A Multi-Variable Analysis of Psychosocial Competence and Reading Profile on SHS Academic Achievement in Pulot Nhs

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ABSTRACT

Senior High School (SHS) students are prepared for future academic endeavors and career options. Achieving academic success in SHS can be challenging because of various factors. This study explores factors, including psychosocial competence and reading profile, that affect academic achievement. It employed a correlational design to investigate the relationship among psychosocial competence, reading profile, and academic achievement. The study used a quantitative approach to gather data through surveys administered to 182 SHS students and document review. The results indicate that students reported a favorable level of psychosocial competence across student, home, and school factors. Additionally, they displayed a strong reading profile with good reading speed, comprehension, and level which means that students can obtain information, grasp difficult concepts, and achieve academically. Academic performance was also highly satisfactory for core, applied, and specialized subjects which revealed that students performed well in the different learning areas. Overall, the data suggests that the respondents have an average level of psychosocial competence, reading proficiency, and a very satisfactory level of academic performance in their core, applied, and specialized subjects. Sex, age, grade level, and strand did not significantly influence psychosocial competence. Reading level emerged as a strong predictor of academic success which emphasizes the relevance of developing excellent reading abilities in SHS students. Recommendations include prioritizing reading skill development, encouraging parental involvement, fostering teacher support, and designing interventions to enhance reading proficiency. Future research could delve deeper into understanding why psychosocial competence did not correlate with academic performance in this study and how these factors might interact with other variables to influence student success.

Keywords: academic success, family support, senior high school (shs) academic success, reading proficiency, social-emotional learning

INTRODUCTION

Academic achievement in Senior High School (SHS) plays an important role in shaping students' future academic and career options. In the field of research, educators have found a growing interest in understanding various factors that impact the academic achievement of SHS students. Psychosocial competence and reading profile are among the factors that contribute to the students' academic achievement.

Academic achievement significantly predicts educational success (Doblon, 2023). It is mostly measured by grades from different learning areas, average grades, tests, and performance results (Encyclopedia Britannica, 2021).

One of the goals of education is for students to achieve high academic performance. In the context of SHS, as they are preparing for college, venturing into a business, or landing a job, they must achieve a higher level of performance as it opens wide opportunities in life (Tus, 2020) and likely to get stable employment in the future (Regier, 2021). To ensure that students are ready to take on challenges in their future academic and career opportunities, teachers must include assessing the academic achievement of learners in the teaching and learning process (Fisher & Bandy, 2019).

One factor that impacts the students' academic achievement is psychosocial competence. Psychosocial competence combines psychological and social abilities that determine a person's capacity to function effectively in the environment (Kumar, 2020). It includes self-awareness, critical thinking, emotion control, stress management, positive communication, resolving issues, and constructive interactions (Lamboy et al., 2022). Accordingly, intrinsic and extrinsic motivation from self, peers, family, and teachers greatly affects the students' performance in school (Akram & Ghazanfar, 2014; Alegre, 2014; Chow, 2010; Tindle et al., 2022).

In this current study, psychosocial competence is measured by the student, home, and school factors. These factors were believed to influence reading profile and academic performance.

Reading profiles, as defined in the Department of Education's Phil-IRI Manual (2018), refer to a thorough view of a student's reading skills and abilities to assess not just their ability to read words but also their comprehension. They aim to measure the students' reading speed, comprehension, and reading level.

A strong reading profile enables students to absorb information, understand concepts, and do well on tests (Aprilia et al., 2020). By creating a comprehensive reading profile, students may improve their comprehension, retention, and knowledge application, eventually leading to better academic performance.

Given the significance of both psychosocial competence and reading profile in fostering academic achievement, it is essential to explore the link between these factors and their combined impact on SHS students' academic achievements. This study will use a multivariable analysis to investigate the association among SHS students' psychosocial competence, reading profile, and academic achievement.

REVIEW OF RELATED LITERATURE

The review of related literature examines existing research on SHS academic achievement, focusing on psychosocial competence and reading profiles. By critically studying the relevant literature, this review will offer a comprehensive overview of the state of knowledge in this field.

Academic Achievement

Academic achievement is the degree to which learners have met their learning objectives. It directly results from the students' learned knowledge and acquired skills and competencies (York et al., 2019). York et al. (2019) further argue that grades are proxy measurements intended to capture knowledge, skills, and competencies learned, cumulatively referred to as the student's academic achievement.

Academic achievement is often perceived as a stepping stone towards accomplishing larger life goals. Getting high academic achievement opens gates to university admissions (Alamoudi et al., 2021; Luesia et al., 2023) and better job placements in the future (Tentama et al., 2019).

Earning academic achievement improves one's standing in school and promotes personal growth (Rathore & Sangwa, 2015). It provides a feeling of achievement, increases confidence, and provides doors to various possibilities for additional growth in the personal and professional fields.

Furthermore, academic achievement is an indicator for a continuous monitoring, strategic planning, and evaluation of the school (Jurdi et al., 2019). This helps the school and educators address emerging risks and ensure sustainable academic excellence.

In the context of SHS, academic achievement is measured in different learning areas or courses. SHS courses are categorized into core, applied, and specialized. This allows students to choose based on their interests, career goals, and academic skills.

Core Subjects. Core subjects are fundamental courses required for all students as part of the standard curriculum, which help students develop reasoning, problem-solving and communication skills (Vargas, 2015). These include English, Science, Mathematics, and Social Science.

Applied Subjects. Applied subjects integrate fundamental subjects into real-world scenarios and practical applications. These courses promote practical training, real-world applications, and the development of technological abilities. According to the United States Department of Education (2021), applied subjects assist students in grasping the practical applications of their academic knowledge and prepare them for employment. These subjects are designed for students who want to pursue employment or extend their education in sectors that need specific vocational training or technical skills (Bedi, 2023).

Specialized Subjects. Specialized subjects are electives that allow students to pursue specific areas of interest or expand their knowledge in certain fields outside the standard curriculum. These disciplines provide advanced study options based on students' academic interests, professional goals, or hobbies. Specialized studies allow students to gain in-depth knowledge, acquire competence in certain sectors, and prepare for further education or specialized employment.

Psychosocial Competence

Psychosocial competence is the capacity of a person to successfully handle the various pressures and obstacles encountered in daily life. It is a complex concept that includes cognitive, emotional, and social abilities that support mental well-being and efficient functioning (Kaur & Kaure, 2022; Lamboy et al., 2022).

Psychosocial competence involves emotional intelligence, self-knowledge, and coping abilities. It includes understanding one's emotions, dealing with stress, and sustaining mental health (Pal et al., 2023). It allows students to perform effectively in any situation and contribute meaningfully to society.

Psychosocially competent students can work together, settle issues, and demonstrate empathy for others (Weissberg, 2016). This allows students to work together without issues and help each other in their academic challenges. Additionally, psychosocially competent students consider situations in which they conflict with someone and take responsibility for reconciliation to develop good relations in the classroom (Levi-Keren et al., 2022).

Furthermore, psychosocial competence is demonstrated when people exhibit adaptive behavior in many situations. It is important to develop this skill and ability to thrive in today’s rapidly changing environment (Sali, 2023) and deal with life’s demands (Throuvala et al., 2021).

Psychosocial Competence is influenced by student, home, and school factors.

Student Factor. A student's intellectual skills, such as problem-solving ability, memory, and attention span, are important in developing psychosocial competence (Ellah et al., 2019). These skills help students with their general cognitive development and their capacity to succeed and excel in various academic and social settings (Ilias Vasileiadis et al., 2024).

Improving the learning environment influences student learning and experience (Closs et al., 2021). A positive and enjoyable learning environment promotes psychosocial competence and well-being (Morales-Rodríguez et al., 2020). This competence develops self-confidence in engaging in learning activities, which creates an enjoyable learning experience (Innocent et al., 2021). These factors dictate the students' intrinsic motivation to do well in school. When one does well in school, one gets higher academic achievement.

Home Factor. Home is the primary and most important place for a child's growth and development. It provides a basis for nurturing and shaping a child's potential (Hooja, 2019). Hooja (2019) further added that homes should create and foster a positive atmosphere that supports and enhances children's academic success.

The home environment greatly impacts a student's performance in school. Khan et al. (2019) emphasize that the teaching-learning process can only be fully effective if the family supports and facilitates it. Students with improved home experiences get high grades and are more likely to become professionals (Ghosh, 2020).

School Factor. Creating a positive learning environment must be a priority in an educational setting to help promote the overall well-being of students (Hachem et al., 2022). Accordingly, it helps students achieve success in various aspects of life.

Additionally, engagement, peer environment and support from classmates and teachers substantially impact students' feelings of competence in school (Reymond et al., 2022). A positive peer environment with supportive classmates fosters a sense of belonging and acceptance.

Students who feel like they belong and matter in school are more likely to thrive academically. This favorable emotional connection to the school environment can increase involvement in learning activities, improve academic performance, and a greater sense of accomplishment (Allen et al., 2021). Ultimately, a supportive school climate that encourages students to feel like they belong and matter can help them achieve their full potential.

Reading Profile

A reading profile is a full evaluation of a student's reading ability, including strengths and weaknesses in many elements of reading. Reading profile can be assessed by the students' reading speed, reading comprehension, and reading level.

Reading Speed. Reading speed is the rate at which a person reads written material (print or electronic) in a certain amount of time. It is measured in words per minute. A good reading speed indicates that the reader can process information efficiently (Babbin, 2019). It enables the reader to read the text quickly and effortlessly, improving reading comprehension.

Johann et al. (2020) observed that students who read faster get higher test scores than those who read slowly. He further argued that reading fast implies needing to comprehend each word individually.

However, Lastiri (2022) argued that the faster one reads, the less information can be absorbed by the mind. This is because the brain takes time to analyze and integrate new information, and fast reading speeds may require more processing time.

Reading Comprehension. Reading comprehension is the capacity to grasp and interpret written content effectively. It entails extracting meaning, drawing conclusions, and establishing information from a given text.

Reading comprehension is a fundamental skill that extends far beyond the walls of a classroom and plays a crucial role in navigating life successfully (Nowak, 2022). It equips us to learn, adapt, and navigate an ever-changing world.

Reading comprehension is vital for language and literature, as well as strengthening a student's critical thinking and memory skills, attention, and problem-solving abilities, all of which are required for all types of students and professionals (Mariecarrier, 2022). This is why students must develop reading comprehension.

Reading Level. The reading level measures students' reading ability. It is computed by the students' comprehension level and reading speed. It is important to identify the students' reading level in determining the reading profile to provide the correct reading materials that suit their reading proficiency (Rohn, 2023).

When a child reads a book or any reading material that aligns with their reading level, it is more likely that the student enjoys reading and boosts their confidence (Cabardo, 2019). This will help ensure that they have a positive experience with reading and develop a love of learning.

Correlation between Psychosocial Competence and Academic Performance

Developing and increasing psychosocial competence can considerably improve students' capacity to cope with the academic environment and maximize their learning potential (Tindle et al., 2021; Swanson et al., 2021). By developing these skills, students tend to perform better academically.

Accordingly, academically engaged students were likely to experience higher psychological resources, positively impacting their academic performance (Martinez et al., 2019). The results point to the importance of considering psychological predictors rather than the prevalent reliance on traditional predictors of academic

performance.

Students with excellent social skills are more likely to form positive interactions with their peers and instructors, which fosters a conducive learning environment and improve learning and academic achievement (Coristine, 2022; Jones & Nillas, 2022). Through this, students succeed not just academically but also personally.

Conversely, a lower level of psychosocial competence is linked to decreased academic interest, school engagement, and low academic achievement (St-Amand et al., 2017; Martinot et al., 2022). This is because a lack of psychosocial competence can make it difficult to manage stress, establish motivation, and draw on social support, all vital for academic achievement (Gamarra-Vengoechea et al., 2023).

Correlation between Reading Profile and Academic Performance

Students with excellent reading profiles can better meet academic challenges across learning areas. The results of Quirino's study (2021) showed a positive correlation between reading profile and academic performance. The study suggested that an intervention is important to help students become independent readers and achieve higher academic performance.

When students participate in continuous reading, they enhance their vocabulary and comprehension of subject areas, which are important for academic achievement (Duru & Koklu, 2011; Kobina, 2018). Continuous reading exposes students to a greater variety of language than everyday conversations. This allows students to reinforce their language understanding and use it more efficiently. Improved reading proficiency allows students to critically evaluate information, draw conclusions, and link distinct concepts, resulting in a more in-depth understanding of the subject (Sua, 2021).

Framework

This study is anchored on Gough & Tunmer's Simple View of Reading (1986), Albert Bandura's Social Cognitive Theory (1986), and Fritz Heider's Attribution Theory (1958).

The Simple View of Reading theory, proposed by Gough and Tunmer (1986), highlights two fundamental components of reading comprehension: decoding and language comprehension. An excellent reading profile demands proficient decoding skills and excellent language comprehension skills. Difficulties in any area might impair a student's reading ability. Persons with high decoding and language comprehension skills are more likely to do well in reading, which can improve their psychosocial competence and achievement in school.

Albert Bandura (1986) established Social Cognitive Theory, which focuses on the interplay of personal factors, actions, and the environment. Furthermore, people develop psychosocial competence through observational learning, self-reflection, and self-regulation. Bandura believes that witnessing individuals exhibiting psychosocial competence, such as successful problem-solving or self-motivation, may impact one's beliefs, attitudes, and actions. Individuals who acquire psychosocial competence are better able to deal with social relationships, handle stress, and stay motivated, which can lead to enhanced reading profiles and academic accomplishment. Accordingly, students with strong self-efficacy may be more willing to take on challenging tasks and struggle through grappling with issues.

Attribution Theory, introduced by Fritz Heider (1958), investigates how individuals define reasons for their and others' activities. In terms of academic achievement, students with high psychosocial competence could link their successes and failures in reading to internal variables such as effort and aptitude rather than external ones. This inner sense of control can motivate students to take responsibility for their learning, seek assistance when necessary, and persevere in the face of difficulties, improving their reading profile and academic achievement.

These theories collectively highlight the complex interplay between psychosocial competence, reading profile, and academic achievement. Considering these, this study can provide a more comprehensive understanding of the factors contributing to SHS students' academic achievement.

Research Questions

This study aims to examine the impact of psychosocial competence and reading profile on academic achievement among SHS students.

Specifically, it seeks to answer the following questions:

1. What is the SHS students' demographic profile in terms of:

    1.1. Sex;
    1.2. Age;
    1.3. Grade Level;
    1.4. Strand?

2. What is the level of SHS students' psychosocial competence in terms of:

    2.1. Home Factor;
    2.2. Student Factor;
    2.3. School Factor?

3. What are the SHS students' reading profile in terms of:

    3.1. Reading Speed;
    3.2. Reading Comprehension;
    3.3. Reading Level?

4. What is the SHS students' academic performance in terms of:

    4.1. Core Subjects;
    4.2. Applied Subjects;
    4.3. Specialized Subjects?

5. Is there a significant difference in the SHS students' psychosocial competence when grouped by profile?

6. Is there a significant difference in the SHS students' reading profile when grouped by the profile?

7. Is there a significant difference in the SHS students' academic performance when grouped by profile?

8. Is there a correlation among SHS psychosocial competence, reading profile, and academic performance?

METHODOLOGY

Research Design

In this study, the researcher will employ a correlational design to investigate the relationships among senior high school students' psychosocial competence, reading profile, and academic achievement. A correlational research methodology is based on its efficacy in investigating relationships between variables without making assumptions about causation (Pallant, 2020). The correlational design provides insights into whether or not variables have a link with each other and how closely related they are (Hassan, 2024). This method will provide a thorough comprehension of the potential relationship between these variables in the context of academic achievement.

Furthermore, this study is quantitative in nature to facilitate rigorous analysis and interpretation of data. This design emphasizes objective measurements by collecting numerical data and statistical analysis (Boucaud, 2017). Quantitative data allows for quantifying relationships between the variables: psychosocial competence, reading profile, and academic achievement. This may be carried out by using statistical methods such as

correlation coefficients, which provide a clear picture of how strongly these variables might be connected (Pallant, 2020).

Setting/Locale

This study will be conducted in a large, partially urban public school in the Division of Ozamiz City. The school caters to Grades 7 – 10 (Junior High School) and Grades 11 -12 (Senior High School). It offers six programs in the Senior High School. These are the General Academic Strand (GAS), Technical Vocational and Livelihood – Home Economics (TVL-HE), TVL – Electrical Installation and Maintenance (TVL-EIM), TVL – Computer System Servicing (TVL-CSS), TVL – Technical Drafting (TVL – Tech Draft), and TVL – Shielded Metal Arc Welding (TVL-SMAW). At the time of the research, the school had 471 students in the junior high school (JHS) and 258 in the senior high school (SHS), with 33 teaching personnel: 25 for JHS and 8 for SHS, respectively.

Respondents

This study's respondents will be the senior high school students in one of the public schools in the Division of Ozamiz City, where the researcher teaches academic subjects. The sample will include 182 respondents from Grades 11 and 12. In particular, 90 student respondents will be from Grade 11, and 92 will be from Grade 12 (see Table 1).

The respondents will be sampled through complete enumeration. Complete enumeration sampling involves examining every single member of a population. It surveys the entire group rather than a selected sample (Australian Bureau of Statistics, 2024). The researcher chose this sampling technique to capture all relevant data in a relatively small population, reducing the risk of missing out on important information from a subset of respondents. Australian Bureau of Statistics (2024) highlights complete enumeration as a sampling technique that captures a complete and accurate representation of the entire group, making the study more inclusive and reliable.

Table 1. Distribution of Senior High School Students as to Grade Level and Strand

Grade Level and Strand	No. of Population
Grade 11 – General Academic	24
Grade 11 – Electrical Installation and Maintenance	19
Grade 11 – Home Economics	12
Grade 11 – Technical Drafting	8
Grade 11 – Shielded Metal Arc Welding	27
Grade 12 – General Academic	23
Grade 12 – Electrical Installation and Maintenance	37
Grade 12 – Home Economics	12
Grade 12 – Computer System and Servicing	20
Total	182

Research Instruments

This study will employ the following instruments to gather data:

School Register 1 (Appendix A). This document records information about students enrolled in a specific class. It is a record-keeping tool for teachers and administrators. It captures basic student information such as

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students' names, learner reference numbers (LRN), sex, date of birth, grade level, and section. It also includes information like learners' names, such as the names of the parents or guardians, ethnicity, and religion.

Philippine Informal Reading Inventory (Appendix B). This is an informal individualized assessment tool for recording students' performance in oral reading, silent reading, and listening comprehension. The assessment evaluates students' reading ability by assessing their word recognition and reading comprehension skills in both English and Filipino. It calculates word recognition accuracy and the percentage of correct answers to comprehension questions based on predetermined criteria for different reading levels. Phil-IRI will be administered to students who perform below the expectation level during the Group Screening Test (GST). They are the students who score below 14.

To determine the reading profile, the formula and table of equivalence below will be used:

Reading Speed (Word per Minute)

$$\text{Reading Speed} = \frac{\text{Number of words in the passage}}{\text{Reading Time (sec)}} \text{ X } 60$$

Comprehension Level

$$\text{Comprehension} = \frac{\text{Number of correct answers}}{\text{Number of questions}} \text{ X } 100 \text{ (= \% of comprehension)}$$

Reading Level/ Grade	**Reading Speed Word per Minute (WPM)**	**Comprehension**
Independent	Fast Readers	and 90 – 100% correct answers
I	70 above	
II	100 above	
III	120 above	
IV	140 above	
V	170 above	
VI	190 above	
Instructional	Average Readers	and 75 – 89% correct answers
I	31-69	
II	61-99	
III	91-119	
IV	111-139	
V	141-169	
VI	161-189	
Frustration	Slow Readers	and 74% & below correct answers
I	30 below	
II	60 below	

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III	90 below	
IV	110 below	
V	140 below	
VI	160 below	

Word Recognition

$$\text{Word Recognition} = \frac{\text{Number of major miscues}}{\text{Number of words in the passage}} \times 100 \ (= \% \text{ of word recognition})$$

Reading Level/ Grade	**Word Recognition**	**Comprehension**
Independent	97 – 100%	80 – 100%
Instructional	90 – 96%	59 – 79%
Frustration	89% and below	58% and below
Word Recognition	**Comprehension**	**Reading Level**
Independent	Independent	Independent
Independent	Instructional	Instructional
Independent	Frustration	Frustration
Instructional	Independent	Independent
Instructional	Instructional	Instructional
Instructional	Frustration	Frustration
Frustration	Frustration	Frustration
Non-Reader	Listening Capacity	Non-Reader

Psychosocial Questionnaire (Appendix C). This tool will be used to identify the psychosocial competence of the student respondents. This is adapted and modified from the Questionnaire on Psychosocial Adjustment Needs of Grade 7 Students developed by Pineda (2004). The survey consists of 25 statements and is assessed using a Likert-type scale, where participants can choose responses ranging from "Strongly Agree" to "Strongly Disagree." It has three subscales: (1) Student Factor, (2) Home Factor, and (3) School Factor. The following scale was used:

Weight	Descriptive Equivalent
4	Strongly Agree
3	Agree
2	Disagree
1	Strongly Disagree

Grade Sheets (Appendix D). This is a formal record of students' academic grades. These sheets are individualized per learning area. The class adviser holds the master grade sheets with the consolidated grades from the subject teachers.

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Academic achievement evaluates the performance of the students according to the following criteria: written work (25%), performance task (50%), and quarterly assessment (25%).

Data Collection

This study will use a variety of research instruments to collect data:

Survey. A survey will be used to collect data on the respondents' psychosocial competence. The researcher will ask the respondents to answer the psychosocial questionnaire honestly, which will be secluded in three parts: student factor, home factor, and school factor. The questionnaire and answer sheets will be retrieved after the respondents have answered. Since some students, especially Grade 12 select students, are on their immersion sites, a link to the online survey will be sent. The online survey will be created using Google Forms.

Tourangeau et al. (2000) defined a survey as an established data collection technique in which individuals are asked a series of standardized questions to learn about their opinions, attitudes, habits, or other relevant abilities. As Neuman (2013) highlighted, respondents are asked the same questions, thus making it appropriate for a quantitative research design.

Document Review. This is a careful evaluation of existing documents to collect data and information relevant to the study. Bowen (2009) further explained that the significance of document review in research stems from its ability to give useful insights into the study issue without requiring the direct participation of research subjects. This strategy enables researchers to collect data that may not be available through other research methods, such as interviews or surveys.

For this study, documents such as School Register 1 (SF 1), Phil-IRI test results, and consolidated grades will be collected and analyzed. SF 1 will be downloaded from the Learner Information System (LIS) to get the respondents' profiles, such as sex, age, grade level, and strand. Consolidated grades (cumulative grades for the 1st semester) will be obtained from the class adviser to support the data needed for the academic achievement of the respondents. The researcher will compute the average grade of the respondents by learning area: Core, Applied, and Specialized subjects. The data for the reading profile will be taken from the Phil-IRI result under the safekeeping of the reading coordinator in English.

The researcher will organize these data using Microsoft Excel.

Data Analysis

In this study, the researcher will use the following data analysis:

Frequency Counts and Percentages. Frequency and percentages are important tools in presenting and summarizing categorical data. In this study, these tools will be used to analyze the respondents' demographic data: sex, age, grade level, and strand. Counts will present how the occurrences are distributed across the different constructs, while percentages add to frequency by expressing it as a proportion of the total number of observations. Frequency counts and percentages make it easier to identify patterns and trends in the data collected (Field A.P., 2013).

Mean and Standard Deviation. Mean scores represent the average or the center value of a dataset. It will provide the average of each variable. Standard deviation indicates the variance from the mean within the dataset. Mean and standard deviation provide a concise way to provide a simple manner to synthesize data, measure variability, and play a crucial role in statistical tests to get a more comprehensive understanding of their results and draw stronger conclusions (Cohen, 2013).

T-test. This test will compare the means of the two groups and determine if they are significantly different from each other. The t-test offers a method to statistically evaluate the importance of the variance between means, considering both the dispersion and sample sizes of the groups involved (Hayes, 2023). This study will investigate the significant differences in the students' psychosocial competence, reading profile, and academic profile when categorized as demographic variables.

F-test. The F-test is a statistical test that compares the means of two or more groups. In this study, the F-test will be used to investigate whether there is a significant difference in psychosocial competence, reading profile, and academic achievement when grouped by profile.

Multiple Regression is an effective method for examining the connections between several independent variables and one dependent variable. It is helpful in interpreting linkages, making predictions, and identifying important factors that affect outcomes. In this study, the combined effect of psychosocial competence and reading profile on academic performance will be analyzed, considering them simultaneously.

Role of the Researcher

The researcher will take on a crucial role in this research through various stages, ensuring that this project will deliver valuable insights. It is the responsibility of the researcher to inform their respondents about the purpose of their study and to ensure to build a good relationship with their respondents. The researcher will act as a facilitator in collecting the data. Holloway and Wheeler (2002) state that facilitators must have social and referencing skills to properly lead respondents to answer questions without directing or coercing them. This ensures that the data collected reflects the true experiences and perspectives of the respondents.

The researcher will synthesize the frameworks used to understand the potential interactions between psychosocial competence, reading profile, and academic achievement in SHS students. This integration could involve identifying mechanisms by which psychosocial factors influence reading ability and impact academic performance.

The questions and document used to collect data will likely explore the correlations between psychosocial competence and reading profile, on the one hand, and academic achievement, on the other. Interpreting the data will involve drawing connections between the findings and frameworks used for this study.

It is also the researcher's responsibility to keep the data confidential at all times.

Ethical Consideration

The researcher will employ Bryman’s (2016) ethical consideration which emphasizes its importance throughout the research process, from planning to gathering data to analyzing it and sharing the results. He sets rules to conform to ethical norms.

Informed Consent. The respondents must be fully informed about the research objectives, data collection methods, potential risks and benefits, and their right to withdraw at any point.

Confidentiality and Anonymity. The researcher must ensure the confidentiality and anonymity of the respondents to safeguard participants' privacy and avert potential damage or violations of trust.

Social Justice and Equity. The researcher must ensure fair and equitable treatment of all respondents regardless of age, gender, ethnicity, socio-economic status, or disability and avoid discriminatory participant recruitment, selection, and treatment practices.

Through carefully examining and considering these ethical factors in quantitative research, researchers can maintain ethical standards, nurture confidence among respondents, and make scholarly contributions that honor the rights and well-being of those engaged in the study.

RESULTS AND DISCUSSION

Demographic Profile of Respondents

Data (Table 1) show the descriptive statistics of the age variable (M = 17.31; SD = 1.592). This indicates that the age of the respondents is somewhat spread out around the average. While Table 2 provides the distribution of respondents in terms of sex, grade level, and strand. Regarding sex, 88 (48.4%) respondents were male,

while 94 (51.6%) were female. On the grade level, 90 (49.5%) respondents were in grade 11, and 92 (50.5%) were in grade 12. On the strand, the majority of the respondents were in Electrical Installation and Maintenance (54 or 29.5%), followed by General Academic Strand (48 or 26.8%), Shielded Metal Arc Welding (27 or 14.8%), Computer System Servicing (23 or 12.6%), Home Economics (22 or 12%), and Technical Drafting (8 or 4.4%). In total, there were 182 respondents in this survey.

Table 1. Students' Demographic Profile based on Age

	Mean	Standard Deviation
Age	17.31	1.592

Table 2. Students' Demographic Profile based on Sex, Grade Level, and Strand

	Counts	Percentages
Sex		
Male	88	48.4%
Female	94	51.6%
Grade Level		
11	90	49.5%
12	92	50.5%
Strand		
EIM	54	29.5%
GAS	48	26.8%
SMAW	27	14.8%
CSS	23	12.6%
HE	22	12%
Tech Draft	8	4.4%
Total	182	

Psychosocial Competence

Data (Table 3) show that respondents portray a good level of psychosocial competence regarding the student factor (M = 2.83). This means that students are confident in their comprehension skills, positively impacting their overall well-being and higher academic success. Personal qualities such as attitude, self-efficacy, and social interaction remain key determinants of students' academic performance (Usher et al., 2019). Highly self-motivated students perform better academically and yield higher academic success (Qasim & Kumari, 2017). Similarly, students who enjoy learning elicit improved academic performance. Creating an enjoyable learning environment cultivates intrinsic motivation, leading to students reaching their full academic potential (Hernik et al., 2018). As also revealed, students enjoy learning and find it rewarding. These findings reveal the internal factors that influence students' attitudes toward learning. To improve students' academic performance and well-being, it is critical to cultivate good attitudes, self-motivation, and a fun learning environment. Teachers and educational institutions should encourage these factors so that students can fulfill their academic potential and have a satisfying educational experience.

Data (Table 3) also summarizes the average psychosocial influence regarding home factor (M = 2.97). This

suggests that the respondents have a good home influence regarding their academic performance. The study revealed that they receive support from family members, which motivates them to improve their studies. This result supports the study that a supportive family environment helps improve a child's learning capability, significantly impacting students' academic performance (Khan et al., 2019). Family support matters most (Schmid & Garrels, 2021). As such, family members must communicate with teachers to support student academic success (Sadiko et al., 2019). Overall, the findings indicate that a nurturing and encouraging home environment positively impacts students' academic performance. Families can create a strong support system that contributes to students' academic success by actively engaging with teachers.

This study also revealed the average psychosocial competence regarding school factor (M = 3.19), meaning they have good school support. These findings showed that teachers motivate learners to study and provide additional support to students who are struggling academically. Students' perceptions of the support they get from their teachers are linked to positive academic progress and satisfaction (Ma et al., 2020) and students' behavioral factors that affect academic achievement (Hoferichter et al., 2022). It also revealed that the school offers intervention programs for students. A prevalent way to help students improve their skills is through interventions within the school (Jones & Bouffard, 2012; Barry et al., 2017; Golberg et al., 2019). A thoughtfully-constructed interventions like mentorship, tutoring, or specialized programs can greatly enhance the students' academic performance (Summers, 2024). School factors, including teacher support and intervention programs, positively impact students' academic performance. It is always important to cultivate a supportive school environment in promoting students' academic success.

Reading Profile

Table 3 also presents the mean score for Reading Speed (M = 2.85), Reading Comprehension (M = 2.75), and Reading Level (M = 2.72), which all suggest a good reading proficiency among respondents. One of the fundamental skills that a student must develop is reading. It is among the many things that students must master to achieve academic success in a learning environment (Buraga, 2021). Students who are proficient at reading excel in English and perform well in all areas of their academic study (Kobina, 2019). Furthermore, these results confirm that a lack of understanding of reading leads to students becoming disinterested in studying and eventually makes their academic performance poor (Baba & Afendi, 2020). The study imparts the importance of promoting a culture of reading to encourage students to develop a regular habit of reading.

Academic Performance

Table 3 also provides data on students' academic performance. The academic performance of the students across different learning areas is very satisfactory: Core Subjects (M = 89.09), Applied Subjects (M = 88.94), and Specialized Subjects (M = 89.01). These suggest that students have consistently performed at a high level across different subjects. It further entails that the learners could acquire foundational knowledge, skills, and understanding. Students' high performance indicates their mastery and understanding (Smith & Johnson, 2019), and they are more likely to succeed continuously in their educational journey (Brown, 2020). The study recommends that school administrators and educators give advanced or specialized programs or activities that challenge students and allow them to broaden their skills and knowledge. This can help them achieve further mastery and knowledge.

Overall, the data suggests that the respondents have an average level of psychosocial competence, reading proficiency, and a very satisfactory level of academic performance in their core, applied, and specialized subjects.

Table 3. Students' Psychosocial Competence, Reading Profile, and Academic Performance

	Mean	Standard Deviation	Remarks
Psychosocial Competence			
Student Factor	2.83	0.204	Good

Home Factor	2.97	0.364	Good
School Factor	3.19	0.380	Good
Reading Profile			
Reading Speed	2.85	0.44	Good
Reading Comprehension	2.72	0.550	Good
Reading Level	2.72	0.560	Good
Academic Performance			
Core Subjects	89.09	4.73	Very Satisfactory
Applied Subjects	88.94	5.47	Very Satisfactory
Specialized Subjects	89.01	6.27	Very Satisfactory

Notes: Psychosocial Competence and Reading Profile Scale

Excellent (3.25 – 4.00); Good (2.50 – 3.24); Average (1.75 – 2.49); Poor (1.00 – 1.74)

Academic Performance Scale

Outstanding (90 – 100); Very Satisfactory (85 – 89); Satisfactory (80 – 84);

Fairly Satisfactory (75 – 79); Did Not Meet Expectations (Below 75)

Students' Psychosocial Competence, Reading Profile, and Academic Performance

The data (Table 4) outlines the findings from t-tests and F-tests. The results were not statistically significant across variables, including Student Factor, Home Factor, School Factor, and their relationships with Sex, Age, Grade Level, and Strand. This shows that there is no significant difference in these variables based on gender, age, grade level, or strand.

However, the findings show a highly strong correlation between Reading Speed, Reading Comprehension, and Reading Level across sex and strand ($p = <.001$). This proves that reading speed and comprehension are predictors of reading level, regardless of students' sex and strand. This is contrary to the findings in the study where females outperform male students in reading performance (Thomas et al., 2022), as it is also supported in another study where the ratio of the variances in sex is female-biased (Gray et al., 2019). This also aligns with a study that states that students' reading ability affects their understanding and academic success (Makebo et al., 2022). Slow and excessive reading might impair understanding of the content. Faster reading leads to greater comprehension (Humaira et al., 2019).

Similarly, a significantly substantial relationship was seen between academic profile (Core Subjects, Applied Subjects, Specialized Subjects) and demographic profile (Sex, Age, Strand) ($p = <.001$). This shows a significant difference in academic achievement across sex, age, and strand ($p = <.001$). After running a post hoc analysis, it was found that female students scored 4.57 points higher than male students in core subjects, 5.07 higher in applied subjects, and 5.69 higher in specialized subjects. These findings align with the study on Gender and Academic Achievement, where females belong to a prosocial group that performs well in school, while males are in the aggressive group, resulting in lower academic performance (Zhou & McLellan, 2021). This study recommends initiating interventions and strategies that could support male students in improving their academic performance. Moreover, there is a variance in the students' academic profile and age variability; specifically, ages 16 and 18 have significant differences in the core and applied subjects. There is no significant difference between the specialized subjects and age.

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Additionally, table 3 provides a significant difference between academic profile and strand (p = <.001). Furthermore, the post hoc analysis revealed that students taking General Academic Strand have significantly higher than the other students. This result is consistent in a study where GAS students show outstanding academic performance compared to students from other tracks (Rubas, 2023).

Overall, the findings indicate that there may be significant differences in reading profile and academic performance depending on sex, age, and strand, but not in the psychosocial competence evaluated in connection to sex, age, grade level, or strand.

Table 4. Differences in the variables by demographic profile

Variables	Test Statistics	p-value	Remarks
Student Factor and Sex	t = -0.544	0.587	Not Significant
Home Factor and Sex	t = -1.29	0.198	Not Significant
School Factor and Sex	t = 0.614	0.540	Not Significant
Student Factor and Age	F= 1.74	0.127	Not Significant
Home Factor and Age	F = 0.375	0.865	Not Significant
School Factor and Age	F = 0.349	0.882.	Not Significant
Student Factor and Grade Level	t = 1.56	0.121	Not Significant
Home Factor and Grade Level	t = 0.334	0.739	Not Significant
School Factor and Grade Level	t = 0.952	0.342	Not Significant
Student Factor and Strand	F = 1.61	0.144	Not Significant
Home Factor and Strand	F = 0.779	0.622	Not Significant
School Factor and Strand	F = 1.34	0.245	Not Significant
Reading Speed and Sex	t = -3.64	<.001	Highly Significant
Reading Comprehension and Sex	t = -4.76	<.001	Highly Significant
Reading Level and Sex	t = -4.66	<.001	Highly Significant
Reading Speed and Age	F = 1.22	0.302	Not Significant
Reading Comprehension and Age	F = 2.20	0.507	Not Significant
Reading Level and Age	F = 1.97	0.085	Not Significant
Reading Speed and Grade Level	t = -0.051	0.959	Not Significant
Reading Comprehension and Grade Level	t = 1.411	0.160	Not Significant
Reading Level and Grade Level	t = 0.852	0.395	Not Significant
Reading Speed and Strand	t = 3.67	<.001	Highly Significant
Reading Comprehension and Strand	t = 4.84	<.001	Highly Significant
Reading Level and Strand	t = 5.32	<.001	Highly Significant
Core Subjects and Sex	t = -7.43	<.001	Highly Significant

Applied Subjects and Sex	t = -7.03	<.001	Highly Significant
Specialized Subjects and Sex	t = -6.84	<.001	Highly Significant
Core Subjects and Age	F = 4.42	<.001	Highly Significant
Applied Subjects and Age	F = 4.11	0.001	Highly Significant
Specialized Subjects and Age	F = 1.78	0.119	Not Significant
Core Subjects and Grade Level	t = 2.010	0.046	Not Significant
Applied Subjects and Grade Level	t = 2.260	0.025	Not Significant
Specialized Subjects and Grade Level	t = 0.483	0.629	Not Significant
Core Subjects and Strand	F = 32.7	<.001	Highly Significant
Applied Subjects and Strand	F = 20.3	<.001	Highly Significant
Specialized Subjects and Strand	F = 25.2	<.001	Highly Significant

Notes: If p-value > 0.05 – Not Significant; if p-value ≤ 0.05 – Significant; and if p-value ≤ 0.01 – Highly Significant

The data in Table 5 presents the correlation among Psychosocial Competence, Reading Profile, and Academic Performance. The correlation coefficient between Psychosocial Competence and Reading Profile is very low and not significant (r = 0.057; p = 0.447). This suggests that the association between these two variables is not statistically significant. This means that the overall psychosocial well-being of the students does not affect their reading performance. This result contradicts the findings of Laboy et al. (2022), which state that social-emotional learning skills are integral to education. Another dataset found that psychosocial measures and behavioral influence do not significantly predict students' reading ability (Robidoux, 2023). While the current data may suggest a weak association between Psychosocial Competence and Reading Profile, it is still important to recognize the value of social-emotional learning in education.

The correlation coefficient between Psychosocial Competence and Academic Performance is poor and not significant (r = 0.044; p = 0.555). This implies that the association between these two variables is similarly not statistically significant. This result coincides with the study on Calgary, which revealed that while strong emotional skills are crucial for a student's functioning and well-being, they may not be sufficient to contribute to academic performance in the absence of a good and supportive social structure that encourages the development of strong interpersonal skills (Hachem, 2022). This negates a study that says having a high level of self, social, and family concepts related to psychosocial competence leads students to grow academically (Morales-Rodriguez et al., 2020). While the current study suggests a weaker link between psychosocial competence and academic performance than previously thought, it still needs to negate the importance of these skills for a student's overall well-being. Schools and educators should continue to develop programs that foster strong emotional and social skills alongside academic instruction.

The correlation between Reading Profile and Academic Performance is medium with strong significance (r = 0.784; p = <.001). This shows a statistically significant link between reading profile and academic performance. A medium correlation suggests a significant association, implying that changes in the Reading Profile are most likely connected with changes in Academic Performance. This result does not deviate from a previous study, which suggests a strong relationship between reading profile and academic performance, indicating that students with a better reading profile tend to have higher academic performance (Johnson & Williams, 2020). Students with higher reading proficiency levels had better academic performance in English, suggesting a direct proportional linear relationship (Cadiz-Gabejan & Quirino, 2021). Furthermore, in the context of college students, reading competence directly influences grades in all first-year subjects (Oti et al., 2023). Based on these findings, it is recommended that educators and policymakers emphasize the development of reading skills among students.

Table 5. Correlation among Psychosocial Competence, Reading Profile, and Academic Performance

Variables	r value	Level of Correlation	p-value	Remarks
Psychosocial Competence and Reading Profile	0.057	Very Weak	0.447	Not Significant
Psychosocial Competence and Academic Performance	0.044	Weak	0.555	Not Significant
Reading Profile and Academic Performance	0.784	Medium	<.001	Highly Significant

Notes: If p-value > 0.05 – Not Significant; if p-value ≤ 0.05 – Significant; and if p-value ≤ 0.01 – Highly Significant 0.00 – 0.199 – Very Weak; 0.20 – 0.399 – Weak; 0.40 – 0.599 – Medium; 0.60 – 0.799 – Strong; 0.80 – 1.000 – Very Strong

The data (Table 6) summarizes that the Student Factor, Home Factor, School Factor, and Reading Speed do not support Academic Performance, as their p-values are greater than 0.05, indicating the relationships are not statistically significant. Contrary to the study of Sabanal et al. (2023), self-interest (student factor) is one-factor influencing academic achievement. It revealed that the students are fulfilled with their achievements, get high grades, and are confident in their task performance.

The findings of this study also revealed that home factors do not affect academic performance. While parents must get involved in students' education, it does not necessarily correlate with their children's academic performance (Younas et al., 2020), opposite to the study of Komlavathi (2022), which says that students do better when their families are more involved, particularly when parents promote and supervise their children's education. In this study, it is recommended that parents be involved in their children's education to create a supportive and nurturing environment. However, it is also important to respect a child's preference for studying without any involvement of the parents.

School factors are also found to be insignificant in students' academic performance. This parallels Gill's study (2020), which revealed that a teacher's attitude toward encouraging students in their studies does not correlate with academic performance. It was suggested that teachers must create a conducive learning stimulant.

It is also found that reading speed does not affect academic performance, contrary to the study of Amir (2019), which revealed that reading speed contributes to overall reading performance and affects academic performance similarly. Another study by Durukan (2020) confirmed that reading speed contributes to increased academic performance. The intervention in reading speed training showed that the students got higher scores in reading speed and achieved high grades after the program's implementation.

The data (Table 6) also revealed that reading comprehension and reading level support Academic Performance, as their p-values are less than 0.05, indicating the relationships are statistically significant. Reading Level strongly supports Academic Performance, with a high β value of 4.743 and a significant p-value of 0.001. These findings suggest that reading comprehension and reading level significantly influence academic success. Among these two, reading level has the strongest influence.

This current study revealed a significant relationship between reading comprehension and academic performance. This supports the study of Madrazo and Francisco (2019), who say that reading comprehension is a factor to consider in elevating students' academic performance. The current study's findings prove that reading comprehension generates an understanding of texts and helps students perform academically (Enfante, 2023). However, these findings contradict the study of Villanueva (2023), which revealed that although students have high levels of reading comprehension, they still manifest low levels of academic performance, which accounts for students who may struggle in different subjects in school. These findings suggest that students must develop reading comprehension across different learning areas and provide more interventions to the skill as it is proved that reading comprehension helps students perform academically well.

It was also revealed that reading level correlates with academic performance. A high level of reading proficiency helps students enhance their vocabulary and comprehension of subjects (Duru & Koklu, 2011; Kingsley et al., 2018), which is important for academic achievement. Increased reading level improves students' academic success (Belleza, 2019). A student who lacks reading skills does poorly in class, and this shortcoming persists throughout their academic career (Reyes et al., 2022). The findings of this study emphasize the importance of reading proficiency in enhancing comprehension, vocabulary, and overall academic achievement. Addressing reading difficulties and promoting strong reading skills can positively affect students' academic performance.

The overall model fit has good strength (R2 = 0.632), which suggests that the predictors (RC and RL) can explain 63.2% of the variation in the response variable (AP). The F value (50.070) and p-value (.000) indicate that the whole model is statistically significant.

Table 6. Multiple Regression Analysis of Variables

Predictors	β	SE	t-value	p-value	Remarks
SF ▼ AP	1.685	1.243	1.355	.177	Does not support AP
HF ▼ AP	-.227	.684	-.016	-.332	Does not support AP
ScF ▼ AP	-.426	.704	-.606	.545	Does not support AP
RS ▼ AP	.486	.857	.567	.572	Does not support AP
RC ▼ AP	2.245	1.311	1.713	.089	Does support AP
RL ▼ AP	4.743	1.382	3.432	.001	Does support AP
R^2 = 0.632; F = 50.070; p = .000					

Notes: SF ▼AP = Student Factor relationship on Academic Performance; HF ▼AP = Home Factor relationship on Academic Performance; ScF ▼AP = School Factor relationship on Academic Performance; RS ▼AP = Reading Speed relationship on Academic Performance; RC ▼AP = Reading Comprehension relationship on Academic Performance; RL ▼AP = Reading Level relationship on Academic Performance.

FINDINGS

The following findings are found based on the results and discussion:

1. Most of the respondents were aged 17 years old. Regarding sex, respondents were 182, where 88 were males, 48.4% of the population, and 94 were females or 51.6%. In addition, as to grade level, the respondents were closely equally distributed to Grade 11, with 90 or 49.5% of the population and Grade 12, with 92 or 50.5%, respectively. When it comes to strand, the highest proportion of the respondents were 54 EIM students at 29.5%, followed by GAS students comprising 48 (26.8%) of the population, SMAW with 27 (14.8%), CSS with 23 (12.6%), HE with 22 (12%), and lastly the Tech Draft with 8 (4.4%) of the total population.

2. The respondents revealed good remarks on the different aspects of their psychosocial competence. With a mean score of 2.83 and a standard deviation (SD) of 0.204 in the student factor, a 2.97 mean score and SD of 0.364 in the home factor, and a mean score of 3.19 and SD of 0.380 in the school factor, the respondents portray a good level of psychosocial competence.

3. The reading profile of the respondents were all satisfactory. Showing a good remark on reading speed with a mean score of 2.85 and SD of 0.44, a mean score of 2.72 and SD of 0.550 on reading comprehension, and a mean score of 2.72 and SD of 0.560 SD on reading level, the respondents were notably performing well in terms of reading proficiency.

4. The respondents' academic performance was very satisfactory. They performed well in the different learning areas. In the core subjects, the respondents' mean score was 89.09 and an SD of 4.73, 88.94 mean score and SD of 5.47 on applied subjects, and 89.01 mean score and SD of 6.27 on specialized subjects. The students were performing very well in school.

5. The results revealed no significant difference in the respondents' psychosocial competence when grouped by sex, age, grade level, and strand, with p-values ranging from 0.121 to 0.882.

6. When analyzing the data, the results revealed a highly significant difference in the reading profile of the respondents based on sex and strand with p-values of <.001.

7. The results indicate a highly significant difference in academic performance based on sex, age, and strand with p-values of <.001. Notably, female students perform better than males. Students between 16 and 18 years old have higher academic performance than the other age groups in SHS. In terms of the strand, GAS students are more academically performing.

8. The correlation coefficient between psychosocial competence and reading profile was found to be very low and not significant ($r = 0.057$; $p = 0.447$), suggesting that psychosocial competence and reading profile are not linked with each other. On the other hand, there was a strong significance between the reading profile and academic performance ($r = 0.784$; $p = <.001$). This shows a statistically significant relationship between reading profile and academic performance.

CONCLUSION

In conclusion, the study's findings shed light on the factors of psychosocial competence, reading profile, and academic achievement among respondents.

The data show that responders had high psychosocial competence regarding the student, family, and school factors. This shows that the students are confident in their comprehension abilities, get support from family members, and perceive a positive school environment. These elements improve their general well-being and academic performance.

The data show that respondents had high reading profiles, which include reading speed, comprehension, and level. This shows that students can obtain information, grasp difficult concepts, and achieve academically. Fostering a reading culture and developing strong reading abilities can improve students' academic performance.

The data also shows good academic achievement across all courses, demonstrating that students consistently performed well in their core, applied, and specialized subjects. This represents learning core information and abilities, adding to their academic achievement.

While there is no statistically significant association between psychosocial competence and reading profile, the correlation between reading profile and academic success is moderate and significant. This shows that students with higher reading profiles outperform their peers academically. However, there are no statistically significant connections between student factor, home factor, school factor, or reading speed and academic achievement.

Overall, the study emphasizes the relevance of developing excellent reading abilities in SHS students. Educators may lay the groundwork for students' academic achievement by emphasizing reading development and comprehension skills. Future studies can explore the intricate interplay of psychosocial factors, reading proficiency, and academic achievement to present a complete picture of student progress.

RECOMMENDATIONS

Based on the findings, here are some recommendations:

1. Targeted Interventions. Given the demographic information, exploring the experiences and needs of the 17-year-old respondents may be useful. This age group may benefit from targeted interventions or assistance based on their developmental stage.

2. Continued Support on the Psychosocial Development. Given the respondents' high level of psychosocial competence across several areas, it would be beneficial to continue promoting and supporting their psychosocial growth. This might involve offering resources, programs, or activities to improve social-emotional well-being and resilience.

3. Reading Culture. Although the respondents' reading profiles were good, it would be useful to continue developing their reading abilities. Providing opportunities for students to engage with various reading resources, such as books, articles, and other texts, can help them improve their reading speed, comprehension, and level.

4. Stimulating and Challenging Academic Environment. Given the respondents' good academic achievement in numerous learning areas, it is vital to continue providing students with a dynamic and challenging academic environment. Recognizing and appreciating their accomplishments can also motivate and promote future success.

5. Positive and Inclusive School Climate. Since there were no significant differences in psychosocial competence among groups, ensuring that all students get similar support and chances to improve their psychosocial abilities is crucial. Promoting a good and inclusive school environment can improve the overall well-being of all students.

6. Targeted Support to Different School Groups. Given the significant differences in reading profiles depending on gender and strand, it may be beneficial to give targeted support that is especially geared to suit certain groups' distinct needs and problems. This might involve providing extra reading materials or strategies tailored to the strengths and shortcomings.

7. Mentorship Programs. Given the significant differences in academic achievement by gender, age, and strand, it is essential to give additional help and resources to students who may be disadvantaged in these areas. This might include mentorship programs or additional academic help to ensure all students have equal opportunity to succeed academically.

8. Improving Reading Skills. While there appears to be no substantial correlation between psychosocial competence and reading profile, it is critical to acknowledge the considerable link between reading profile and academic achievement. This emphasizes the need to foster and improve reading abilities since they have a favorable influence on overall academic attainment.

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