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READING COMPREHENSION AND ITS RELATIONSHIP TO ENGLISH ACADEMIC PERFORMANCE AMONG GRADE 10 STUDENTS OF CAN-AVID NATIONAL HIGH SCHOOL

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ABSTRACT

Reading comprehension is regarded as a vital skill in attaining proficiency and widening knowledge in different subject. It is the core literacy skill that enables learners to understand, interpret, and evaluate written texts. Reading comprehension is a fundamental skill that supports learning across subject areas, yet many learners continue to struggle with understanding and interpreting texts, which may affect their academic achievement. The study examined the relationship between reading comprehension and English academic performance among Grade 10 students of Can-avid National High School. This study employed a descriptive-correlational design which suitable to know the relationship of the two variables. Results revealed that there is a relationship between reading comprehension and English academic performance among Grade 10 students of Can-avid National High School. The relationship between reading comprehension and Academic Performance of Grade 10 Students resulted to <.001 value of Pearson r product which denotes positive relationship. Recommendations are made for educators to design programs and implement activities in the classroom to further develop good reading comprehension of the students which aligned to the learning competencies of the Department of Education.

KEY WORDS: *Academic Performance, Reading Comprehension*

INTRODUCTION

Reading comprehension is a fundamental skill that significantly influences student's overall academic success. It is not only essential for understanding texts in English but also serves as a foundation for learning across all subject areas. As students' progress to higher grade levels, the ability to interpret, analyze, and evaluate written information becomes increasingly important.

According to (Greene, 2001), Reading and academic performance are essential for teachers and educationists to know that every child whether he or she is gifted, average, normal or backward etc., should be educated in his or her own way but if he or she possesses good study habits, he or she can perform well in academics and in every situation. It is the reading habits and good academic performance which help the learner with learning disabilities in obtaining meaningful and desirable knowledge.

Deficiency in reading is considered as a serious problem since that it will hinder student's good academic performance according to (Fuchs,2002) he also observed that a large number of students enter high school with significant reading deficits, he even concluded that lack of reading skills is a hindrance to the academic performance of the students due to its lack of comprehension.

In the context of the Philippine educational system, challenges in reading proficiency remain prevalent. National assessments and school-based evaluations often reveal gaps in students' comprehension skills, which may affect their performance in English and other learning areas. At Can-avid National High School, teachers have observed varying levels of reading proficiency among Grade 10 students, which could be linked to differences in their English Academic performance. Understanding this relationship is crucial for designing effective instructional strategies, literacy programs, and interventions tailored to students' needs which creates knowledge gap in the study. Additionally, there is a noticeable lack of research findings of other studies within the context of Can-avid National High School. With the gathered information, the researcher sought to reveal the correlation between the Reading comprehension and English academic performance among Grade 10 students of Can-avid National High School.

Objectives

1. To determine the demographic profile of the Grade 10 students in Can-avid National High School based on their:
   1.1 Gender
2. To identify the reading comprehension level of the respondents.
   2.1 Independent
   2.2 Instructional
   2.3 Frustration
   2.4 Non-reader
3. To determine the academic performance of the respondents.
4. To determine the significant relationship between Reading Comprehension and English Academic Performance among Grade 10 students of Can-avid National High School.

METHODOLOGY

The design that was used in the study was descriptive-correlational research design, which intended to describe the relationship among research variables. Correlation descriptive research enables to show the relationship between independent and dependent variable of the study. Therefore, this design deeply interacted in describing the respondents in form of

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qualitative and quantitative approaches. The researcher will analyze in quantitative and qualitative as well, because the quantitative research is more objective measuring data as comprehensive way in forms graphic methods.

Sampling Design

The researcher used simple random sampling technique in identifying of the respondents. This kind of sampling technique is utilized since the study does not involve special case; thus, the random selection of the respondents will not compromise the quality of the study.

The researcher applies Slovin's Formula in determining the sample size needed in the study. This study focused on the Grade 10 students of Can-avid National High School, wherein based on the results of Slovin's Equation, out of 210 population, 0.05 margin of error, the researcher arrived at to 137 respondents to ensure the quality of the research.

Slovin's Formula
n=N/(1+Ne2)
n=210/1+210(0.05)2
n=210/1+210 (0.0025)
n= 210/1+ 0.525
n= 210/1.525
n= 137.7

Statistical Design

A descriptive analysis such as a frequency count and percentage was used to determine the level of Reading comprehension. The Academic performance of the students was based on student's 2nd quarter general weighted average particularly on English Subject and interpreted using the DepEd Form 138 standards. To identify the relationship between reading comprehension and academic performance the analysis was conducted using a statistical software JASP (Jeffrey's Amazing Statistics Program), specifically the Pearson-r Correlational to find out a relationship between the variables.

Geographical Area

The study was conducted at Can-avid National High School. This school comprises Junior High and Senior High School. It is located at Barangay 4, Can-avid, Eastern Samar, 71.6 kilometer (1 hour travel time) away from Eastern Samar State University, Borongan Eastern Samar. The selection of this locale was based on the accessibility and convenience of the researcher

RESULTS

I. Frequency of Respondents by Gender

Table 1 Reveals the distribution of respondents by gender. The gender with the highest frequency is female with 81 respondents, accounting for 59.12%. This indicates that slightly more than half of the respondents in the study is identified as female. On the other hand, the gender with slightly lower frequency is male, with 56 respondents, representing 40.87 % of the total sample.

II. Students' Academic Performance based on the 2nd Quarter General Weighted Average on English Subject

Table 2 shows the distribution of respondents by academic performance. The frequency of respondents is scattered. 55 respondents are very satisfactory in description which has a percentage of 40.146, 43 are in outstanding which has a percentage of 31.387, 28 are in satisfactory that has a percentage of 20.438, 11 are in fairly satisfactory which has a percentage of 8.029, while the did not meet expectation has 0 frequency and percentage.

III. Frequency of Grade 10-Students Reading Comprehension Level

Table 3 shows the distribution of respondents by levels of reading comprehension. It shows that the highest level of reading comprehension is "instructional" with a frequency of 72, a percentage of 52.555. There are 45 frequencies for the 'independent" level with a 32.847 percentage while the "frustration" level has 17 frequency which has a percentage of 12.409, and the lowest frequency is 3 which is the "non-reader" level that has a percentage of 2.190.

IV. Relationship between the Reading Comprehension and Academic Performance

Table 4 shows the correlation between the variable's academic performance and reading comprehension. In determining the correlation, the researcher used Pearson Correlation. The statistical analysis shows <.00.1 for the correlation of academic performance and levels of reading comprehension which is below the 0.005 significance level as a result, the analysis reveals a positive relationship between academic performance and levels of reading comprehension. Thus, the researcher rejected the null hypothesis and accepted the alternative hypothesis, which means there is a positive relationship between academic performance and levels of reading comprehension.

SUGGESTIONS

The school should design programs which can help the students to enhance their reading comprehension skills. The teachers must be able to implement activities to further develop good reading comprehension aligned to the learning competencies of the Department of Education. Teacher's may help students become aware that increasing their reading comprehension can help them improve their academic performance. Parents and Stakeholders should help the school administration in the implementation of such activities.

CONCLUSION

The findings of this study highlight the relationship of reading comprehension to English academic performance among Grade 10 Students of Can-avid National High School.The results from the Pearson's correlation demonstrate that there is a positive relationship of reading comprehension to the English academic performance of the students with the p-value of <.001. hence, the null hypothesis stating that there is no relationship between reading comprehension and academic performance in English of the Grade 10 students is rejected.

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FIGURES /TABLES

Table 1. Distribution of Respondents by Gender

Gender	Frequency	Percent
Female	81	59.124
Male	56	40.876
Total	**137**	**100.000**

Table 2. Distribution of Respondents by Academic Performance

Academic Performance	Frequency	Percent
Outstanding	43	31.387
Very Satisfactory	55	40.146
Satisfactory	28	20.438
Fairly Satisfactory	11	8.029
Total	**137**	**100.000**

Table 3. Levels of Reading Comprehension of Respondents

Levels of Reading Comprehension	Frequency	Percent
Independent	45	32.847
Instructional	72	52.555
Frustration	17	12.409
Non-reader	3	2.190
Total	**137**	**100.000**

Table 4. Correlation of the Two Variables (Academic Performance and Reading Comprehension)

Pearson's Correlations

Variable		Academic Performance
Academic Performance	**Pearson's r**	**—**
	p-value	**—**
Reading comprehension	**Pearson's r**	**0.725**
	p-value	**< .001**

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