriptive research, action plan for reading improvement*

Introduction

In the field of education, language is one of the important factors that should be given attention because it is the key to learning and achievement of learners in various academic subject areas. Bilingualism refers to the use of two languages in some proportion in order to facilitate learning by students who have a proficiency in their mother tongue and are acquiring proficiency in the other.

The Philippines is a bilingual country. More so, it is a multilingual nation. The necessity to preserve the national language has been one of the major problems in the field of language planning in the country for several decades now.

The issue of the use of language is a worldwide concern that has a great impact on society. In the Philippines, it tries to respond to the demands of globalization, which involves the transmission of culture through language. Language experts, lawmakers, and educators are finding ways to improve quality instruction where students are expected to be academically and intellectually competent in school.

Reading is the open sesame for acquiring knowledge. One can learn to read, and they can read to learn just about anything. It is a skill used to recognize a visual form that is associated with previous experiences and learning in order to interpret its meaning. Among all the skills that students need to know, reading is considered to be one of the most important, especially in today's world, where reading is fundamental to success (Paguyan & Taoc, 2022).

Reading is a complex process as it involves sensation, perception, comprehension, application, and integration. It is the process of making and getting meaning from printed words and symbols. Reading as a whole is a means of communication and of information and ideas. Tomas (2021) reported that 85% of the things that people do involve reading. Moreover, reading is the foundation of academic success and lifelong learning.

According to Decena (2021), reading is one of the macro-skills that should be developed among learners to become successful in their literacy and academic endeavors. It is the most significant skill to master to ensure success in learning. It is believed that failure in all other academic subjects can be attributed to the learners' inability to read and comprehend. Several exercises are designed by teachers to help children develop their reading skills.

The ability to read and comprehend is an essential skill for students to survive and understand how society works because most information is presented through text. Reading is one of the most important and useful skills necessary in the learning process of a learner. The development of reading proficiency is of great emphasis, especially during the formative years of learning, because it is a prerequisite needed for the preparation and development of higher-order thinking skills among the learners. Thus, a rigid foundation of this skill can result in a better use, understanding, and acquisition of knowledge (Sali, 2023).

The efficacy of reading comprehension is intricately shaped by a combination of individual factors such as vocabulary proficiency, cognitive abilities, and socio-economic background, alongside external elements like teaching methodologies and resource availability. According to Manguilimotan et.al. (2024), the key to successful reading comprehension lies in the mastery of essential skills, including decoding, vocabulary acquisition, and critical thinking, which collectively enable readers to understand and interpret written texts with depth and precision.

Altivo (2023) elucidated that the process of comprehension begins when we start to read and continues even after the reading is finished. Good readers use pre-reading strategies like previewing the text and post-reading strategies like summarizing, in addition to the many methods they use to make meaning during reading itself. By dividing instruction into pre-reading, during-reading, and post-reading, teachers can design activities for each stage that will improve students' comprehension and also provide opportunities for teachers to demonstrate strategies that readers can use at each stage.

In the Philippines, like any other country today, education is the main force for competition and survival of the country. In the end, the school of the future, in particular, and the future of education in general, depend not only on the curriculum, teaching, and learning methods but also on the political will and conviction of the government to make them work. Through the Department of Education (DepEd), curricular redirection was seriously done early this century.

As Claessen (2020) coined, reading difficulties are present in the world. The Program for International Student Assessment (PISA) Results from PISA 2018 revealed that reading is among the areas in which fifteen-year-old students in the Philippines scored lower than those in the majority of the countries and economies that participated in PISA 2018. The country's average reading score was 340 points, on a par with that of the Dominican Republic. No country scored lower than the Philippines and the Dominican Republic.

To help raise the achievement level of the students, the Department of Education (DepEd) saw the need for a refined curriculum whose components have been clustered into (a) fewer learning areas with (b) better integration of competencies and topics within and across these learning areas and with (c) more time not for additional subject matter that will overload our learners but for the mastery and essential competencies and for personal analysis and reflection on the major concepts. The outcome is a restructured, upgraded, and more integrated curriculum where every learning competency is useful.

One of the goals of the new elementary education curriculum is the development of functional literacy in Filipino and English as basic tools for further learning. Filipino is a learning area, and the medium of instruction for Makabayan is in recognition of its purifying role as the national language and as a symbol of national identity. Having Filipino as a constitutionally mandated national language, it must, therefore, be taught to achieve the function of language, which is communication.

In the present language situation in the country, Filipino is the lingua franca, making it the second language in non-Tagalog areas. Unfortunately, however, proficiency in Filipino had deteriorated. While Filipino students are comfortable with spoken Filipino, they have problems with reading and writing.

Reading, being a tool subject, is so essential that a teacher must provide all the developmental reading instructions that students need. Gabejan and Quirino (2021) affirmed that it is a vital component of academic learning that helps the reader become a learned one in the broader community. If a child is deficient in reading, he encounters difficulty in all subject areas. Failure to achieve sufficient proficiency in reading hinders his access to the needed tools for further reading. Thus, a teacher must give special attention to those who have difficulties in reading.

There is a need for more research that would highlight the importance of using the language effectively in the teaching and learning process, which can possibly enhance the academic performance of students. Hence, the importance of conducting this study would give a meaningful rationalization regarding the use of language in teaching, whether it can promote better academic performance in learning Filipino.

In Francisco Balagtas Elementary School, the data on learners' performance indicate that the learners have been performing very low in Filipino. An analysis made by the researcher showed that the mean percentage scores of at least three school years were below 75 percent, a clear manifestation that Filipino is a difficult subject in the elementary grades.

Realizing the importance of Filipino as a learning area in the basic education level and aware of the importance of tests to improve the performance of learners, the researcher conducted this study to enhance the reading performance in Filipino of the Grade 3 learners in Francisco Balagtas Elementary School, District III, Division of Manila, during the school year 2024-2025.

Research Questions

This study assessed the reading performance of the Grade 3 learners in Francisco Balagtas Elementary School, District III, Division of Manila, during the school year 2024–2025. Specifically, it sought to answer the following sub-problems:

1. What is the level of performance in Reading in Filipino of the Grade 3 learners?
2. What are the factors that affect the reading comprehension of Filipino Grade 3 learners?
3. What action plan may be proposed to enhance the reading performance of the Grade 3 learners?

Methodology

Research Design

This study assessed the reading performance of Filipino Grade 3 learners in Francisco Balagtas Elementary School, District III, Division of Manila, during the school year 2024-2025 through the quantitative-descriptive research design. The quantitative-descriptive research design was used to describe the level of performance in Reading in Filipino of the Grade 3 learners based on the results of teacher-made tests. It was also employed to look into the factors that affect the reading comprehension of Filipino Grade 3 learners in terms of learner factors, language factors, school factors, and home factors. Based on the findings of the study, an action plan was proposed to enhance the reading performance of the Grade 3 learners.

Respondents

The sources of data in this study were the reports and documents available during the time of the study. The teachers in the Philippines provided pertinent information needed to answer the sub-problems raised in the study.

Instrument

The main data gathering instrument in the study was a constructed questionnaire which focused on the reading skills of the Grade 3 learners. The questionnaire also looked into the factors that affect the reading skills of the learners, along with learner factors, language factors, home factors, and others.

Upon completion of the questionnaire, it was presented to the researcher's adviser. All suggestions were incorporated to improve the instrument. The researcher personally administered the questionnaires for easy retrieval. The data gathered were tabulated and interpreted using appropriate statistical tools.

Data Analysis

The tool was used to treat the data statistically:

Weighted Mean was employed to answer sub-problem number 2.

Table 1. *Data Interpretation*

<i>Relative Values</i>	<i>Statistical Limit</i>	<i>Descriptive Equivalent (DE)</i>
5	4.50-5.00	Full Extent (FE)
4	3.50-4.49	Great Extent (GE)
3	2.50-3.49	Moderate Extent (ME)
2	1.50-2.49	Slight Extent (SE)
1	1.00-1.49	Not AT All (NAA)

Results and Discussion

This section presents the results of data gathered, their analysis, and interpretation to answer the sub-problems raised in the study.

Level of Performance in Reading in Filipino of the Grade 3 Learners

This section presents the level of performance in Filipino of the Grade 3 learners in Francisco Balagtas Elementary School, District III, Division of Manila, during the school year 2024-2025, based on their final ratings to answer sub-problem number 1.

Table 2 presents the level of performance of Filipino learners in Filipino of the Grade 3 learners of Francisco Balagtas Elementary School.

Table 2. *Level Of Performance In Reading In Filipino*

<i>Performance Rating</i>	<i>f</i>	<i>%</i>
High	100	30.49
Average	126	38.41
Low	102	31.10
Total	328	100%

As presented in Table 2, there were 100 or 30.49% Grade 3 learners who obtained a "high" level of performance in Filipino. This means that the Grade 3 learners had a very high degree of understanding and acquisition of concepts and skills in Filipino. There were 128 or 38.41% who had an "average" rating in Filipino, which indicates a high degree of understanding and acquisition of concepts and skills in Filipino. There were 102 or 31.10% of the learners who had a "low" level of performance in Filipino, which indicates a weak understanding and acquisition of concepts and skills.

These results imply the need for the Grade 3 learners to enhance their level of performance in the subject for instructional materials. They can be used to support the content of a lesson, help the pupils learn new concepts, and provide practice opportunities. They are essential since they help the teacher and learners avoid overemphasis on recitation and rote learning that can easily dominate a lesson.



They allow learners to have practical experiences, which help them develop skills. Academic performance is a student's ability to achieve the academic expectations established, which include obtaining good grades, actively participating in class, and demonstrating a solid understanding of the concepts being taught.

Factors That Affect the Reading Skills of the Grade 3 Learners

This section presents the factors that affect the reading skills of the Grade 3 learners in Francisco Balagtas Elementary School in terms of learner, language, school, and home factors as perceived by the teachers to answer sub-problem number 2. The data are presented in Tables 3, 4, 5, and 6.

Learner Factors

The learner factors that are perceived to affect the reading skills of the Grade 3 learners are presented in Table 3.

Table 3. Learner Factors That Affect The Reading Skills Of The Grade 3 Learners

<i>Indicators</i>	<i>WM</i>	<i>DE</i>
Nutritional factors	4.00	GE
Learners are not motivated to read	3.00	ME
Learners read stories, selections, and essays selectively	2.50	ME
Learners' poor study habits	3.50	GE
Absenteeism	2.00	SE
Overall WM	3.00	ME

Legend: WM = Weighted Mean; point values and equivalents are as follows: 5 (4.50–5.00) = Full Extent (FE), 4 (3.50–4.49) = Great Extent (GE), 3 (2.50–3.49) = Moderate Extent (ME), 2 (1.50–2.49) = Slight Extent (SE), and 1 (1.00–1.49) = Not at All (NAA).

As shown in Table 3, an overall weighted mean of 3.00 was reflected in the learner factors that affect the reading skills of the Grade 3 learners, interpreted as a moderate extent. The item “nutritional status” got the highest assessment with a weighted mean of 4.00, interpreted as to a great extent, followed by the item “learners' poor study habits” with a weighted mean of 3.50, likewise to a great extent. The lowest assessment, stated as “absenteeism,” belonged to a slight extent, with a weighted mean of 2.00. Of immediate concern to reading teachers is the indirect effect of nutritional deficiencies on the learning process. Such nutritional problems contribute to impaired learning through mental abilities, reduced energy, or behavioral disorders. Reading teachers should be aware of these possible symptoms and causes of learning impairment and try to provide nutrition education.

Several learner factors significantly influence reading skills in pupils, including individual characteristics, family support, and school-related aspects. Individual factors encompass cognitive abilities, vocabulary knowledge, and motivation to read. Family support, such as access to reading materials and encouragement, plays a vital role. Additionally, school-related factors like teaching methodologies and the learning environment can impact reading development.

Language Factors

The language factors that affect the reading skills of the Grade 3 learners are presented in Table 4.

Table 4. Language Factors that Affect the Reading Skills of the Grade 3 Learners

<i>Indicators</i>	<i>WM</i>	<i>DE</i>
Learners' poor/ limited vocabulary	3.50	GE
Learners' poor grammar and spelling	3.00	ME
Low comprehension level	4.00	GE
Selections contain unfamiliar words	3.00	ME
Learners are not immersed in English	2.50	ME
Overall WM	3.20	ME

Legend: WM = Weighted Mean; point values and equivalents are as follows: 5 (4.50–5.00) = Full Extent (FE), 4 (3.50–4.49) = Great Extent (GE), 3 (2.50–3.49) = Moderate Extent (ME), 2 (1.50–2.49) = Slight Extent (SE), and 1 (1.00–1.49) = Not at All (NAA).

As presented in Table 4, learners have limited vocabulary and low comprehension level, with weighted means of 3.50 and 4.00, respectively, both interpreted as to a great extent. Limited vocabulary knowledge negatively impacts the development of learners' reading comprehension skills. Learners who struggle with reading disabilities most often read less per day than their typically achieving peers, making it more difficult for them to acquire new vocabulary and comprehend academic text.

Language factors that were interpreted to a moderate extent were learners' poor grammar and spelling, selections containing unfamiliar words, and learners not immersed in English, with means of 3.00, 3.00, and 2.50, respectively, the lowest being “learners are not immersed in English.” Language immersion is necessary to expose the learners to the target language, for it plays a key role in the learners' academic performance.

Language factors play a crucial role in the development of reading skills in pupils. Specifically, vocabulary knowledge, understanding of grammar and syntax (sentence structure), and the ability to process language (both spoken and written) are all essential for reading comprehension. Strong oral language skills, including phonological awareness (understanding sounds in words) and listening comprehension, also lay a foundation for learning to read.



School Factors

The school factors that affect the reading skills of the Grade 3 learners are presented in Table 5.

Table 5. School Factors that Affect the Reading Skills of the Grade 3 Learners

<i>Indicators</i>	<i>WM</i>	<i>DE</i>
Teachers lack appropriate strategies and approaches to foster love for reading	4.00	GE
Large class size	3.00	ME
Lack of catchy reading materials	2.50	ME
Inadequate facilities/ materials	4.00	GE
Absence of functional library	3.50	GE
Overall WM	3.40	ME

Legend: WM = Weighted Mean; point values and equivalents are as follows: 5 (4.50–5.00) = Full Extent (FE), 4 (3.50–4.49) = Great Extent (GE), 3 (2.50–3.49) = Moderate Extent (ME), 2 (1.50–2.49) = Slight Extent (SE), and 1 (1.00–1.49) = Not at All (NAA).

As presented in Table 5, the predominant factors found in the study which contribute to the low reading abilities of the Grade 3 learners are teachers’ lack of appropriate strategies and approaches to foster love for reading, inadequate facilities/ materials and absence of functional library, with weighted means of 4.00, 4.00 and 3.50, respectively, all interpreted as to a great extent. The factors interpreted to a moderate extent are large class size and lack of catchy reading materials, with weighted means of 3.00 and 2.50, respectively.

Reading is a skill that can be developed by some learners regardless of the quality of instruction they receive, and an able, well-prepared learner can make the experience of learning to read look fairly effortless. What casual observers may miss is the extent of knowledge and preparation a skillful teacher brings to a classroom that may include learners with a range of impediments to learning to read. Successful reading teachers understand how learners learn to read and how to provide the support they need.

Home Factors

The home factors that affect the reading skills of the Grade 4 learners are presented in Table 6.

Table 6. Home Factors that Affect the Reading Skills of the Grade 4 Learners

<i>Indicators</i>	<i>WM</i>	<i>DE</i>
No follow-up at home	4.00	GE
Less motivation by family to study	3.00	ME
Low educational background of parents	3.50	GE
Household income	2.50	ME
Absence of reading materials at home	4.00	GE
Overall WM	3.40	ME

Legend: WM = Weighted Mean; point values and equivalents are as follows: 5 (4.50–5.00) = Full Extent (FE), 4 (3.50–4.49) = Great Extent (GE), 3 (2.50–3.49) = Moderate Extent (ME), 2 (1.50–2.49) = Slight Extent (SE), and 1 (1.00–1.49) = Not at All (NAA).

As presented in Table 6, home factors had an overall weighted mean of 3.40, interpreted as a moderate extent. The home factors interpreted to a great extent are the following: no follow-up at home, low educational background of parents, and absence of reading materials at home, with weighted means of 4.00, 3.50, and 4.00, respectively. Those interpreted as to a moderate extent are less motivated by family to study and household income, with weighted means of 3.00 and 2.50, respectively.

This would mean that when learners go back to their respective homes after class, they are seldom monitored by their parents; hence, they are less motivated to study. The low educational background also poses a challenge to the learners. Surprisingly, some learners are made to work to help their family’s finances.

Parents’ support systems can help learners achieve success in reading and attain reading comprehension. They should demonstrate a positive attitude towards school through close monitoring of the learners’ progress and supervision of their work. Several home factors significantly influence a child's reading skills. These include the home literacy environment, parental involvement in reading activities, and the availability of reading resources at home. Parental attitudes towards reading, the frequency of shared reading, and the teaching of literacy skills at home also play a crucial role in a child's reading development.

Table 7. Summary Table

<i>Indicators</i>	<i>WM</i>	<i>DE</i>
Learner factors	3.00	ME
Language factors	3.20	ME
School factors	3.40	ME
Home factors	3.40	ME
Overall WM	3.25	ME

As shown in the Summary Table, factors that affect the reading skills of the Grade 3 learners were interpreted as having a moderate extent, which indicates that they have average effects on the reading skills of the learners.

Proposed Action Plan to Enhance Reading Performance of Grade 3 Learners

An action plan was proposed to enhance the reading skills of the Grade 3 learners of Francisco Balagtas Elementary School to answer

sub-problem number 3. The proposed action plan should focus on improving reading skills, fostering a love for reading, and addressing specific needs like non-readers or struggling readers. It should incorporate daily reading interventions, guided reading sessions, and story read-alouds. Effective programs often utilize the five key concepts: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Conclusions

Based on the findings of the study, the following conclusions were drawn:

Most of the Grade 3 learners had an average level of performance in Reading I Filipino. Generally, the reading skills of the Grade 3 learners are affected to a moderate extent by learner, language, school, and home factors. The proposed action plan focused on strategies and approaches to enhance the reading skills of learners.

Based on the findings and conclusions drawn, the following recommendations were offered:

The proposed action should be considered for implementation by concerned school authorities to enhance the reading skills of learners. Reading teachers must expose learners to a variety of reading materials so that it can positively affect learners' level of reading comprehension. Provide opportunities for professional development of reading teachers by sending them to trainings, seminars, and workshops, especially designed to enhance their skills in teaching reading and uplifting the reading proficiency of the learners. The school should allocate a budget for programs, events, and activities directly related to reading activities and include the procurement of materials and books needed for reading remediation activities. Other researchers may undertake a similar study on a wider scope to validate the findings of the study.

References

- Altivo, Malyn C. (2023). "Filipino Reading Comprehension Level of Grade 3 Learners: Basis for Reading Intervention Plan." *International Journal for Multidisciplinary Research*.
- Bernal, Desiree Joy E., Padillo, Jally Be F., & Lim, Rex A. (2022). "Improving the
- Claessen, Mary (2020). "Educators' Perceptions of the Impact of Reading Difficulties for Young People." *Australian Journal of Learning Difficulties*.
- Decena, A. J. (2021). "Survey on the Reading Difficulties of K-12 Learners in Selected Tagalog-Speaking Provinces: Basis for Intervention." *International Journal of Arts, Sciences and Education*.
- Gabejan, Alona Medalia C. & Quirino, Madelyn C. (2021). "Students' Reading Proficiency and Academic Performance." *International Journal of English Language Studies*.
- Manguilimotan, Ramil P., Zabala, Jocelyn T., Pdililo, Gengen G., & Capuno, Reylan G. (2024). "Factors Affecting the Reading Comprehension Skills of Grade 3 Learners." *International Journal of Social Science Research and Review*.
- Paguyan, Princess Carl Rowelyn & Taoc, Adel Jeanne (2022). "Factors Affecting Reading Performance Among Grade 3 Pupils in Boston, Davao Oriental, Philippines." *Davao Research Journal*.
- Reading Comprehension of Grade 8 Learners Using 4Rs (Read, Retell, React, Reflect) Strategy." *International Journal of Humanities, Art and Social Studies*.
- Sali, Fatima Zahra V. (2023). "The Assessment of Reading Comprehension Proficiency of Grade School Learners as Basis for Remediation Program." *Psychology and Education: A Multidisciplinary Journal*.
- Tomas, Mary Jane L. (2021). "The Perceived Challenges in Reading of Learners: Basis for School Reading Programs." *Open Journal of Social Sciences*.

Affiliations and Corresponding Information

Cristina O. Salazar

Lyceum Northwestern University – Philippines

 salazar.cristina002@deped.com.ph