

Internal and External Factors Affecting Reading Performance in English and Filipino

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Abstract

Reading is very important to a pupil. The love of reading may only develop when the child has reading motivation and good reading habits. Family support and the home environment, too are great help in the child's reading development. Hence, this research study aimed to determine the level of the reading factors in reading in terms of reading motivation and reading habit, family support, and home environment among Grade V pupils to identify the level of the respondents' reading performance as to PHIL-IRI result in the First Grading Period, the significant difference between internal factors affecting reading performance and the relationship of the external factors affecting reading performance among Grade V pupils. It was conducted among the Grade 5 respondents ($n=321$) of the five schools in South District. This study used a research-made questionnaire which was tested with a Cronbach result of 0.785. The study used the statistical treatment on the frequency, percentage, mean and standard deviation, and T-test. Findings show that the overall Level of Reading on Internal Factors was high level, and the External Factors resulted in a Very high level; while the PHIL-IRI reading performance is on the Instructional level. Both the internal and external reading factors affect pupils reading performance, thus rejecting the null hypothesis. It is recommended, the reading must be further enhanced both at home and in school for mastery and familiarization with reading materials to help the child develop the love of reading in English and Filipino.

Keywords: *family support, home environment, motivation, reading habit*

1. Introduction

The main purpose of reading is comprehension in two different languages. A child needs to understand better what he reads because this is the best way to develop a love of reading. Children's good reading habits and self-discipline may also increase progress. Indeed, reading is important because a child can understand what the teacher writes on the board. A learner can follow instructions and give a correct understanding of the selection of stories he reads in English and Filipino. This way, one can also increase his learning output in writing, spelling, and vocabulary and develop other reading skills. Likewise, a child's ability to read and comprehend may determine a pupil's success or failure. They must form the habit of reading and motivation to perform well in all subjects, and the family support and home environment may also be better ways to fast reading progress.

The summary of the PISA 2018 results showed that the Philippines also placed the second-lowest in Mathematics (353), along with Panama and Science. Likewise, in the overall results of the national assessments, Briones noted that aside from having learners who struggle to meet learning standards in early language, literacy, and numeracy, there are also low achievement levels in English, Math, and Science which appear to be caused by gaps in learners reading comprehension. This means that many low-performing learners could not comprehend Mathematics and Science word problems that are written in English, Briones explained. Furthermore, family support will be acquired only if parents and teachers provide reliable reading materials; a positive and conducive home environment when everyone at home sets a schedule for reading and makes it a good practice to read both languages in English and Filipino since these two languages were used

in some subjects. Moreover, Mangila (2020) partly discussed that education is hindered lack of motivation and inspiration, especially reading education. Some families do not have enough money to send their children to school; thus, children grow up unable to read and write. Some families are marginally fortunate that they can send their children to a public school; however, their children are learning basic reading at a plodding pace as there are not enough teachers and up-to-date reading materials in this school.

In addition, the low frustration results in PHIL-IRI both in English and Filipino and very slow readers who still in the level of phonetic sounds remained the talk of the campus. Some teachers do not consider the parents as people who can help diagnose and correct the child's learning difficulties. Parents seem to be resistant because they were not trained on how to teach phonics to beginning readers. To increase child's retention, an ample of time and consistent follow-ups to them shall be performed. Koyunco (2020) likewise partly revealed that the factors of achievement also involve familial conditions and reading. Hence, the researcher conducted this study to investigate the internal and external factors affecting reading performance in English and Filipino.

2. Conceptual Review

This research is anchored according to DepEd Order DO 14, s. 2018 on Policy Guidelines on the Administration of the Revised Philippine Informal Reading Inventory, Literacy improvement is one of the Department of Education's priorities (DepEd) priorities. It is anchored on the Department's flagship program: "Every Child a Reader Program," which aims to make every Filipino child a reader and a writer at their grade level. Thus, the DepEd, through the Bureau of Learning Delivery-Teaching and Learning Division (BLD-TLD), shall continue to administer the Revised Philippine Informal Reading Inventory (Phil-IRI) assessment to learners in public elementary schools nationwide effective School Year 2018-2019.

The Philippine Informal Reading Inventory Assessment Tool in English and Filipino is aimed to be used as a classroom-based assessment tool to measure and describe pupils' reading performance both in English and Filipino. Information gathered from the assessment can help classroom teachers design and provide appropriate reading instruction for pupils. At the school level, the information from the Phil-IRI assessment will help school heads plan for appropriate school reading programs or activities for improved pupil learning outcomes. Much similar to reading programs in developed countries, most programs focus on improving reading frequency, enhancing reading instruction in English and Filipino, or both. For instance, Friedlander and Goldenberg (2016) Found a positive impact on Rwandan reading achievement when reading programs both gave books and delivered effective reading instruction.

3. Methodology

The study used a quantitative descriptive correlation research design to determine the internal and external reading factors affecting the Grade V pupils' reading performance in English and Filipino. Under the Cagayan de Oro Schools, in the South district with a total enrolment of one thousand six hundred seventy-seven (1,677) pupils from five schools included, Slovin's Formula was used to determine the given population was selected through stratified random sampling. This was deemed appropriate for this particular study because this intends to investigate the pupils from South District Schools, specifically on Internal and External Factors Affecting Reading Performance in English and Filipino among Grade V Pupils, South District, Cagayan de Oro City.

The instrument utilized is a researcher-made questionnaire to obtain the necessary data from the respondents. It is considered the reliability based on specific factors of internal and external factors affecting reading performance in English and Filipino among Grade V pupils. The questionnaires tested or investigated the internal and external reading factors and reading performance in English and Filipino among Grade V pupils in South District. Specifically: Part I is on the Internal Reading Factors, which focuses on Reading Motivation and Reading Habits. Part II is the External Reading Factors, particularly on the Family Support and Home Environment, each with (4) options: Always, Sometimes, Rarely, and Never. The instrument has a

total of forty (40) items, from which each reading factor has ten (10) items for pupil respondents. Part III is the PHIL-IRI results in English and Filipino in the First Grading Period.

The study used the frequency, percentage, Pearson Moment Correlation, mean, standard deviation, and T-test. The researcher preferred this design and statistical treatment as the best strategic approach to understanding the study. Further, it allowed the researcher to glance at the entire data conveniently, whether the observations with regards to the internal and external factors in reading and pupils' reading performance in English and Filipino, which are described as Always, Sometimes, Rarely, and Never. Moreover, the Pearson Correlation Analysis is used to determine whether there is an association between the internal and external factors and the respondents' reading performance in English and Filipino. It also measured the t-value and p-value to show whether the variables have a relationship. Further, T-test is also used to present the difference in reading performance in English and Filipino and to ascertain whether the variables are significant.

4. Results and Discussion

Table 1

Overall Level of Reading-Internal Factors

Variables	Mean	SD	Description	Interpretation
Motivation	3.23	0.76	Sometimes	High
Reading Habit	3.13	0.75	Sometimes	High
Overall Mean	3.18	0.76	Sometimes	High

Note: 3.26 – 4.00 Very High 2.51 – 3.25 High 1.76 – 2.50 Poor 1.00 – 1.75 Very Poor

Table 1 exhibits the summary of the reading on internal factors. It has an Overall Mean of 3.18 with SD=0.76, which is described as Sometimes and interpreted as High. This means that the pupils were able to achieve the second-highest level of reading as high in terms of internal factors. It implies that pupils need to fully develop reading motivation and reading habits, for it is important to develop a love of reading. Training pupils and providing daily activities in reading help in developing their will to read on their own. This way, a habit of reading is already their routine activity.

In the same table, Motivation got the highest mean of 3.23 with SD=0.7, which is described as Sometimes and interpreted as High. This means that motivation is an important factor in developing a high level of learning. Thus, one must be motivated in what they do in order to succeed, build vocabulary as stock knowledge, improve spelling, and more reading skills and comprehension will be familiarized and mastered.

Reading motivation is one of the best remedies to develop a love of reading intrinsically rather than extrinsically. Children achieved assigning tasks even if they are not told to do so, and this way, their reading progress is lasting and uplifting because they think that the assigned task given them is the utmost challenging work and gives them the freedom of choice to read their favorite educational reading tools may also prolong their interest in reading.

Further, Indrayadi (2021) added that children's learning motivation could influence learning achievement. Thus, motivation can affect the pupils' learning results. Intrinsic motivation makes pupils more engaged in reading activities that impact better reading comprehension. It pushes the pupils to read without rewards. It even works to comprehend a difficult reading passage. Therefore, understanding pupils' reading motivation change is very crucial for teachers when they want to foster greater motivation and more engagement related to reading passages among their pupils in reading activities.

Also, Mangila (2020) mentioned and explained that education is hindered by a lack of motivation and inspiration, especially in reading. Some families do not have enough money to send their children to school. Thus, some children grow up without being able to read and write. Some families are marginally fortunate that they can send their children to a public school. However, their children are learning basic reading at a plodding pace as there are not enough teachers and up-to-date reading materials in this school. The Remedial Reading Program has been established for a long time in the Philippine Basic Education

System. He disclosed how elementary schools in the country established their remedial reading programs to aid struggling readers. Principals should encourage their teachers to evaluate their learners' reading levels so they can provide appropriate interventions for them. The urge to act in support of a goal is what motivates people. It is essential in establishing and achieving our goals. One of the factors influencing human behavior is motivation. It encourages rivalry and fosters interpersonal relationships. The desire to keep making progress toward a life with meaning, purpose and worth living is a component of motivation (Staff, 2020).

Meanwhile, Reading Habit got the lowest with a Mean score of 3.13 with SD=0.75, which is described as Sometimes and interpreted as High. This means that reading habit is an essential factor in developing a high level of learning. Thus, one must develop positive reading habits in what he/she does in order to succeed. It is true that reading habit brings a positive attitude towards reading. It goes together in a manner that when a child is motivated intrinsically and can hit his interest in reading materials that are likable to him, then his attention will be caught, and he will be encouraged to read. Therefore, it is a matter of developing a positive attitude towards various educational reading materials needed to be read by children. Cherry (2022) refers to motivation as the reasons behind someone's actions. It is what motivates people to act in the way they do. The mechanism that starts, directs, and sustains goal-oriented behaviors is known as motivation. In simple terms, motivation pushes a person to do actions that move them towards their goals. The biological, emotional, social, and cognitive variables that drive human behavior are all included in motivation.

Table 2

Overall Level of Reading-External Factors

Variables	Mean	SD	Description	Interpretation
Family Support	3.28	0.78	Always	Very High
Home Environment	3.26	0.82	Always	Very High
Overall Mean	3.27	0.80	Always	Very High

Note: 3.26 – 4.00 Very High 2.51 – 3.25 High 1.76 – 2.50 Poor 1.00 – 1.75 Very Poor

Moreover, the learners' activities at home can greatly affect their level of reading. Therefore, activities at school are more effective if it is being followed up at home by either parents or members of the family. In this way, the child feels important and that what they do in school is important when given value and emphasis at home. Feedback and reinforcement are crucial components of the learning process because they influence pupils' behavior both directly and indirectly. For example, positive reinforcement generally improves pupils' behavior, commitment, and self-perception when employed correctly. On the other hand, unfavorable criticism frequently has the opposite results (Oco, 2022).

In the same table, the highest variable is Family Support. It has a Mean score of 3.28 with SD=0.78, which is described as Sometimes and interpreted as High. This means that family support forms a big part of the child's reading development. It implies that a child who is a reader has a good foundation at home. He was trained well at home and built up his confidence. His positive exposure that starts at home may boost his confidence to face different challenges in school. Since the foundation has a good impact, naturally, this child responds actively in class. He can actively participate because he knows that he has good training at home, that is why he is confident in himself that he can read, speak and write well. Children benefit from reading in a variety of ways, including how it enhances their language development on many levels, develops their imagination and appreciation for stories, gives them a way to express their empathetic side, increases their vocabulary so they can communicate clearly, and promotes engagement and conversation (Mind, 2020).

Meanwhile, the lowest variable, Home Environment, got a Mean score of 3.26 with SD=0.82, which is described as Always and interpreted as Very high. This means that the home environment forms a big part of the child's reading development. Thus, it must also be given attention and regard by all parties. The home environment should have a positive atmosphere, for home is a place where children start to learn in all essential aspects spiritually, emotionally, socially, and physically in a context in which children develop. This means that parental support in providing a conducive home is one way to create a love of reading. Stone (2021) recommended families should participate in reading activities and provide reading areas at home.

Participating can help the child improve their language, reading, and understanding abilities. Additionally, it might increase the child's concentration, attitude, and interest in reading. Providing reading areas at home is crucial for the early literacy development of the child. When reading a book together, the parent should ask their children to relate to the narrative as they read. Ask them to elaborate on their thoughts. Parents can choose books based on their child's interests.

Table 3

Reading Performance based on PHIL-IRI Result - English

Reading Level	F	P	Interpretation
Independent Level	155	48%	Readers function independently with almost perfect reading and excellent comprehension
Instructional Level	126	39%	Readers profit the most from teacher-directed instruction in reading
Frustration Level	42	13%	Readers cannot respond successfully to the reading material
Total	323	100%	
<i>Note:</i> 90% – 100% Independent 75% – 89% Instructional Below 75% Frustration			

Table 3 presents Pupils' Reading Performance in English. It has an Overall Frequency of 126, with a Percentage of 39% described as Instructional and interpreted as Readers profit the most from teacher-directed instruction in English reading. This means that the majority of the pupils have the second highest level of reading performance at instructional level English. It implies that many children's reading performance still falls at an instructional level in English. It means children need more reading practice in English to develop more reading skills in English. The advanced technology is a great help to children to have access to reading practices for they can watch and download their favorite stories and read. Moreover, children now a day prefer to watch English Movies and animated stories. They are influenced by what they see and hear. Repeated activities performed daily will develop their comprehension of English. Many children can speak better English than their national language because they imitate the language they hear from stories and movies. This way, it helped them understand the English stories they read.

Additionally, constant practices in reading are a way toward mastery. The more the child reads, the more his mind will be sharpened. In his way and discovery, the child is expected to enhance his reading skills and develop good comprehension. Teaching the child to read more helps him aim more until he becomes independent. So constant follow-ups from school to home or vice versa is what the child needs in order to hit his reading progress, as the results say that there is always mastery in constant reading practices. This also implies that teachers and parents should work hand in hand as the majority of the pupils were not able to achieve the highest reading performance. This further indicates that although there are pupils who are independent-level readers, their rating is not that high as the overall mean is still at an instructional level. Thus, interventions and reinforcements at home shall be implemented.

On the other hand, the frustration level in English, got a frequency of 42 and with a percentage of 13%, interpreted as Readers cannot respond successfully to the reading material. This means that the majority of the pupils have a poor level of reading performance at a frustration level. It is also true that family support and a home environment would be the best partners in school to help struggling and frustrated readers. Indeed, it takes a village to educate a child. Therefore, working together in school and at home is the best remedy for developing a child's interest in and love of reading. Some parents are unable to teach reading at home because they are not proficient readers. Another problem could be the parents' lack of interest in how

their children were faring in school. Overcrowding in classrooms also is one reason for the poor reading comprehension of learners knowing that teachers have classes to attend. No reading teacher available could spare time longer for frustration level readers (Sornito, 2020).

Table 4 exhibits overall pupils' reading performance with an Overall Mean of 88.77 with SD=6.52, which is described as Instructional and interpreted as Readers profit the most from teacher-directed instruction in reading. This means that the pupils were able to achieve the second-highest level of reading performance in English and Filipino. Further, as observed from the results, the responses of the pupils under frustration level indicate that the internal and external factors affecting their reading skills at home led to low reading skills or performance.

Table 4

Overall Reading Performance in English and Filipino

Variables	Mean	SD	Description	Interpretation
English	89.78	6.10	Instructional Level	Readers profit the most from teacher-directed instruction in reading
Filipino	88.76	6.95	Instructional Level	Readers profit the most from teacher-directed instruction in reading
Overall Mean	88.87	6.52	Instructional Level	

Note: 90% – 100% Independent 75% – 89% Instructional Below 75% Frustration

On the other hand, the overall results also declare that English got the highest mean than Filipino. Though Filipino is a national language, the majority of the pupils prefer to learn better in English. In the 21st century, the young generation is influenced by advanced technology. They love to watch movies and animation in the English language. The conversation they hear and see on TV is in English. This is the reason that the young generation of today can speak English very well even if there is no guidance from adults or family members. A crucial aspect of a child's growth is language development. It helps the child's communication skills. Additionally, it fosters the child's capacity to communicate and comprehend feelings, learn and think, solve problems, and establish and sustain connections. The foundation for learning to read and write is the ability to comprehend, use, and appreciate language (Clark, 2021).

Table 5 reveals the test of correlation between internal factors and pupils' reading performance. In English subject, Motivation got a computed r-value of 0.6142 with p-value=0.000 with the description of moderate positive relationship and is significant at 0.05 level of significance. Reading Habit registered computed r-value of 0.8632 with p-value=0.000 with the description of strong positive relationship and is significant at 0.05 level of significance. This means that significant relationship was registered between internal factors like Motivation and Reading Habit towards pupils' reading performance in English and Filipino. Thus, the null hypothesis is rejected.

This means that internal factors such as Motivation and Reading Habit can affect the reading performance of pupils in English. Children are still very young; therefore, they must be given priority, attention, and assistance as they are still at

The study of Mohseni et al. (2017) discovered that reading motivation, habit, and other intrinsic factors from within positively impact the child's reading development. Additionally, reading motivation that was intrinsic led to greater reading comprehension. Furthermore, teachers should provide remedial or extra activities in Filipino to struggling readers or frustration readers.

Table 5*Test of Correlation on Pupils' Internal Factors and Reading Performance in English and Filipino*

Internal Factors	English			Filipino		
	r-value	p-value	Interpretation	r-value	p-value	Interpretation
Motivation	0.6412	0.000	Moderate Positive Relationship	0.6873	0.000	Moderate Positive Relationship
Reading Habit	0.8632	0.000	Strong Positive Relationship	0.8744	0.000	Strong Positive Relationship

Note: *significant at $p < 0.05$ alpha level

S – significant

NS – not significant

On the other hand, in Filipino subject, Motivation registered a computed r-value of 0.6673 with p-value=0.000 with the description of a moderate positive relationship and is significant at 0.05 level of significance. Reading Habit registered computed r-value of 0.8744 with p-value=0.000 with the description of a strong positive relationship and is significant at 0.05 level of significance. This means that a significant relationship was registered between internal factors like Motivation and Reading Habit towards pupils' reading performance in Filipino. Thus, the null hypothesis is rejected.

This means that internal factors such as Motivation and Reading Habit can affect the reading performance of the pupils. As young learners, adults must understand that children need support, priority, attention, and assistance, for they are still in the developmental stage that needs better guidance. This stage is crucial as this is the foundation of the child's well-being. Thus, to avoid the problem of reading performance among pupils, the teachers together with the assistance of family members, shall provide activities to enhance learners' reading performance both in English and Filipino.

Maglangit et al. (2022) recommended that teachers should assign speech activities for children to practice speaking, such as speech choir and role-playing, to reduce speaking fear both within and outside the classroom. But, more importantly, teachers need to stress to learners and parents how crucial task motivation is for improving academic and reading performance in Filipino and how it is linked to self-determination theory.

Table 6*Test of Correlation on Pupils' External Factors and Reading Performance in English and Filipino*

External Factors	English			Filipino		
	r-value	p-value	Interpretation	r-value	p-value	Interpretation
Family Support	0.8678	0.000	Strong Positive Relationship	0.8367	0.000	Strong Positive Relationship
Home Environment	0.8829	0.000	Strong Positive Relationship	0.8917	0.000	Strong Positive Relationship

Note: *significant at $p < 0.05$ alpha level

S – significant

NS – not significant

Table 6 discloses the test of correlation between external factors and pupils' reading performance. In the English subject, Family Support registered a computed r-value of 0.8678 with p-value=0.000 and with the description of a strong positive relationship and is significant at 0.05 level of significance. Home Environment registered a computed r-value of 0.8829 with p-value=0.000 and with the description of a strong positive relationship and is significant at 0.05 level of significance. This means that a significant relationship was registered between external factors like Family Support and Home Environment towards pupils' reading performance in English. Thus, the null hypothesis is rejected.

Children's achievement in reading involves the multidimensional process, which are familial conditions, parental support, follow-ups, and routines in reading activities to provide consistency to the quality of family context for such repeated interactions. The more there is the positive support, both family presence and availability of reading materials affect the achievement of children. Parents are models. If they read, more children will follow to read. This means that external factors such as family support and home environment can affect the English reading performance of the pupils. Children are very young therefore, they must be given priority, attention, and assistance as they are still at their developmental stage. This stage is crucial as this is the foundation of the child's well-being. The study of Romeo (2022) found that participants' abilities were considerably impacted differently by external factors, namely family support and home environment. The researcher further added that people should read widely in order to gain the knowledge and information they desire in the age of globalization. Similarly to this, pupils who want to acquire new knowledge and skills must read critically to gather information and understand the main points in order to meet their learning objectives. They can then use the information they have learned from reading to better themselves and their communication skills.

In the Filipino subject, Family Support registered a computed t-value of 8.6367 (p-value=0.000) is significant at 0.05 level of significance. Home Environment registered a computed t-value of 5.7914 (p-value=0.000) is significant at a 0.05 level of significance. This means that a significant difference was registered between external factors like Family Support and Home Environment towards pupils' reading performance in Filipino. Thus, the null hypothesis is rejected. This means that external factors such as Family Support and Home Environment can affect the reading performance of the pupils. Children are still very young, and they must be given priority, attention, and assistance as they are still at their developmental stage. This stage is crucial as this is the foundation of the child's well-being. Elarmo (2022) revealed that numerous studies show a strong correlation between children's external factors and their reading abilities, with the most deprived social groups having the highest proportion of poor readers. Education opportunities may be harmed by a number of negative circumstances that are linked to social deprivation. Living in a location where there are not many decent schools, living in poor housing, which increases the likelihood of becoming ill and skipping school to assist the family in earning a living are a few examples.

Table 7

Test of Significance on Internal and External Factors and Reading Performance

Factors	Subject Area					
	English			Filipino		
	t-value	p-value	Interpretation	t-value	p-value	Interpretation
External	4.478	0.000	Significant	5.361	0.000	Significant
Internal	3.889	0.000	Significant	6.217	0.000	Significant

Note: *significant if computed p-value is less than (<) 0.05 alpha level

Table 7 discloses test significance on internal and external factors and pupils' reading performance in English and Filipino. English subject registered computed t-value of 4.478 (p-value=0.000) in external reading factors and Interpreted as significant at 0.05 level of significance. Filipino subject registered computed t-value of 5.361 (p-value=0.000) in external reading factors and registered in internal reading factors with computed t value of 6.217 (p-value=0.000), interpreted as significant at 0.05 level of significance. This means that significant differences in the external and internal reading factors were registered between English and Filipino towards pupils' reading performance. Thus, the null hypothesis is rejected. This implies children are trained to read, write and speak English. However, reading English has been taken for granted because children lack interest, motivation, discipline, and less training. As a result, there are many frustration readers and struggling readers in this subject and other subjects with English language as medium.

On the other hand, Filipino language is also used as the medium of instruction for some subjects like Filipino, Araling Panlipunan, EPP, and MAPEH. It is considered the mother tongue wherein Filipino people used to speak the Filipino language, and children better understand the Filipino language than English. On the

contrary, the overall reading performance results also declare that English got the highest mean than Filipino. Though Filipino is a national language, most pupils prefer to learn better in English. In the 21st century, the young generation of children is influenced and empowered by advanced technology. They watched movies and animations in the English language. The conversation they hear and see on TV have taught them to imitate the language they have learned. This is the reason that the young generation of today can speak English very well even if there is no guidance from adults or family members. No wonder children who learned to speak the English language learned to understand the language from which their comprehension was also developed.

It also means that though English is a universal language, educators and family support should consider the value of patriotism in the country. Above all, English is not only the language taught in all subjects. There are some subjects in the Filipino language. So children should learn both languages to avoid the learning gap in other subjects. 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. Likewise, individuals read street signs, advertisements, menus in restaurants and, recipes from books, the dosage of medicine, among others. Indeed, reading is the foundation of academic success and life learning (Villaros,2021).

5. Conclusions and Recommendations

From the findings of the study, the following conclusions are derived:

1. Motivation and Family Support played vital roles in uplifting children's English and Filipino reading performance in school and at home.
2. Parent-teacher partnership has a vital role in helping children increase their reading performance in English and Filipino.
3. Motivation affects children's behavior towards reading, and a child who is well motivated, particularly intrinsically, will find ways to read, learn and develop his comprehension.
4. Family support registered the highest level of reading performance and has a significant relationship with the reason that children need family support for continuity of learning even at home.
5. The Test Difference on the Phil-IRI assessment (English) showed the highest level of reading performance, and it is significant knowing that English is the universal language and is used as instruction in some subjects.

This study has contributed to the understanding of the internal and external factors affecting reading performance in English and Filipino among Grade V pupils. The recommendations are as follows:

1. To develop a reading habit, continuity of learning and training in reading needs to be implemented both in school and at home with enough reading tools and remediation classes.
2. The school needs more Reading Interventions and Reinforcement. This requires the dedication and commitment of teachers and parents.
3. To uplift or increase the level of reading habit in children, it is recommended that teachers assign speech activities for children to practice speaking, use the advantage of advanced technology for reading purposes only and train them to have a daily reading routine in English and Filipino.
4. The family's support through constant follow-ups and performing home reading activities as remediation may help increase reading retention and increase comprehension in the reading performance of the pupils in English and Filipino.
5. Teachers, in collaboration with parents, need to create reading enrichment activities both in Filipino and English to enhance reading skills that are applicable to all subjects.
6. Future researchers may use this study as their sources to expound more related information and be their basis for enhancing reading programs and innovations in increasing the reading performance of pupils in English and Filipino.

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