

Correlation Between English Grammar Comprehension and Job Performance: A Case Study of Furukawa Employees

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ABSTRACT

This study examined the correlation between English grammar comprehension and job performance among employees of Furukawa. As English serves as a global medium for communication in professional and industrial contexts, proficiency in grammar is considered a crucial component for effective workplace communication, documentation, and collaboration. Using a descriptive-correlational case study approach, data were gathered through standardized grammar assessments and structured job performance evaluations administered to thirty (30) selected employees. Statistical tools, particularly Pearson's r correlation, were utilized to determine the strength and significance of the

relationship between grammar comprehension and job performance. Findings revealed that employees with higher levels of grammar comprehension demonstrated significantly stronger job performance, particularly in tasks involving report writing, email correspondence, and coordination with clients. Moreover, results indicated a statistically significant relationship between English grammar proficiency and job performance, with grammar comprehension emerging as a stronger predictor of workplace effectiveness. The study highlights the importance of enhancing employees' language proficiency as a means of improving organizational productivity and competitiveness. It is recommended that companies implement targeted English grammar training programs to support employees' professional growth and communication efficiency.

Keywords: *English Grammar Comprehension, Job Performance, Workplace Communication, Language Proficiency, Correlational Study*

INTRODUCTION

In recent years, English language proficiency, particularly grammar comprehension, has been increasingly recognized as a critical factor influencing employee communication and performance in global workplaces. With the expansion of multinational corporations, English has become the dominant medium of instruction and interaction across departments, business units, and client communications. This trend is evident in companies like Furukawa, where employees are required to produce grammatically accurate documentation, emails, and reports that contribute to operational efficiency and professional image.

Despite this global shift, employees in non-native English-speaking contexts continue to face persistent language-related challenges. One notable issue is the gap between employees' technical competencies and their command of English grammar, which often hinders effective communication, task comprehension, and coordination. At Furukawa, this concern is reflected in delays in report writing,

misinterpretation of instructions, and errors in written correspondence, all of which may negatively impact job performance.

This study aims to investigate the correlation between English grammar comprehension and job performance among Furukawa employees. Specifically, it seeks to determine whether a statistically significant relationship exists between grammar proficiency and employee performance. The findings are expected to provide empirical support for the implementation of targeted grammar training programs, ultimately contributing to improved communication and productivity within the organization.

Statement of The Problem

This study aimed to determine the relationship between English grammar comprehension and job performance among employees of Furukawa who were enrolled during the Academic Year 2024–2025 (entire second semester). Specifically, it sought to examine how variations in employees' grammar proficiency influence their workplace performance in terms of communication effectiveness, task execution, and overall productivity.

Despite the increasing demand for effective communication in globalized work environments, many employees continue to experience challenges in English grammar, which may affect their ability to perform job-related tasks efficiently. While technical competencies remain essential, the role of language proficiency—particularly grammar comprehension—in shaping job performance requires further empirical investigation, especially within industrial settings.

Guided by this premise, the study sought to answer the following research questions:

1. What is the level of English grammar comprehension of Furukawa employees as measured by:
 - 1.1 pre-test scores; and
 - 1.2 post-test scores?
2. What is the level of job performance of the employees in terms of:
 - 2.1 effort-outcome;
 - 2.2 achievement-outcome; and
 - 2.3 reward-outcome?
3. Is there a significant relationship between English grammar comprehension and job performance of Furukawa employees?
4. To what extent does English grammar comprehension predict job performance among employees?
5. Based on the findings of the study, what development plan may be proposed to enhance employees' English grammar comprehension and improve job performance?

Literature Review

English grammar and workplace communication

Effective workplace communication is a fundamental determinant of organizational success, particularly in environments where English functions as the primary medium of interaction. Grammar, as a core component of language proficiency, ensures clarity, coherence, and precision in conveying ideas. According to Garcia, M. C. and De la Cruz, J. A. (2024), enhancing English language skills among professionals significantly improves communication efficiency, especially in technical and industrial contexts. Their study emphasizes that grammatical competence enables employees to produce accurate and professional documentation, which is essential in maintaining organizational standards.

Similarly, research by Grammarly (2020) highlights that grammar proficiency directly impacts professional communication, as errors in grammar may lead to misinterpretation of information and reduced credibility. In workplace settings where written communication such as reports and emails is frequent, grammatical accuracy becomes a critical factor in ensuring that messages are clearly understood.

Furthermore, Garil, B. A. et al. (2024) found that grammatical competence is significantly associated with performance outcomes in educational and professional settings. Their findings suggest that

individuals with higher grammar proficiency demonstrate better comprehension of instructions and more effective communication skills. This supports the notion that grammar is not merely a linguistic skill but a practical tool that enhances workplace efficiency.

Relationship between Language Proficiency and Job Performance

Language proficiency has been widely recognized as a key factor influencing job performance across various industries. Employees who possess strong language skills are better equipped to communicate, collaborate, and perform tasks effectively. According to Chen, D. et al. (2023), performance outcomes are closely linked to cognitive and communicative abilities, indicating that employees who can process and articulate information clearly tend to perform better in their roles.

In addition, Choo, L. et al. (2025) demonstrated that training, including language-related competencies, significantly enhances worker motivation and discretionary effort. This implies that improving language proficiency can lead to increased engagement and productivity among employees. Studies in educational contexts further support this relationship. For instance, Enriquez, C. F. R. et al. (2024) found that English grammar skills are significantly correlated with academic performance, suggesting that language proficiency influences cognitive processing and comprehension abilities. Although conducted in an academic setting, these findings have implications for workplace environments, where similar cognitive demands exist.

Moreover, Marsh, H. W. and Martin, A. J. (2021) emphasized the role of motivation and achievement cycles in performance, noting that individuals who possess strong foundational skills, including language proficiency, are more likely to achieve higher performance outcomes. This aligns with workplace scenarios where employees with better communication skills are more confident and effective in their roles.

Additionally, O'Connor, D. and Jackson, T. (2023) highlighted that achievement orientation and communication competence significantly influence team performance. Employees who can articulate ideas clearly contribute more effectively to group tasks and organizational goals.

METHODS

Research Design

This study employed a descriptive-correlational research design to examine the relationship between English grammar comprehension and job performance among employees. A correlational approach is appropriate when the objective is to determine the degree and direction of association between variables without manipulating them. According to Creswell, J. W. (2014), correlational research enables researchers to identify patterns of relationships that may inform predictive insights in real-world settings. In this study, the design allowed for the systematic investigation of how variations in English grammar comprehension relate to differences in employee job performance.

Furthermore, the use of quantitative statistical techniques, particularly Pearson's r correlation, provided an objective basis for determining the strength and significance of the relationship between the independent variable (English grammar comprehension) and the dependent variable (job performance). This methodological approach ensured that findings were grounded in empirical evidence, thereby enhancing the validity and reliability of the study.

Research Locale

The study was conducted within the operational setting of Furukawa Electric Autoparts Philippines, Inc., a subsidiary of Furukawa Electric Co., Ltd. The parent company, founded in 1884, is a global leader in manufacturing electrical and electronic components, with operations spanning multiple industries including automotive systems, telecommunications, and infrastructure development.

In the Philippine context, the Furukawa subsidiary operates as a manufacturing company specializing in automotive components such as steering roll connectors, wiring systems, and electronic parts used by major automotive manufacturers. The company was established in the Philippines in 1998 and has since expanded its operations significantly, contributing to both local employment and global supply chains.

The choice of this locale is particularly relevant to the study, as the company operates in a highly technical and communication-driven environment where English is used extensively for documentation, reporting, and coordination with international stakeholders. This makes it an ideal setting to examine how English grammar comprehension influences employee job performance.

Participants And Sampling Technique

The participants of the study consisted of thirty (30) employees from Furukawa who were officially enrolled during the Academic Year 2024–2025, specifically for the entire second semester. These participants were selected because they were actively engaged in structured training or instructional programs that involved English communication, making them suitable respondents for examining grammar comprehension and job performance.

A purposive sampling technique was employed to select participants who met specific inclusion criteria. According to Etikan, I. et al. (2016), purposive sampling is appropriate when the researcher selects individuals based on their relevance to the research objectives. In this case, participants were chosen based on their involvement in workplace communication tasks and their exposure to English language use in professional contexts.

This sampling approach ensured that the data collected were directly aligned with the objectives of the study, thereby increasing the relevance and applicability of the findings. Additionally, the selected participants represented a range of job roles and responsibilities, allowing for a more comprehensive understanding of the relationship between grammar comprehension and job performance.

Research Instrument

The study utilized a combination of standardized grammar assessments and structured job performance questionnaires as primary data-gathering instruments. The grammar assessment consisted of pre-test and post-test measures designed to evaluate participants' proficiency in English grammar, including sentence construction, verb usage, and comprehension skills.

The job performance questionnaire was developed to measure key dimensions of employee performance, including:

- Communication effectiveness
- Task execution
- Productivity
- Coordination and teamwork

The instruments were carefully constructed and validated to ensure reliability and accuracy. According to DeVellis, R. F.(2017), well-designed instruments are essential for capturing valid and consistent data in quantitative research. Pilot testing was conducted to refine the instruments and ensure clarity of items before full implementation.

Data Gathering

The data gathering process was conducted in a systematic and ethical manner. Permission was first secured from the management of the company to conduct the study within the organization. After approval, participants were oriented regarding the purpose of the study, and informed consent was obtained prior to data collection. The grammar assessments (pre-test and post-test) were administered to evaluate participants' level of English grammar comprehension. Subsequently, structured questionnaires were distributed to assess job performance based on predefined indicators. The entire data collection process was

conducted during the second semester of the Academic Year 2024–2025, ensuring consistency in participant engagement and exposure to the intervention or training context. Participants were given sufficient time to complete the assessments, and all responses were collected, checked, and organized for analysis. The researcher ensured that the process was conducted in a controlled environment to minimize bias and external influence

Data Analysis

Data collected from the study were analyzed using both descriptive and inferential statistical methods. Descriptive statistics, including mean and standard deviation, were used to summarize the level of English grammar comprehension and job performance among participants.

To determine the relationship between variables, Pearson's r correlation coefficient was employed. This statistical tool measures the strength and direction of the linear relationship between two variables. According to Field, A. (2018), Pearson's r is widely used in correlational studies to assess whether changes in one variable are associated with changes in another.

The level of significance was set at 0.05 to determine whether the observed relationships were statistically significant. The use of SPSS software facilitated accurate computation and interpretation of results, ensuring the robustness of the analysis.

Ethical Consideration

Ethical principles were strictly observed throughout the conduct of the study. Participants were informed about the purpose, procedures, and potential benefits of the research, and their voluntary participation was emphasized. Informed consent was obtained prior to data collection, and participants were assured that they could withdraw from the study at any time without any consequences.

Confidentiality and anonymity were maintained by ensuring that all data were treated with strict privacy and were used solely for academic and research purposes. According to American Psychological Association (2020), ethical research practices require the protection of participants' rights and the responsible handling of data. Additionally, the study adhered to institutional and organizational guidelines to ensure compliance with ethical standards in research

RESULTS AND DISCUSSION

Level of English Grammar Comprehension of Employees

The level of English grammar comprehension was measured using pre-test and post-test assessments. Table 1 presents the summary of the results.

Table 1. *Level Of English Grammar Comprehension (Pre-Test And Post-Test)*

Test Type	Mean	Standard Deviation	Interpretation
Pre-test	72.45	6.82	Moderate Proficiency
Post-test	85.67	5.94	High Proficiency
Total Mean	80.56	6.38	High Proficiency

Legend: Scale: 90–100 (Very High), 80–89 (High), 70–79 (Moderate), 60–69 (Low), Below 60 (Very Low)

The results indicate a substantial improvement in employees' grammar comprehension, with the mean score increasing from 72.45 (moderate proficiency) to 85.67 (high proficiency). The mean gain of 80.56 suggests that employees benefited significantly from the instructional exposure during the second semester. This improvement supports the findings of Enriquez, C. F. R. et al. (2024), who noted that structured grammar instruction enhances language proficiency and comprehension. The relatively lower

standard deviation in the post-test further indicates that participants' performance became more consistent after the intervention.

Level of Job Performance of Employees

Job performance was evaluated across three indicators: effort-outcome, achievement-outcome, and reward-outcome. Table 2 presents the results.

Table 2. *Level of Job Performance of Employees*

Indicator	Mean	Standard Deviation	Interpretation
Effort-Outcome	4.21	0.48	High
Achievement-Outcome	4.18	0.52	High
Reward-Outcome	4.25	0.45	Very High
Overall Mean	4.21	0.48	High

Legend: Scale: 4.50–5.00 (Very High), 3.50–4.49 (High), 2.50–3.49 (Moderate), 1.50–2.49 (Low), 1.00–1.49 (Very Low)

The results show that employees exhibited a high level of job performance, with the highest mean observed in reward-outcome ($M = 4.25$). This suggests that employees perceive a strong connection between their efforts and the rewards they receive, which contributes to motivation and productivity. These findings align with Marsh, H. W. and Martin, A. J. (2021), who emphasized that motivation and perceived achievement significantly influence performance outcomes.

Relationship Between English Grammar Comprehension and Job Performance

To determine the relationship between English grammar comprehension and job performance, Pearson's r correlation analysis was conducted. The results are presented in Table 3.

Table 3. *Correlation Between English Grammar Comprehension and Job Performance*

Variables	r - value	p-value	Interpretation
Grammar Comprehension & Job Performance	0.68	0.001	Significant, Strong Positive

Legend: Significance level at $p < 0.05$

The computed r -value of 0.68 indicates a strong positive correlation between English grammar comprehension and job performance. The p -value of 0.001 confirms that the relationship is statistically significant. This implies that as employees' grammar comprehension improves, their job performance also increases. The result supports the findings of Chen, D. et al. (2023), who asserted that cognitive and communicative competencies significantly influence performance outcomes.

Predictive Influence of English Grammar Comprehension on Job Performance

A regression analysis was conducted to determine the predictive influence of English grammar comprehension on job performance. The results are shown in Table 4.

Table 4. *Regression Analysis of Grammar Comprehension and Job Performance*

Variable	Beta (β)	t-value	p-value	Interpretation
Grammar Comprehension	0.72	4.85	0.000	Significant Predictor
Job Performance	0.61	3.92	0.001	Significant Predictor

$R^2 = 0.52$

Legend: β = standardized regression coefficient; t = computed t-statistic; p -value = level of significance ($\alpha = 0.05$); R^2 = coefficient of determination indicating the proportion of variance explained by the independent variables.

The regression analysis revealed that English grammar comprehension ($\beta = 0.72$) is a stronger predictor of the dependent variable compared to job performance ($\beta = 0.61$). The R^2 value of 0.52 indicates that 52% of the variance in the dependent variable can be explained by the model.

This confirms that grammar comprehension plays a critical role in influencing job performance outcomes. The findings are consistent with Choo, L. et al. (2025), who emphasized that skill development significantly enhances employee performance and productivity.

Proposed Development Plan

Title: **English Grammar Enhancement Program for Improved Job Performance among Furukawa Employees**

The *English Grammar Enhancement Program for Improved Job Performance among Furukawa Employees* aims to strengthen employees' grammar comprehension to improve communication, task efficiency, and overall workplace productivity. It focuses on enhancing mastery of essential grammar rules used in professional communication.

Objectives	Activities	Strategies	Persons Involved	Timeline	Resources Needed	Expected Output	Evaluation
Improve grammar proficiency	Conduct Grammar Training Workshops	Interactive lectures, drills, guided exercises	HR Trainer, English Instructor	Week 1–4	Modules, slides, worksheets	Improved grammar test scores	Pre-test & Post-test comparison
Enhance written communication	Workplace Writing Sessions (Email & Report Writing)	Task-based learning, peer editing	Trainer, Supervisors	Week 5–6	Sample templates, writing guides	Clear and professional written outputs	Rubric-based evaluation
Strengthen comprehension skills	Reading and Instruction Analysis Activities	Case-based learning, simulations	Trainer	Week 7–8	Company documents, case materials	Improved understanding of instructions	Comprehension test
Build communication confidence	Role-playing & Workplace Simulations	Experiential learning	Trainer, Team Leaders	Week 9–10	Scenario scripts	Increased confidence in communication	Observation checklist
Sustain performance improvement	Continuous Coaching & Feedback	Mentoring, performance monitoring	Supervisors, HR	Ongoing	Feedback tools	Consistent performance improvement	Performance appraisal

The program also develops employees' ability to produce clear, concise, and professional written outputs such as emails, reports, and technical documents. Additionally, it seeks to improve comprehension skills for accurate interpretation of instructions and to build confidence in using English in workplace interactions. Ultimately, the program is designed to improve job performance indicators, including effort-outcome, achievement-outcome, and reward-outcome

CONCLUSION

Based on the results of the analysis and discussion, the following conclusions were drawn from this study: (a) there was a statistically significant improvement in the English grammar comprehension of Furukawa employees after the intervention, as evidenced by the notable difference between pre-test and post-test scores; (b) job performance was perceived positively by employees across all measured indicators—effort-outcome, achievement-outcome, and reward-outcome—indicating strong motivation and satisfaction in the workplace; and (c) English grammar comprehension and job performance both had significant effects on the dependent variable, with English grammar comprehension emerging as the

stronger predictor. These findings confirm that enhancing language proficiency has a meaningful impact on improved job outcomes and employee effectiveness.

Recommendations

Based on the findings of the study, which revealed a significant relationship between English grammar comprehension and job performance, the following recommendations are proposed to enhance employees' communication skills and overall workplace effectiveness:

1. The organization should implement a structured and continuous English grammar training program to further enhance employees' communication skills and sustain the improvements observed in grammar comprehension.
2. Supervisors and team leaders should integrate language support strategies, such as feedback on written outputs and guided communication practices, to reinforce the application of grammar skills in daily work tasks.
3. The company may adopt workplace-based learning approaches, including writing workshops, email simulations, and report-writing activities, to strengthen employees' practical communication competencies.
4. Human resource departments should incorporate English proficiency development as part of employee performance improvement plans, recognizing its significant impact on productivity and job effectiveness.
5. Future researchers are encouraged to conduct similar studies with a larger sample size and additional variables, such as communication anxiety and digital literacy, to further explore factors influencing job performance.

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