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Assessment of Language and Linguistic-in-Text Competencies and Literary Comprehension in Filipino 9: Basis for an Enriched Learning Exercises

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ABSTRACT

This study assessed the language and linguistic-in-text competencies and literary comprehension of Grade 9 learners, examined their relationship, and developed curriculum-aligned Enriched Learning Exercises. A quantitative descriptive-correlational research design with a developmental output was employed involving 218 learners at Basey National High School, Samar, Philippines, during School Year 2026–2027, selected through proportionate stratified random sampling. Data were collected using a validated, researcher-developed, 35-item PISA-inspired assessment aligned with the First Term competencies in Filipino 9, with a Cronbach's alpha of 0.703. Descriptive statistics and Pearson's product-moment correlation were used for data analysis. Results revealed Highly Proficient overall performance in language and linguistic-in-text competencies (94.71%) and literary comprehension (93.99%). However, grammar in text, inferential comprehension, and appreciative and contextual comprehension emerged as priority areas for instructional reinforcement. The overall relationship between the two variables was weak, negative, and statistically nonsignificant ($r = -.101$, $p = .136$), although selected domains exhibited significant positive and negative associations. The study concludes that linguistic competencies and literary comprehension constitute distinct yet complementary instructional areas requiring differentiated reinforcement. Teachers are encouraged to implement and evaluate the proposed Enriched Learning Exercises through contextualized instruction, targeted enrichment, and formative assessment. The study was limited to a single school, First Term competencies, restricted score variability, and the absence of experimental intervention evaluation. Nevertheless, it provides an empirical basis for curriculum-aligned instructional material development, responsive literacy instruction, and evidence-based instructional planning and supervision in Filipino language education.

Keywords: *Curriculum-Aligned Assessment, Descriptive-Correlational Research, Enriched Learning Exercises, Filipino 9, Linguistic-In-Text Competencies, Literary Comprehension*

1. INTRODUCTION

Language and linguistic-in-text competencies and literary comprehension are essential to Filipino language education, enabling learners to communicate effectively, interpret texts, and think critically. Halliday and Matthiessen (2014) described grammar as a resource for constructing meaning, while van den Broek and Kendeou (2024) emphasized the coordinated processing of words, sentences, and discourse in comprehension. Lee and Kim (2024) highlighted the contribution of morphological knowledge to reading comprehension, while Kaldes et al. (2024) identified relationships among morphology, word reading, and comprehension. Similarly, Zheng et al. (2023) established a substantial relationship between grammatical knowledge and reading comprehension. Yoo (2024) emphasized varying inferential demands across text genres. Anchored in the First Term competencies of Filipino 9 for School Year 2026–2027, this study assessed learners' linguistic competencies and literary comprehension at Basey National High School. It employed a curriculum-aligned, PISA-inspired assessment emphasizing contextualized knowledge application, consistent with the assessment principles of the Organisation for Economic Co-operation and Development (OECD, 2023). The study integrates curriculum, assessment, instruction, and supervision as a basis for developing Enriched Learning Exercises. Evidence-based decision-making supports educational interventions responsive to learner needs, professional support, and available resources (Decabooter et al., 2024; Dohinog et al., 2025; Hase & Kuhl, 2024).

Research Problem

National and international assessments cannot adequately identify the specific linguistic and literary comprehension needs of Grade 9 learners at Basey National High School. Variations in classroom assessment coverage and cognitive demands further necessitate a validated, curriculum-aligned assessment. This study addressed the need to determine learners' proficiency across linguistic and literary comprehension domains, examine the relationship between these variables, and develop Enriched Learning Exercises. The findings may guide targeted remediation, differentiated instruction, teacher development, and instructional supervision.

Assumptions of the Study

The study assumed that language and linguistic-in-text competencies and literary comprehension are distinct but potentially associated constructs, with learners demonstrating varying proficiency levels without presuming specific deficiencies or causal relationships. At the 0.05 level of significance, the study tested the null hypothesis that there is no significant relationship between the language and linguistic-in-text competencies and literary comprehension scores of Grade 9 learners at Basey National High School in relation to the First Term competencies in Filipino 9 during School Year 2026–2027. The proposed intervention was considered an evidence-informed instructional output rather than an experimentally validated treatment.

Objectives of the Study

This study aimed to assess the language and linguistic-in-text competencies and literary comprehension of Grade 9 learners at Basey National High School as a basis for developing Enriched Learning Exercises. Specifically, it sought to determine the level of language and linguistic-in-text competencies in terms of vocabulary and word formation, morphology and grammatical forms, syntax, cohesion and coherence, and grammar in text; assess literary comprehension in terms of literal, inferential, analytical, critical or evaluative, and appreciative and contextual comprehension; determine whether a significant relationship exists between the

two variables; and develop curriculum-aligned Enriched Learning Exercises based on the findings.

Conceptual and Theoretical Framework

The study integrates Systemic Functional Linguistics (Halliday & Matthiessen, 2014), Schema Theory (Carrell & Eisterhold, 1983), Reader-Response Theory (Rosenblatt, 1978), Reading Comprehension Theory (Jeon & Yamashita, 2024; van den Broek & Kendeou, 2024), and empirical studies (Kaldes et al., 2024; Lee & Kim, 2024; Liu et al., 2024; Zheng et al., 2023). Communicative Competence Theory explains language proficiency beyond grammatical accuracy. Hymes (1972) emphasized contextually appropriate language use, while Canale and Swain (1980) identified grammatical, sociolinguistic, and strategic competence. Canale (1983) subsequently incorporated discourse competence. These principles support the assessment of linguistic structures and contextual language use. Systemic Functional Linguistics views grammar as a meaning-making resource. Halliday and Matthiessen (2014) explained that linguistic structures enable individuals to represent experiences, establish relationships, and organize coherent discourse. Schema Theory explains comprehension through the interaction of textual information and prior knowledge. Rumelhart (1980) emphasized the role of existing knowledge structures in constructing meaning. Complementarily, Rosenblatt (1978) explained through Transactional Theory that literary interpretation emerges from the interaction between readers, texts, and reading contexts. Collectively, these theories support the assessment of linguistic competencies and literary comprehension as distinct but potentially related constructs, without establishing causation. The study is legally and institutionally supported by the 1987 Philippine Constitution (Art. XIV, Sec. 1– Right to Quality Education), Republic Act No. 10533 (2013), DepEd Order No. 010, s. 2024, and the MATATAG Curriculum. The 1987 Constitution of the Republic of the Philippines, particularly Article XIV, Sections 1 and 3, promotes accessible quality education and critical thinking. Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, supports learner-centered and contextually responsive education. DepEd Order No. 010, s. 2024, establishes guidelines for MATATAG Curriculum implementation (Department of Education, 2024), while DepEd Order No. 8, s. 2015, emphasizes classroom assessment for instructional improvement (Department of Education, 2015). DepEd Order No. 16, s. 2017, promotes research utilization in educational planning and interventions (Department of Education, 2017b). These theoretical and policy foundations guide the development of Enriched Learning Exercises integrating contextualized instruction, targeted remediation, teacher support, formative assessment, and progress monitoring (Department of Education, 2016, 2017a; Dohinog et al., 2025).

Sustainable Development Goal and Multidisciplinary Sustainability Relevance

The study aligns with SDG 4 – Quality Education by promoting literacy development, curriculum-aligned assessment, responsive instruction, and improved learning opportunities through evidence-informed Enriched Learning Exercises. It supports educational sustainability through continuous assessment, targeted remediation, and teacher professional development; cultural sustainability through the appreciation of Filipino language, literature, history, and values; and institutional sustainability through evidence-based instructional planning, resource allocation, supervision, and progress monitoring. These contributions support continuous educational improvement, although the effectiveness of the proposed intervention remains subject to subsequent evaluation.

2. METHODOLOGY

Research Design

The study employed a quantitative descriptive-correlational research design with a developmental output. Quantitative research uses numerical data and statistical procedures to describe variables, examine relationships, and test hypotheses objectively (Creswell & Creswell, 2023). The descriptive component assessed learners' language and linguistic-in-text competencies and literary comprehension, while the correlational component examined the direction, magnitude, and significance of their relationship. The developmental component utilized the assessment findings to formulate curriculum-aligned Enriched Learning Exercises. The study followed the Input-Process-Output model, integrating competency assessment, data analysis, identification of instructional needs, and intervention development. No variables were manipulated, and the proposed intervention was not experimentally implemented or evaluated.

Research Locale or Study Setting

The study was conducted at Basey National High School, a public secondary school in the Municipality of Basey, Samar, Region VIII, under the Department of Education, Schools Division of Samar. It focused on the First Term competencies prescribed in the Filipino 9 Budget of Work for School Year 2026–2027 (Department of Education, 2026), covering literary, linguistic, argumentative, and visual texts. The school was selected to generate context-specific evidence for developing instructional interventions responsive to the learning needs of its Grade 9 learners.

Participants or Data Sources

The respondents consisted of 218 Grade 9 learners selected from a population of 477 learners distributed across 12 sections through proportionate stratified random sampling. Probability sampling gives eligible members of the population a known opportunity to be selected and helps reduce systematic selection bias (Creswell & Creswell, 2023). The sample size was determined using Slovin's formula with a 5% margin of error, with respondents proportionately allocated and randomly selected from each section. Eligible participants were officially enrolled Grade 9 learners who had received instruction in the First Term competencies and provided written parent or guardian consent and learner assent. Dry-run participants, learners who declined participation, and those with substantially incomplete or unusable responses were excluded. Necessary replacements were randomly selected from the same section to maintain proportional representation.

Research Instruments or Materials

The study utilized a researcher-developed instrument entitled "Curriculum-Aligned Assessment in Language and linguistic-in-text competencies and Literary Comprehension for Filipino 9." It consisted of 35 PISA-inspired, stimulus-based multiple-choice items aligned with the First Term competencies. The instrument comprised 17 items assessing vocabulary and word formation, morphology and grammatical forms, syntax, cohesion and coherence, and grammar in text, and 18 items assessing literal, inferential, analytical, critical or evaluative, and appreciative and contextual comprehension. Each item contained four response alternatives with one correct answer. Instrument development involved curriculum mapping, item construction, expert validation, revision, and reliability testing. Two Master Teachers in Filipino and one expert Filipino teacher evaluated its curricular alignment, linguistic accuracy, cognitive demands, answer-key accuracy, and distractor quality. Following revisions, the instrument was pilot-tested among 20 nonrespondent Grade 9 learners, yielding a Cronbach's alpha coefficient of 0.703, indicating acceptable internal consistency for group-level educational analysis. Although PISA-inspired, the instrument was not an official PISA assessment and did not adopt its proficiency scales.

Data Gathering Procedure

Data gathering commenced after securing approval from Cebu Technological University, Main Campus, and the appropriate education and school authorities. The researcher coordinated with the school head, Filipino 9 teachers, class advisers, and authorized personnel regarding respondent selection, assessment schedules, and standardized administration. After obtaining parent or guardian consent and learner assent, the validated 35-item assessment was administered to the 218 respondents under uniform testing conditions. Answer sheets were collected, scored using the finalized answer key, encoded through participant codes, and verified to minimize scoring and data-entry errors. The anonymized data were subsequently analyzed to identify instructional needs and develop curriculum-aligned Enriched Learning Exercises.

Data Analysis

The assessment employed dichotomous scoring, assigning one point for each correct response and zero for incorrect or omitted responses, without negative marking. Frequency, percentage, mean, standard deviation, and Mean Percentage Score (MPS) were used to determine learners' proficiency levels. Overall percentage scores were calculated directly from the corresponding subtest scores to preserve item weighting. MPS results were classified as Highly Proficient (90%–100%), Proficient (75%–89%), Nearly Proficient (50%–74%), Low Proficiency (25%–49%), and Not Proficient (0%–24%). Pearson's product-moment correlation coefficient was used to examine the relationship between language and linguistic-in-text competencies and literary comprehension when its assumptions were adequately satisfied, with Spearman's rank-order correlation designated as an alternative. The null hypothesis was tested at the 0.05 level of significance. Correlation results were interpreted as associations rather than causal relationships. Domain-, dimension-, competency-, and item-level findings were synthesized to identify instructional priorities based on performance, curricular importance, prerequisite value, item quality, and intervention feasibility.

Ethical Consideration

The study observed voluntary participation, informed consent, learner assent, confidentiality, risk minimization, and responsible reporting. Institutional approval and written parent or guardian consent and learner assent were secured before data collection. Participants were informed of the study's purpose, procedures, potential inconveniences, confidentiality safeguards, and right to withdraw without penalty or academic consequences. Standardized administration and reasonable testing time minimized assessment-related discomfort. Participant codes ensured confidentiality, while printed and electronic records were securely stored with restricted access. Records will be retained according to institutional requirements and securely destroyed thereafter. Findings were reported in aggregate form without identifying, ranking, or stigmatizing individual learners, sections, or teachers.

3. RESULTS AND DISCUSSION

3.1 Language and Linguistic-in-Text Competencies of Grade 9 Learners

3.1.1 Vocabulary and Word Formation

The respondents obtained a mean raw score of 3.68 out of 4, with a Mean Percentage Score (MPS) of 92.09% and a standard deviation (SD) of 12.83, interpreted as Highly Proficient. The findings indicate strong competence in interpreting contextual meanings, word structures, and appropriate expressions, although some learners require vocabulary enrichment. This supports the functional perspective of Halliday and Matthiessen (2014) and the findings of Lee and Kim (2024) regarding lexical and morphological knowledge in comprehension. Similarly, Kaldes et al.

(2024) established meaningful relationships among morphological knowledge, word reading, and comprehension.

3.1.2 Morphology and Grammatical Forms

The respondents achieved a perfect mean raw score of 3.00 out of 3, corresponding to an MPS of 100.00% (SD = 0.00), interpreted as Highly Proficient. All 218 respondents answered the three items correctly. The findings demonstrate strong recognition of word structures and grammatical forms, supporting the grammatical competence framework of Canale and Swain (1980) and the findings of Lee and Kim (2024) and Kaldes et al. (2024). However, the limited number of items and absence of score variation suggest a possible ceiling effect rather than comprehensive mastery.

3.1.3 Syntax

The respondents obtained a mean raw score of 2.97 out of 3, equivalent to an MPS of 99.08% (SD = 5.47), interpreted as Highly Proficient. The findings indicate strong competence in recognizing and interpreting sentence structures. This supports Communicative Competence Theory, which emphasizes sentence construction (Canale & Swain, 1980), and Systemic Functional Linguistics, which recognizes syntax as a resource for organizing meaning (Halliday & Matthiessen, 2014). Nevertheless, the limited number of items warrants more complex contextualized assessments.

3.1.4 Cohesion and Coherence

The respondents obtained a mean raw score of 3.78 out of 4, corresponding to an MPS of 94.38% (SD = 13.14), interpreted as Highly Proficient. The findings demonstrate competence in recognizing references, transitions, sequencing, and logical relationships. This supports Canale's (1983) concept of discourse competence and Halliday and Matthiessen's (2014) explanation of linguistic resources in organizing coherent discourse. However, score variability indicates that selected learners may benefit from differentiated activities involving textual connections and paragraph organization.

3.1.5 Grammar in Text

Grammar in text obtained a mean raw score of 2.67 out of 3, equivalent to an MPS of 88.99% (SD = 15.71), interpreted as Proficient. It recorded the lowest MPS and highest variability among the linguistic domains. The findings suggest that contextual grammatical application is more demanding than recognizing isolated linguistic structures. Effective language use requires grammatical, discourse, and sociolinguistic competence (Canale, 1983; Canale & Swain, 1980). This also supports Halliday and Matthiessen (2014), who emphasized grammar as a meaning-making resource within discourse. Consequently, contextualized grammar activities should receive priority in the proposed intervention.

3.1.6 Overall Language and Linguistic-in-Text Competencies

The respondents obtained an overall mean raw score of 16.10 out of 17, corresponding to an MPS of 94.71% (SD = 5.56), interpreted as Highly Proficient. Four linguistic domains were Highly Proficient, while grammar in text was Proficient. The findings demonstrate strong linguistic competence and generally support literature emphasizing grammatical and morphological knowledge in meaning construction (Kaldes et al., 2024; Lee & Kim, 2024; Liu et al., 2024; Zheng

et al., 2023). However, contextual grammatical application remains comparatively less developed, indicating the need for focused rather than comprehensive remediation.

3.2 Literary Comprehension of Grade 9 Learners

3.2.1 Literal Comprehension

The respondents obtained a mean raw score of 2.97 out of 3, equivalent to an MPS of 99.08% (SD = 5.47), interpreted as Highly Proficient. The findings indicate strong competence in retrieving explicitly stated textual information, providing a foundation for higher-order comprehension. This supports Schema Theory, which recognizes textual information as essential to constructing meaning (Rumelhart, 1980). However, the near-perfect performance should be interpreted considering the limited number of assessment items.

3.2.2 Inferential Comprehension

Inferential comprehension obtained a mean raw score of 3.39 out of 4, corresponding to an MPS of 84.75% (SD = 19.49), interpreted as Proficient. It recorded the second-lowest MPS and highest variability among the literary comprehension dimensions. The findings suggest that constructing implied meanings is more demanding than retrieving explicit information. Schema Theory emphasizes integrating textual evidence with prior knowledge to generate inferences (Rumelhart, 1980). Similarly, Yoo (2024) highlighted the demands of inferential processing across text genres. Thus, guided questioning, evidence-based inference, and contextual knowledge activation should be prioritized (Rice & Wijekumar, 2024).

3.2.3 Analytical Comprehension

The respondents obtained a mean raw score of 3.95 out of 4, equivalent to an MPS of 98.74% (SD = 5.48), interpreted as Highly Proficient. The findings demonstrate strong competence in analyzing literary elements, structures, linguistic features, and textual relationships. This supports Schema Theory (Rumelhart, 1980) and the transactional perspective of Rosenblatt (1978), which emphasize active meaning construction. Similarly, Paige et al. (2024) identified reasoning processes as significant contributors to reading comprehension. However, more complex analytical tasks may provide better differentiation of learner abilities.

3.2.4 Critical or Evaluative Comprehension

The respondents achieved a perfect mean raw score of 4.00 out of 4, corresponding to an MPS of 100.00% (SD = 0.00), interpreted as Highly Proficient. The findings indicate strong competence in evaluating claims, interpretations, and perspectives using textual evidence. Paige et al. (2024) emphasized the contribution of critical-thinking processes to reading comprehension. Nevertheless, the perfect performance and absence of score variation suggest a possible ceiling effect, warranting more challenging evaluative assessments.

3.2.5 Appreciative and Contextual Comprehension

The respondents obtained a reported mean raw score of 2.61 out of 3, with a reported MPS of 65.14% (SD = 15.37), interpreted as Nearly Proficient. This dimension recorded the lowest reported proficiency level among the literary comprehension dimensions. The findings suggest difficulties in connecting literary meaning with historical, cultural, social, and personal contexts. Schema Theory emphasizes integrating background knowledge with textual information (Rumelhart, 1980), while Rosenblatt (1978) highlighted the interaction between readers'

experiences and literary texts. Consequently, contextual reading, cultural knowledge activation, reflective writing, and evidence-based literary discussions warrant instructional reinforcement (Caliboso et al., 2025; Dukes et al., 2023).

3.2.6 Overall Literary Comprehension

The respondents obtained an overall mean raw score of 16.92 out of 18, corresponding to an MPS of 93.99% (SD = 6.20), interpreted as Highly Proficient. Literal, analytical, and critical or evaluative comprehension were Highly Proficient, while inferential comprehension was Proficient and appreciative and contextual comprehension was reported as Nearly Proficient. The findings support the multidimensional nature of reading comprehension. van den Broek and Kendeou (2024) emphasized the integration of linguistic knowledge, background knowledge, strategic processing, and textual information. Despite strong overall performance, the differentiated results support targeted instructional reinforcement in inferential and appreciative and contextual comprehension rather than comprehensive remediation.

3.3 Relationship Between Language and Linguistic-in-Text Competencies and Literary Comprehension

Pearson's product-moment correlation was employed to examine the relationships between linguistic competencies and literary comprehension at the 0.05 level of significance. Morphology and grammatical forms and critical or evaluative comprehension were excluded from the correlation analysis because their scores exhibited no variation.

3.3.1 Overall Relationship Between the Major Variables

The relationship between overall language and linguistic-in-text competencies and overall literary comprehension was weak, negative, and statistically nonsignificant, $r(216) = -.101$, $p = .136$. Therefore, the null hypothesis was not rejected. This finding differs from Zheng et al. (2023), who reported a substantial positive relationship between grammatical knowledge and reading comprehension. Restricted score variability, ceiling effects, and differences in assessment coverage may explain the nonsignificant relationship. Literary comprehension also involves background knowledge, reasoning, cultural awareness, and reading strategies, as emphasized by Schema Theory and Transactional Theory (Rosenblatt, 1978; Rumelhart, 1980).

3.3.2 Vocabulary and Word Formation and Literary Comprehension

Vocabulary and word formation showed no significant relationship with literal comprehension ($r = -.104$, $p = .126$), inferential comprehension ($r = .091$, $p = .180$), analytical comprehension ($r = .062$, $p = .361$), appreciative and contextual comprehension ($r = .070$, $p = .305$), or overall literary comprehension ($r = .099$, $p = .145$). Although previous studies established the relevance of lexical and morphological knowledge to comprehension (Kaldes et al., 2024; Lee & Kim, 2024; Liu et al., 2024), the nonsignificant findings may reflect restricted score variability and limited assessment items. Vocabulary provides a foundation for comprehension but may not independently explain differences in literary understanding.

3.3.3 Syntax and Literary Comprehension

Syntax showed no significant relationship with literal comprehension ($r = -.028$, $p = .678$), inferential comprehension ($r = -.132$, $p = .052$), analytical comprehension ($r = -.039$, $p = .569$), or appreciative and contextual comprehension ($r = -.108$, $p = .111$). However, it demonstrated a

significant weak negative relationship with overall literary comprehension (r = −.163, p = .016). The negative relationship differs from theoretical perspectives recognizing syntax as a resource for organizing and interpreting meaning (Canale & Swain, 1980; Halliday & Matthiessen, 2014). The near-perfect syntax scores and restricted variability may have influenced the correlation. Consequently, the result should not be interpreted as evidence that syntactic competence negatively affects literary comprehension.

3.3.4 Cohesion and Coherence and Literary Comprehension

Cohesion and coherence demonstrated a significant positive relationship with literal comprehension (r = .569, p < .001) and a significant negative relationship with inferential comprehension (r = −.224, p = .001). No significant relationships were observed with analytical comprehension (r = −.099, p = .146), appreciative and contextual comprehension (r = .038, p = .576), or overall literary comprehension (r = −.071, p = .297). The positive relationship with literal comprehension supports Canale's (1983) concept of discourse competence, emphasizing textual connections in meaning construction. Conversely, the negative relationship with inferential comprehension may reflect differences in cognitive demands, as inference requires integrating unstated relationships with prior knowledge beyond explicit textual connections.

3.3.5 Grammar in Text and Literary Comprehension

Grammar in text demonstrated significant positive relationships with literal comprehension (r = .240, p < .001) and appreciative and contextual comprehension (r = .200, p = .003). Significant negative relationships were observed with inferential comprehension (r = −.476, p < .001) and overall literary comprehension (r = −.175, p = .010). Its relationship with analytical comprehension was nonsignificant (r = .061, p = .371). The positive relationships support Halliday and Matthiessen's (2014) functional perspective that grammatical choices contribute to contextual meaning. However, the opposing relationships across comprehension dimensions suggest that contextual grammatical competence does not uniformly correspond with literary comprehension. These associations should not be interpreted causally.

3.3.6 Overall Language and Linguistic-in-Text Competencies and Literary Comprehension Dimensions

Overall language and linguistic-in-text competencies demonstrated significant positive relationships with literal comprehension (r = .375, p < .001) and appreciative and contextual comprehension (r = .140, p = .039). A significant negative relationship was observed with inferential comprehension (r = −.335, p < .001), while analytical comprehension showed no significant relationship (r = .002, p = .971). The positive relationships partly support Zheng et al. (2023), who emphasized the association between grammatical knowledge and reading comprehension. However, inferential comprehension requires background knowledge, reasoning, and strategic processing beyond linguistic competence, as explained by Schema Theory (Rumelhart, 1980). These findings indicate that linguistic competencies correspond differently with specific literary comprehension dimensions.

3.3.7 Decision on the Null Hypothesis

The overall correlation between language and linguistic-in-text competencies and literary comprehension was statistically nonsignificant, r(216) = −.101, p = .136. Since the probability value exceeded 0.05, the null hypothesis was not rejected. Although several domain-level

relationships were significant, these findings did not alter the principal hypothesis decision. The results indicate that linguistic competencies and literary comprehension should be addressed as distinct but complementary instructional areas.

3.4 Implications for Enriched Learning Exercises

The assessment identified grammar in text, inferential comprehension, and appreciative and contextual comprehension as priority areas for instructional reinforcement. Despite Highly Proficient overall performance in both major variables, the differentiated proficiency levels and correlation patterns revealed specific instructional needs. The findings support developing curriculum-aligned Enriched Learning Exercises emphasizing contextualized grammar, inference generation, historical and cultural knowledge activation, evidence-based literary interpretation, and reflective reading. Coordinated but distinct instructional activities should address the identified competencies without assuming that improving grammar alone automatically strengthens all dimensions of literary comprehension.

4. CONCLUSIONS AND RECOMMENDATIONS

The study concludes that Grade 9 learners at Basey National High School demonstrated Highly Proficient overall language and linguistic-in-text competencies and literary comprehension in the First Term of Filipino 9 during School Year 2026–2027. Learners exhibited strong competence in vocabulary, morphology, syntax, cohesion and coherence, literal comprehension, analytical comprehension, and critical or evaluative comprehension. However, contextual grammar application, inferential comprehension, and appreciative and contextual comprehension required further instructional attention. The absence of a significant relationship between the two major variables indicates that stronger linguistic competencies do not necessarily correspond with higher overall literary comprehension. Although selected domains demonstrated significant associations, their varying directions and magnitudes suggest that linguistic competencies and literary comprehension should be addressed as distinct yet complementary instructional areas. These findings provide an empirical basis for developing curriculum-aligned Enriched Learning Exercises that address identified learning needs while maintaining existing learner strengths through contextualized instruction and targeted enrichment.

Filipino 9 teachers are encouraged to implement the proposed Enriched Learning Exercises during regular instruction, remediation periods, or enrichment sessions, prioritizing grammar in text, appreciative and contextual comprehension, and inferential comprehension. Contextualized literary and argumentative passages should be utilized to strengthen grammatical application, while guided questioning, inference organizers, historical and cultural materials, reflective journals, and evidence-based literary discussions should enhance comprehension. Teachers should maintain learners' existing strengths through increasingly complex enrichment activities. Short formative assessments, learner work samples, and systematic monitoring records should guide instructional adjustments and identify learners requiring additional assistance. School administrators and instructional leaders may support implementation through resource provision, instructional coaching, and Learning Action Cell sessions that facilitate collaborative material development and professional learning. Furthermore, the effectiveness of the proposed exercises should be evaluated through appropriate pre- and post-intervention assessments to determine whether the activities address the identified competencies and warrant continued implementation or modification.

The study was limited to 218 Grade 9 learners at Basey National High School and covered only the First Term competencies in Filipino 9 during School Year 2026–2027, restricting the generalizability of its findings. Its descriptive-correlational design established associations but not causal relationships. The researcher-developed 35-item multiple-choice assessment had limited coverage per competency, while ceiling effects and restricted score variability affected selected correlation analyses. Moreover, the proposed Enriched Learning Exercises were not experimentally implemented or evaluated. Future studies may involve broader samples, additional schools, performance-based assessments, longitudinal investigations, and intervention studies to strengthen measurement coverage and establish the effectiveness of the proposed exercises.

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