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READING COMPREHENSION LEVEL AND ENGLISH PERFORMANCE OF SHS STUDENTS: BASIS FOR INSTRUCTIONAL PLAN

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Abstract

This study investigates the relationship between Senior High School (SHS) students' reading comprehension levels and their English performance, with a focus on instructional planning. Conducted at two private institutions in Cagayan, Philippines, it employed a descriptive-correlational design. Findings reveal significant associations between English performance and factors such as age, parents' monthly income, and printed resources at home. Additionally, help-seeking behavior emerges as a significant predictor of both English performance and reading comprehension levels. Recommendations include promoting home reading habits, enhancing classroom practices, and providing individualized support for students. School administrators are urged to support reading programs, while future research is encouraged to explore these dynamics on a broader scale. This study offers insights for educators and policymakers seeking to improve reading comprehension outcomes among SHS students.

Keywords: *Help-seeking Behavior, Reading Comprehension, English Performance, Instructional Planning*

INTRODUCTION

The ability to comprehend written text is fundamental to academic success, particularly in English language education. In the context of Senior High School (SHS) students, understanding the relationship between their reading comprehension levels and English performance is crucial for devising effective instructional strategies. This study delves into this relationship to formulate an instructional plan aimed at enhancing students' reading comprehension abilities.

Reading, as a macro-skill, serves as a cornerstone for knowledge acquisition and critical thinking. However, despite its significance, the Philippines, as reported by Chi (2023), faces challenges in improving proficiency levels not only in reading but also in mathematics and science, according to the 2022 report of the

Program for International Student Assessment (PISA). This underscores the urgency of addressing reading comprehension issues within the educational framework.

As defined by Zimmerman and Hutchins (2003), reading comprehension involves not only decoding symbols but also comprehending the meaning conveyed by the text. It is a multifaceted skill encompassing both word reading and language comprehension. Successful comprehension entails constructing a coherent mental representation of the text, allowing readers to engage, learn, and derive enjoyment from their reading experiences.

The shift to online distance learning, exemplified by institutions like Cagayan Valley Institute, Incorporated, and Lyceum of Camalaniugan, has presented both opportunities and challenges for SHS education. While digital platforms facilitate access to educational resources, they also highlight existing gaps in reading proficiency, especially in subjects demanding extensive text engagement such as English language studies.

Against this backdrop, this study aims to address two primary concerns: firstly, the assessment of SHS students' reading comprehension levels, and secondly, the exploration of any significant correlation between reading comprehension proficiency and academic performance in English. The findings of this investigation will serve as the foundation for developing an instructional plan tailored to enhance students' reading comprehension skills.

The overarching goal of this study is to advance our understanding of the dynamics between reading comprehension levels and English performance among SHS students. By elucidating these relationships, educators can design targeted interventions to bolster students' reading comprehension abilities, thereby fostering academic success and lifelong learning.

Specifically, this study sought to find answers to the following research questions:

1. What is the profile of the students as to:
 - 1.1. Sociodemographic
 - a. Sex
 - b. Age
 - c. Available Printed Resources at Home
 - d. Available Technological Devices
 - e. Native Language
 - f. Parents' Monthly Income
 - 1.2. Help-seeking behavior
 - a. Affective Dimension
 - b. Reliability Dimension
 - c. Usefulness Dimension
 - d. Students' Perception Towards Teachers
2. What is the Reading Comprehension Level of the students as to:
 - a. Literal
 - b. Interpretative
 - c. Integrative
 - d. Critical
3. What is the Academic Performance of the Senior High School students in the English subjects?
4. Is there a significant difference on the Performance in English and Reading Comprehension of respondents when grouped according to profile?
5. Is there a significant association between Reading Comprehension and Performance in English of the learners?
6. What Instructional Plan for Reading may be proposed to enhance the reading comprehension of students?

The study tested the following null hypotheses:

Ho1 – There is no significant difference on the Performance in English and Reading Comprehension of respondents when grouped according to profile.

Ho2 – There is no significant association between Reading Comprehension and Performance in English of the learners.

METHODOLOGY

This study employed a descriptive-correlational design (Hsieh, Suh-Ing, et al., (2020); Lappe, (2000)) to investigate the reading comprehension levels and academic performance in English of Senior High School (SHS) students and their relationship to profile variables. Conducted during the school year 2023-2024, the study was carried out at Cagayan Valley Institute, Incorporated, located in Centro 1, Aparri, Cagayan, and Lyceum of Camalaniugan, situated in Centro, Camalaniugan, Cagayan. Both institutions are private and are under the supervision of the Tuguegarao Archdiocesan School System (TASS).

A total population sampling technique (Cox, 2007) was employed, encompassing all currently enrolled SHS students at Cagayan Valley Institute, Incorporated, and Lyceum of Camalaniugan for the specified academic year. The total number of enrolled students was 46 in Cagayan Valley Institute and 44 in Lyceum of Camalaniugan.

Prior to data collection, formal permissions were obtained from relevant authorities, including the Office of the School Principal, to conduct the study. Informed consent was sought from all participants, ensuring their voluntary participation and confidentiality of responses. The researcher conducted orientations for the respondents to explain the purpose and procedures of the data gathering activity. For participants who were unavailable during data gathering sessions, Google Forms were utilized to collect responses.

All responses from various data collection methods were collected, consolidated, tabulated, and validated. The dataset was then subjected to relevant statistical treatments by a qualified statistician. Statistical tools such as correlation analysis and descriptive statistics were employed to analyze the relationship between reading comprehension levels, academic performance in English, and profile variables.

The main instrument utilized in the study was a self-developed reading comprehension test designed to measure different levels of reading comprehension. The questionnaire comprised three parts:

1. Socio-demographic Profile (Part I): This section gathered information on various profile variables such as sex, age, available printed resources at home, available technological devices, native language, and parents' monthly income.
2. Help-seeking Behavior Scale (Part II): This section measured students' help-seeking behavior across affective, reliability, and usefulness dimensions, as well as their perception towards teachers.
3. Reading Comprehension Tests (Part III): This section comprised questions categorized into different levels of reading comprehension:

Literal level: Items 1, 2, 3, 6, and 7.

Interpretative level: Items 8, 9, 10, 11, and 12.

Integrative level: Items 4, 13, 14, 15, and 16.

Critical level: Items 5, 17, 18, 19, and 20.

RESULTS AND DISCUSSION

After the thorough analysis and interpretation of data gathered from the respondents, this study presents the result of the study together with the perceived inferences of the results.

Table 1a. Distribution of the SHS students in terms of sex, age, native language, and parents' monthly income

Sex	Frequency (n=90)	Percentage
Male	48	53.3
Female	42	46.7
Age (in years)		
15 to 16	59	65.6
17 to 18	27	30.0
19 or above	4	4.4
<i>Mean = 16.28 years old</i>	<i>S.D. = 1.15</i>	
Native Language		
Iloco	58	64.4
Others	32	35.6
Monthly Family Income (in Php)		
5,001 to 10,000	33	36.7
10,001 to 15,000	33	36.7
15,001 to 20,000	13	14.4
20,001 to 25,000	6	6.7
25,001 or above	5	5.5
<i>Mean = Php12,889.39</i>	<i>S.D. = 5670.14</i>	

Table 1a presents the demographic profile of the Senior High School (SHS) students, showcasing their distribution based on sex, age, native language, and parents' monthly income.

Regarding sex, the table illustrates a slight predominance of male students, constituting 53.3% of the total respondents compared to 46.7% females. This distribution may have implications for understanding gender dynamics within the SHS student population and could inform targeted interventions or support programs tailored to the specific needs of male and female students.

In terms of age, the majority of students fall within the 15 to 16-year-old range, comprising 65.6% of the sample. This suggests that SHS education predominantly caters to students in this age bracket. However, it's noteworthy that a significant portion (30%) still belongs to the 17 to 18-year-old category, indicating a diverse age range within the SHS cohort. Understanding the age distribution can aid educators in developing age-appropriate instructional materials and strategies.

The distribution of native languages reveals that the majority of respondents (64.4%) use Iloco as their native language, while the remaining 35.6% use other dialects. This linguistic diversity highlights the importance of considering language proficiency and cultural backgrounds in curriculum design and delivery. Educators

may need to adopt inclusive teaching approaches that accommodate diverse linguistic needs to enhance learning outcomes for all students.

Regarding parents' monthly income, the data show a varied distribution across different income brackets. Notably, a significant proportion of families fall within the 5,001 to 15,000 PHP income range, which aligns with the middle-income bracket as reported by Zoleta (2023). This suggests that a considerable portion of SHS students may face financial constraints that could impact their access to educational resources and support services. Educators and policymakers should consider socioeconomic factors when designing equitable education policies and interventions to ensure that all students have equal opportunities for academic success.

In summary, the demographic profile of SHS students reflects a diverse student body with varying backgrounds and needs. Understanding these demographics is crucial for developing targeted interventions and support mechanisms to address the specific challenges and enhance the overall learning experience for all students.

Table 1b. Printed resources and Technological Devices available at home for the SHS students

Printed Resources (multiple response set)	Frequency	Rank
Storybooks	48	1
Textbooks	29	2
Newspaper	18	3
Brochures	13	4
Comics	12	5
Magazines	11	6
Manuals	7	7
Encyclopedia	5	8
Others (catalogs, recipes)	4	9
Technological Devices (multiple response set)		
Mobile phones	84	1
Television	35	2
Laptop	22	3
Tablet	7	4
Desktop	2	5

Printed resources play a crucial role in fostering reading habits and enhancing literacy skills among students. The data reveal that the most prevalent printed resource available at home for SHS students is storybooks, with 48 responses, ranking first. This suggests a positive environment conducive to recreational reading and potential exposure to a diverse range of literary genres and narratives. Access to storybooks can stimulate imagination, creativity, and critical thinking skills among students, laying a strong foundation for academic success and lifelong learning.

In addition to storybooks, textbooks are also commonly available, ranking second with 29 responses. Textbooks are essential resources for academic studies, providing students with structured content and supporting their learning across various subjects. The availability of textbooks at home indicates a supportive learning environment that facilitates academic achievement and mastery of subject matter.

Other printed resources such as newspapers, brochures, comics, and magazines also contribute to enriching students' reading experiences and expanding their knowledge base. Exposure to diverse print materials fosters vocabulary development, comprehension skills, and critical literacy among students, empowering them to engage critically with the world around them.

Turning to technological devices, the data highlight the widespread use of mobile phones among SHS students, ranking first with 84 responses. Mobile phones serve as versatile tools for accessing digital content, communicating with peers and educators, and engaging in online learning platforms. The high prevalence of mobile phones underscores the importance of leveraging technology-enhanced learning approaches to meet the diverse needs and preferences of students in the digital age.

While mobile phones dominate as the primary technological device, other devices such as television, laptops, tablets, and desktop computers also play significant roles in students' lives. These devices offer additional avenues for accessing educational resources, multimedia content, and interactive learning opportunities, thereby complementing traditional print-based resources and enriching the overall learning experience.

To sum up, the availability of printed resources and technological devices at home reflects the diverse learning resources accessible to SHS students. Leveraging these resources effectively can promote literacy development, digital literacy skills, and academic success, ultimately empowering students to thrive in the ever-evolving educational landscape.

Table 2. Status of the help-seeking behaviors of the SHS students

Behaviors	Weighted Mean	Descriptive Value
Affective Dimension		
1. I trust other students in this program.	3.46	Very good
2. I don't feel isolated from other students	3.03	Good
Dimension Mean	3.24	Good
Reliability Dimension		
1. I can rely on classmates to help me.	3.42	Very good
2. I can rely on classmates to respond to my course questions quickly.	3.10	Good
Dimension Mean	3.26	Good
Usefulness Dimension		
1. I work with classmates	3.57	Very good

because it helps me understand course content better.		
2. I work with classmates because it saves time.	3.33	Good
3. I work with classmates because it keeps me motivated to keep working.	3.62	Very good
4. I work with classmates because classmates provide useful feedback for my work.	3.41	Very good
Dimension Mean	3.48	Very good
Students' Perception towards teachers		
1. Teachers are available when I have any question in a course.	3.38	Good
2. Teachers are approachable if I have any questions in a course.	3.37	Good
3. Teachers immediately provide the answers I need.	3.24	Good
4. I would not hesitate to ask a teacher for help.	3.24	Good
Dimension Mean	3.31	Good
Composite Mean	3.32	Good

In the affective dimension, students demonstrate a commendable level of trust and connection with their peers, as evidenced by a weighted mean of 3.24, indicating a good level of rapport and camaraderie within the program. Similarly, in the reliability dimension, students' express confidence in their classmates' support and responsiveness, with a mean of 3.26, reflecting a positive reliance on peer assistance.

The usefulness dimension reveals that students highly value collaborative work with classmates, citing benefits such as better understanding of course content, time efficiency, motivation, and constructive feedback. With a mean of 3.48, this dimension reflects a strong inclination towards collaborative learning approaches, indicative of students' proactive engagement and appreciation for peer collaboration.

Furthermore, students perceive their teachers positively, acknowledging their availability, approachability, and promptness in addressing queries. While the mean perception towards teachers is slightly lower at 3.31, it still signifies a generally favorable view, suggesting a supportive and accessible teaching environment conducive to student learning and assistance-seeking behaviors.

Overall, the composite mean of 3.32 indicates a good level of help-seeking behavior among SHS students. This collective assessment underscores the importance of fostering supportive peer relationships, promoting collaborative learning practices, and maintaining accessible teacher-student interactions to facilitate effective assistance-seeking and academic success among students.

These findings from Table 2 highlight the positive disposition of SHS students towards seeking help and support, both from their peers and teachers. These insights can inform educators and administrators in implementing targeted interventions and support mechanisms to further enhance students' help-seeking behaviors and foster a supportive learning environment.

Table 3a. Reading comprehension level of the SHS students along literal and interpretative comprehension

Level	Literal		Interpretative	
	F (n=90)	Percentage	F (n=90)	Percentage
High (4 to 5)	31	34.4	22	24.4
Average (2 to 3)	50	55.6	56	62.2
Low (0 to 1)	9	10.0	12	13.3
Mean	3.10 (Average)		2.72 (Average)	
S.D.	1.15		1.05	

In terms of literal comprehension, the data reveal that 34.4% of the respondents demonstrate a high level of understanding, while the majority (55.6%) exhibit an average level. A smaller proportion (10.0%) of students have a low level of literal comprehension. The mean literal comprehension score of 3.10 suggests an overall average performance in understanding text at the literal level. The standard deviation of 1.15 indicates variability in literal comprehension levels among the respondents.

Moving to interpretative comprehension, 24.4% of the respondents display a high level of comprehension, while the majority (62.2%) show an average level. A smaller percentage (13.3%) of students have a low level of interpretative comprehension. The mean interpretative comprehension score of 2.72 indicates an overall average performance in understanding text at a deeper, interpretative level. The standard deviation of 1.05 suggests variability in interpretative comprehension levels among the respondents, albeit slightly lower than that of literal comprehension.

These findings have several implications for educational practice. Firstly, the prevalence of average comprehension levels underscores the importance of targeted interventions and instructional strategies aimed at enhancing students' reading comprehension skills, both at the literal and interpretative levels. Educators may need to implement differentiated instruction approaches to cater to the diverse needs and learning styles of students.

Moreover, the identification of students with low comprehension levels highlights the necessity of early intervention and personalized support to prevent academic gaps from widening. This may involve implementing remedial reading programs, providing additional resources and support, and fostering a culture of continuous improvement and self-assessment among students.

Furthermore, the variability in comprehension levels underscores the importance of ongoing assessment and monitoring of students' progress to inform instructional decisions and tailor interventions accordingly. Educators may benefit from utilizing formative

assessment tools and diagnostic assessments to identify areas of strength and weakness and adjust teaching strategies accordingly.

These results underscore the need for targeted interventions and support mechanisms to enhance reading comprehension skills among SHS students. By addressing comprehension challenges early and adopting evidence-based instructional practices, educators can empower students to become proficient readers and critical thinkers.

Table 3b. Reading comprehension level of the SHS students along integrative and critical comprehension

Level	Integrative		Critical	
	F (n=90)	Percentage	F (n=90)	Percentage
High (4 to 5)	16	17.8	29	32.2
Average (2 to 3)	62	68.9	52	57.8
Low (0 to 1)	12	13.3	9	10.0
Mean	2.53 (Average)		2.92 (Average)	
S.D.	1.05		1.03	

For integrative comprehension, 17.8% of the respondents demonstrate a high level of understanding, while the majority (68.9%) exhibit an average level. A smaller proportion (13.3%) of students have a low level of integrative comprehension. The mean integrative comprehension score of 2.53 suggests an overall average performance in synthesizing and connecting information from texts. The standard deviation of 1.05 indicates variability in integrative comprehension levels among the respondents.

As to critical comprehension, 32.2% of the respondents display a high level of comprehension, while the majority (57.8%) show an average level. A smaller percentage (10.0%) of students have a low level of critical comprehension. The mean critical comprehension score of 2.92 indicates an overall average performance in analyzing and evaluating text critically. The standard deviation of 1.03 suggests variability in critical comprehension levels among the respondents, albeit slightly lower than that of integrative comprehension.

These findings underscore the importance of targeted interventions to enhance students' integrative and critical comprehension skills. Educators may need to incorporate explicit instruction in higher-order thinking skills, such as inference-making, synthesizing information, and evaluating arguments, into their curriculum. Additionally, fostering a classroom culture that encourages deep engagement with texts and promotes critical thinking can support students in developing these advanced comprehension abilities.

Furthermore, the identification of students with low comprehension levels highlights the need for differentiated instruction and personalized support. Educators can implement strategies such as small-group instruction, peer tutoring, and scaffolded reading activities to address individual students' needs and provide targeted interventions to improve comprehension outcomes.

Table 3c. Overall reading comprehension level of the SHS students

Level	Frequency (n=90)	Percentage
High (14 to 20)	17	18.9
Average (7 to 13)	72	80.0
Low (0 to 6)	1	1.1
Mean = 11.28 (Average)	S.D. = 2.32	

The data indicate that 18.9% of the respondents demonstrate a high level of comprehension, while the majority (80.0%) exhibit an average level. Only a small percentage (1.1%) of students have a low comprehension level. The mean overall reading comprehension score of 11.28 suggests an average performance across all comprehension dimensions, with a standard deviation of 2.32 indicating some variability in comprehension levels among the respondents.

These results emphasize the importance of implementing targeted interventions to enhance reading comprehension skills among SHS students. Educators may need to focus on developing students' ability to comprehend texts at deeper levels, such as synthesizing information, making inferences, and critically evaluating content. Additionally, providing students with ample opportunities for independent reading, guided practice, and meaningful discussion can further support their comprehension development.

Additionally, the comparison to previous research findings by Miñoza and Montero (2019) highlights the consistency of average reading comprehension levels among students across different regions in the Philippines. This suggests a need for nationwide efforts to address reading comprehension challenges and improve literacy outcomes among learners.

Thus, this accentuates the importance of ongoing assessment, targeted intervention, and collaborative efforts among educators, policymakers, and stakeholders to enhance reading comprehension skills and promote academic success among SHS students.

Table 4. Distribution of the SHS students in terms of academic performance in English

English Academic Performance	Frequency (n=90)	Percentage
Outstanding (95 or above)	1	1.1
Very satisfactory (90 to 94)	21	23.3
Satisfactory (85 to 89)	37	41.1
Fair (80 to 84)	26	28.9
Poor (75 to 79)	5	5.6
Mean = 85.68 (Satisfactory)	S.D. = 4.29	

Table 4 presents the distribution of Senior High School (SHS) students based on their academic performance in English. The data reveal that a small proportion (1.1%) of students achieved an outstanding academic performance, while a larger percentage achieved very satisfactory (23.3%) or satisfactory (41.1%) performance levels. Additionally, significant proportions of students attained fair (28.9%) or poor (5.6%) academic performance in English.

The mean academic performance score of 85.68 falls within the satisfactory range, indicating an overall acceptable level of performance among students. However, the standard deviation of 4.29 suggests some variability in performance levels among the student population.

These findings have important implications for educational practice. Firstly, while a majority of students demonstrate satisfactory performance, there is a notable proportion of students performing at lower levels. This underscores the importance of implementing targeted interventions and support mechanisms to address the diverse needs and challenges faced by students in English language learning.

Additionally, the identification of students with poor academic performance highlights the necessity of early intervention and personalized support to prevent academic gaps from widening. Educators may need to implement remedial programs, provide additional resources and support, and offer differentiated instruction to meet the needs of struggling students.

Furthermore, the variability in academic performance levels suggests the importance of ongoing assessment, monitoring, and feedback to inform instructional decisions and tailor interventions accordingly. Educators can utilize formative assessment tools and diagnostic assessments to identify areas of strength and weakness and adjust teaching strategies to support student learning and improvement.

Table 5a. Comparison test results of the reading comprehension level of the SHS students when grouped according to their profile

Grouping Variable	t- or F-value	p-value	Statistical Inference
Sex	0.151	0.880	Not significant
Age	0.281	0.756	Not significant
Native language	0.578	0.564	Not significant
Monthly income	2.125	0.085	Not significant
Available printed resources	0.782	0.461	Not significant
Available technological devices	1.250	0.215	Not significant

Tested at 0.05 level of significance

Table 5a displays the results of comparison tests examining the relationship between SHS students' reading comprehension levels and various profile variables. The analysis reveals that none of the profile variables— including sex, age, native language, monthly income, availability of printed resources at home, and access to technological devices—show a statistically significant relationship with students' reading comprehension levels.

These findings suggest that factors traditionally assumed to influence reading comprehension, such as demographic characteristics and resource availability, may not directly impact students' ability to comprehend texts. This contradicts prior

research findings by Gultiano (2022), which proposed a connection between these factors and reading comprehension levels.

The non-significant relationships identified in this study imply that educators and policymakers should explore alternative explanations for variations in reading comprehension performance among SHS students. Rather than focusing solely on demographic or resource-related factors, attention may need to be directed towards instructional practices, literacy interventions, and socio-cultural contexts that could influence reading comprehension abilities.

By shifting the focus towards a more comprehensive understanding of the multifaceted nature of reading comprehension, educators can develop more effective strategies to support students in becoming proficient readers and critical thinkers.

Table 5b. Comparison test results of the English academic performance of the SHS students when grouped according to their profile

Grouping Variable	t- or F-value	p-value	Statistical Inference
Sex	1.667	0.099	Not significant
Age	3.243	0.044	Significant
Native language	1.356	0.179	Not significant
Monthly income	3.847	0.006	Significant
Available printed resources	10.746	0.000	Significant
Available technological devices	1.613	0.110	Not significant

Tested at 0.05 level of significance

Table 5b provides insights into the comparison test results regarding the English academic performance of SHS students across different profile variables. While variables such as sex, native language, and access to technological devices show no significant relationship with English academic performance, notable associations emerge for age, parents' monthly income, and availability of printed resources at home.

The analysis reveals that students' age and their parents' monthly income exhibit significant relationships with English academic performance. Specifically, older students tend to achieve higher grades in English, suggesting a potential developmental aspect to language acquisition. Additionally, students from higher-income families tend to attain higher grades in English compared to their counterparts from lower-income households, aligning with previous research by Abdallah (2016) that highlights the influence of socioeconomic status on academic achievement.

Moreover, the presence of significant associations between English academic performance and the availability of printed resources at home underscores the importance of an enriched learning environment. Students with access to a variety of printed materials at home tend to perform better in English, indicating the beneficial role of literacy-rich environments in supporting language development and academic success.

These findings emphasize the multifaceted nature of factors influencing English academic performance among SHS students and underscore the importance of addressing socio-economic disparities and providing equitable access to educational resources. Educators and policymakers can use this information to develop targeted interventions and support mechanisms aimed at enhancing English language proficiency and narrowing achievement gaps among students.

Table 6. Correlation test results among help-seeking behavior, reading comprehension level and English academic performance of SHS students

Variables	r-value	p-value	Statistical Inference
Help-seeking behavior * Reading comprehension	0.315	0.002	Significant
Help-seeking behavior * English performance	0.294	0.005	Significant
Reading comprehension * English performance	0.230	0.029	Significant

Tested at 0.05 level of significance

The analysis reveals significant relationships among these variables. Firstly, there is a significant correlation between help-seeking behavior and reading comprehension ($r = 0.315$, $p = 0.002$), indicating that students who exhibit more proactive help-seeking behaviors tend to have higher levels of reading comprehension. This finding underscores the importance of fostering a supportive learning environment where students feel comfortable seeking assistance when needed, thereby enhancing their comprehension skills.

Secondly, a significant correlation is observed between help-seeking behavior and English academic performance ($r = 0.294$, $p = 0.005$), suggesting that students who engage in more help-seeking behaviors also tend to perform better in English. This highlights the beneficial role of seeking support and guidance from teachers, peers, and resources in improving academic outcomes in English.

Lastly, a significant correlation is found between reading comprehension level and English academic performance ($r = 0.230$, $p = 0.029$), indicating that students with higher reading comprehension levels tend to achieve better grades in English. This aligns with empirical evidence suggesting that strong reading comprehension skills are foundational to success in language-based subjects such as English.

These suggest the interplay between help-seeking behaviors, reading comprehension abilities, and English academic performance among SHS students. Educators and school administrators can use this information to design interventions and support mechanisms aimed at promoting effective help-seeking strategies and enhancing reading comprehension skills, thereby fostering academic success in English.

Conclusion

Based on the study's findings, it is evident that students' reading comprehension levels are influenced by their help-seeking behaviors, peer interactions, and academic performance in English. Age also plays a role in reading comprehension development,

while access to printed materials at home contributes to improvement. These results reject the null hypotheses, emphasizing the importance of addressing factors beyond traditional demographics in supporting students' reading skills. Educators should prioritize fostering supportive learning environments, promoting effective help-seeking strategies, and providing access to diverse reading materials to enhance reading comprehension among students.

Recommendations

Based on the study's findings, several recommendations are proposed to enhance students' reading comprehension levels:

1. Students should be encouraged to read more printed materials at home to improve their reading comprehension skills. Parents can play a crucial role in guiding and supporting their children's reading habits.
2. Teachers should incorporate more reading comprehension exercises and activities into their lessons, including collaborative and group reading activities. This capitalizes on students' positive help-seeking behavior and fosters a supportive learning environment.
3. School administrators should provide support for reading programs and activities initiated by teachers. This can include allocating resources, offering professional development opportunities, and facilitating collaboration among educators.
4. Schools should offer individualized support for students who seek help in improving their reading comprehension levels. This may involve targeted interventions, additional tutoring, or personalized reading plans.
5. Future researchers are encouraged to build upon these findings by conducting similar studies on a larger scale and over a longer period. This can provide deeper insights into the factors influencing reading comprehension and the effectiveness of interventions.

By implementing these recommendations, schools can create a conducive environment for enhancing students' reading comprehension skills, ultimately contributing to their academic success and lifelong learning.

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