

The Impact of Reading Literacy on Academic Performance in English Among the Junior High Students in Lopez Jaena District, Schools Division of Misamis Occidental

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ABSTRACT

This study assessed the level of reading literacy and its relationship with academic performance in English among Junior High School students during School Year 2025–2026. The respondents were 264 Junior High School students from Dampalan Integrated School, Lopez Jaena District, Schools Division of Misamis Occidental. The study employed survey and descriptive-correlational research designs. Data were collected using a reading literacy questionnaire and students' academic performance records and were analyzed using weighted mean, standard deviation, and Spearman rank-order correlation. Findings revealed that the respondents demonstrated a moderate level of reading literacy in terms of habit and attitude and knowledge and skill while culture and strategy was rated high. Overall, the respondents exhibited a moderate level of reading literacy. Furthermore, a very strong positive and statistically significant relationship was found between reading literacy and academic performance in English, indicating that students with stronger reading literacy tended to demonstrate better academic performance. The findings highlight the importance of strengthening students' reading habits, vocabulary knowledge, comprehension skills, reading strategies, and engagement with culturally relevant texts. The study recommends that DepEd officials strengthen literacy policies, teacher development programs, and monitoring mechanisms; school heads implement reading corners, remediation programs, and school-wide literacy initiatives; and English teachers integrate vocabulary enrichment, guided reading, note-taking, summarizing, and comprehension-based activities into classroom instruction. Greater parental involvement and the development of consistent reading habits among students are likewise encouraged, while future researchers may examine the relationship using broader samples and additional variables.

Keywords: Academic Performance, English, Junior High School Students, Reading Literacy, Reading Strategies

INTRODUCTION

Reading literacy has a strong impact on students' academic performance because it helps learners understand, interpret, analyze, and apply information from English texts. When students have good reading habits, vocabulary knowledge, comprehension skills, and reading strategies, they are more likely to understand lessons, answer written activities, express ideas clearly, and perform better in English. Similarly, Mercado (2024) emphasized that English reading performance is related to students' metacognitive reading strategies, particularly in word recognition and reading comprehension, which are necessary for stronger literacy development. Therefore, reading literacy serves as a foundation for academic success since it strengthens comprehension, vocabulary, critical thinking, and independent learning among students.

Academic performance refers to the extent to which students achieve the expected learning competencies, skills, and knowledge in a particular subject or course. It is commonly measured through grades, written work,

performance tasks, examinations, and other classroom-based assessments. In English, academic performance reflects students' ability to understand lessons, comprehend texts, express ideas, and apply language skills in oral and written activities. Abid et al. (2023) found that students' reading habits and study skills were positively associated with academic achievement in English, indicating that learners who possess stronger literacy-related practices tend to perform better academically. Similarly, Chavez (2025) emphasized that reading comprehension is related to academic performance in English because skills such as word recognition, vocabulary, and meaningful reading help learners understand texts and accomplish English learning tasks successfully. Therefore, academic performance is an important indicator of students' learning progress and may be strengthened through improved reading literacy, study habits, motivation, and instructional support.

The relationship between reading literacy and academic performance in English is well supported by empirical evidence. Abao (2025) found a significant positive correlation between reading proficiency and English grades among junior high learners, indicating that reading literacy strongly predicts achievement. Similarly, Pao (2024) reported that oral reading proficiency has a statistically significant positive, but weak correlation with academic performance in English, while silent reading proficiency was not significant (Pao, 2024). Together, these studies suggest a nuanced dynamic: different components of reading literacy (e.g., oral vs. silent) may contribute in different ways to academic performance.

The PISA 2022 results revealed that Filipino learners continue to perform below the international standard in reading, with 15-year-old students in the Philippines obtaining an average reading score of 347 compared with the OECD average of 476. The results also showed that a large proportion of Filipino learners scored below Level 2 in reading, indicating difficulty in understanding, interpreting, and using written texts for learning. Although these findings confirm the existence of a national reading literacy problem, they do not fully explain how reading literacy affects the academic performance in English of junior high school students in specific local school contexts. Most available results are national or international in scope and do not provide localized evidence on the reading habits, knowledge and skills, culture and strategies, and English performance of learners in Lopez Jaena District, Schools Division of Misamis Occidental. Hence, this study addresses the gap by examining the impact of reading literacy on academic performance in English among junior high school students in Lopez Jaena District, thereby providing school-based evidence that may guide DepEd officials, school heads, English teachers, guidance advocates, parents, and future researchers in designing relevant reading intervention programs and literacy support mechanisms.

LITERATURE

Reading literacy

Reading literacy is widely recognized as a foundational driver of academic success in English; empirical studies report a clear positive association between students' reading comprehension and their English grades. For example, a school-level correlational study of Grade 7 learners found that higher reading comprehension scores predicted better academic performance in English (Espia & Cortezano, 2022). More broadly, systematic syntheses of the literature confirm that reading proficiency (vocabulary, decoding, working memory, and comprehension processes) is strongly linked to achievement across subjects, reinforcing the central role of reading literacy for junior high learners (Mihret & Joshi, 2025).

Habit and attitude

Habit and attitude toward reading shape how often and how deeply learners engage with English texts, which in turn affects comprehension outcomes. Large-sample and institutional studies report that positive reading habits (frequency, purpose, time-on-task) correlate with higher comprehension scores, and that attitude (interest, perceived utility) accounts for a substantial portion of variance in reading outcomes (Pham, 2021). Likewise, survey research shows that students' positive attitudes toward English reading believing it is useful for study and career are associated with greater time spent reading and improved reading achievement (Hasan, 2024). Together these studies suggest interventions that build enjoyable reading routines and strengthen positive attitudes can raise English performance.

Knowledge and skill

Knowledge and skill components especially vocabulary size, syntactic knowledge, and metacognitive reading skills operate as the proximal mechanisms by which reading literacy influences academic performance. Literature reviews and systematic investigations emphasize that reading skills provide the cognitive tools students use to access subject-matter content and complete school tasks; targeted skill instruction therefore yields measurable gains in academic outcomes (Mihret & Joshi, 2025). Complementary field studies in junior high contexts report that students with stronger reading comprehension strategies and baseline skills obtain better English grades, indicating the importance of direct skill development alongside habit formation (Espia & Cortezano, 2022).

Culture and strategy

Culture and instructional strategy interact to determine how reading literacy is cultivated in schools: culturally responsive reading cultures promote engagement, while explicit strategy instruction equips learners with procedures for understanding texts. Meta-analytic evidence shows that a range of reading strategies (affective, elaboration, monitoring, organization) each have meaningful, positive associations with comprehension, and that strategy instruction can be effective across grade levels and languages (Sun et al., 2021). At the classroom level, research on English teaching in junior middle schools highlights how curriculum-aligned strategies (e.g., reciprocal teaching, guided reading, scaffolding within “core literacy” frameworks) help build comprehension and subject literacy when combined with a supportive reading culture (Qin, 2024).

Academic Performance

In the Philippine context, the Department of Education (DepEd) has established a standardized assessment and grading policy under DepEd Order No. 8, s. 2015, which outlines the guidelines for evaluating learners' academic performance. According to this policy, academic performance is assessed based on four components: Written Work, Performance Tasks, Quarterly Assessments, and their respective weight distributions across learning areas. This system emphasizes both content mastery and the application of skills, aligning with the idea that academic achievement encompasses not only factual knowledge but also students’ ability to apply what they have learned in practical contexts (Department of Education, 2015).

CONCEPTUAL FRAMEWORK

The conceptual framework is presented in Figure 1. Part I is the independent variable, the reading literacy, which consists of four to ten (14) items with three indicators, namely: Habit and Attitude; Knowledge and Skill; and Culture and Strategy. Part II. Students’ Academic performance in English subjects.

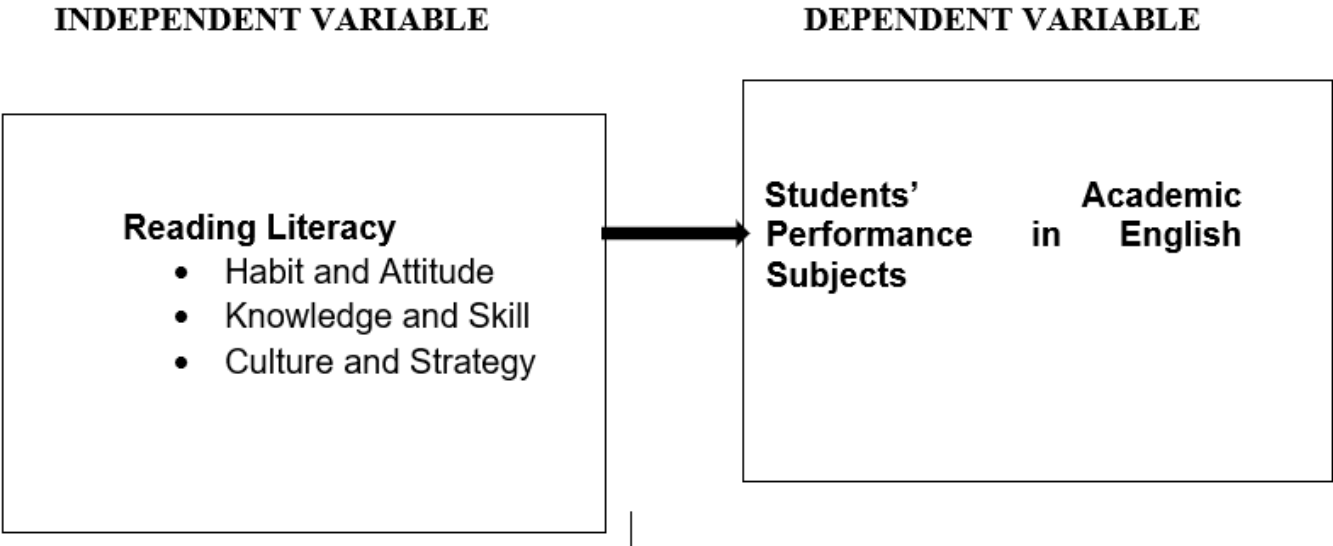


Figure 1. Conceptual Framework of the Study

Statement of the Problem

This study aimed to determine the reading literacy and its influence on academic performance among English students in the Junior High School during the school year 2025-2026.

Specifically, it sought to answer the following questions:

1. What is the respondents' perceived level of reading literacy in terms of:
 - 1.1 habit and attitude;
 - 1.2. knowledge and skill; and
 - 1.3 culture and strategy?
2. What is the respondents' level of academic performance in English Subject?
3. Is there a significant relationship between respondents' perceived level of reading literacy and their level of academic performance in English Subject?

Hypotheses

There is no significant relationship between respondents' perceived level of reading literacy and level of academic performance.

RESEARCH METHODOLOGY

Method Used

The study included survey and descriptive-correlational research methods. The survey method was employed since the researcher gathered data through a questionnaire of reading literacy in English subject. Clark et al. (2021) defined a survey as a research method used for collecting data from a predefined group of respondents to gain information and insights on various topics of interest. On the other hand, correlational research is a non-experimental research method in which a researcher measures variables, understands, and assesses the statistical relationship between them with no influence from any extraneous variable (Bhat, 2019). Therefore, a correlational analysis was performed to determine the significant relationship between reading literacy in English subject and students' academic performance.

Respondents of the Study

The respondents of the study were the two hundred sixty four (264) Junior High School Students in English subjects at Dampalan Integrated School, Lopez Jaena, Misamis Occidental, during the school year 2025-2026. The respondents are the students in English subjects with different levels of reading literacy in English and academic performance. The study had a total population of 796 Junior High School students enrolled across six participating schools in Lopez Jaena District.

Research Instrument

The questionnaire used in the study consisted of three parts; Part I. Reading Literacy in English subject adopted from Li et al. (2023) consists of fourteen (14) items with three indicators, namely: Habit and Attitude; Knowledge and Skill; and Culture and Strategy. Part II. Academic Performance taken from the teacher adviser based on DepEd Order no. 8 Series of 2015.

Statistical Treatment of the Data

Presented are the statistical tools utilized in the treatment and analysis of the data gathered.

Weighted Mean. This is used to quantify the respondents' ratings on the reading literacy in English subject and academic performance. Presented below is the scoring guide in giving qualitative descriptions and interpretation of the responses of the items in reading literacy in English subject and academic performance.

Reading Literacy

Scale	Range of Values	Description	Interpretation
5	4.21-5.00	Strongly agree	Very high
4	3.41-4.20	Agree	High
3	2.61-3.40	Somewhat Agree	Moderate
2	1.81-2.60	Disagree	Low
1	1.00-1.80	Strongly Disagree	Very low

To describe the performance of the respondents, the researcher used the following descriptors, and grading scale based on DepEd order No. 8 S. 2015.

Students' Academic Performance

Scale	Description	Grading Scale
5	Outstanding	90 – 100
4	Very Satisfactory	85 – 89
3	Satisfactory	80 – 84
2	Fair Satisfactory	75 – 79
1	Did Not Meet Expectation	Below 75

Standard Deviation. This is used to determine the homogeneity and heterogeneity of the respondents' scores where $SD \leq 3$ is homogenous and $SD > 3$ is heterogeneous (Aiken & Susane, 2001; Refugio et al., 2019).

Spearman Rank-Order Correlation Coefficient (Spearman rho). This is used to determine the correlation between reading literacy in English subject and academic performance. The following guide in interpreting the correlation value suggested by Cohen et al. (2014) was utilized in this study:

Value	Size	Interpretation
± 0.50 to ± 1.00	Large	High positive/negative correlation
± 0.30 to $\pm .49$	Medium	Moderate positive/negative correlation
± 0.10 to ± 0.29	Small	Low positive/negative correlation
± 0.01 to ± 0.09	Negligible	Slight positive/negative correlation
0.00	No correlation	

Data presentation and analysis

The data are presented in accordance with the statement of the problems of the current study. The study aimed to answer the following questions:

1. What is the respondents' perceived level of reading literacy in terms of:

1.1 habit and attitude;

Table 1 Respondents' perceived level of reading literacy in terms of Habit and Attitude.

Statements	AWV	SD	Description	Interpretation
1. I read English extracurricular books every day.	3.11	.994	Somewhat Agree	Moderate
2. I often take notes while reading English books.	3.26	1.118	Somewhat Agree	Moderate
3. I'm willing to learn more through reading in English.	3.88	1.180	Agree	High
4. My reading can meet the basic requirements of the English course.	3.31	1.062	Somewhat Agree	Moderate
Overall	3.39	1.052	Somewhat Agree	Moderate

AWV-Average Weighted Value, SD-Standard Deviation

Table 1 shows that the respondents' perceived level of reading literacy in terms of habit and attitude obtained an overall AWV of 3.39 with an SD of 1.052, described as Somewhat Agree and interpreted as Moderate. Among the indicators, the highest mean was on the statement "I'm willing to learn more through reading in English" with an AWV of 3.88, described as Agree and interpreted as High. This was followed by "My reading can meet the basic requirements of the English course" with an AWV of 3.31, "I often take notes while reading English books" with an AWV of 3.26, and "I read English extracurricular books every day" with an AWV of 3.11, all described as Somewhat Agree and interpreted as Moderate. The findings reveal that students showed a positive willingness to improve through English reading, but their actual daily reading habits and note-taking practices were only moderately evident. This means that the junior high school students had a moderate level of reading literacy in terms of habit and attitude. Although they expressed a high willingness to learn more through reading in English, their regular engagement in reading extracurricular English books and taking notes while reading was not yet strongly developed. This suggests that the students may recognize the importance of reading in English, but they may still need stronger motivation, guidance, and structured opportunities to develop consistent reading habits. This implies that English teachers should provide more engaging and regular reading activities that can strengthen students' reading habits and attitudes. Since students showed willingness to learn through reading, teachers may use this positive attitude as a starting point for guided reading sessions, reading journals, vocabulary logs, book-sharing activities, and note-taking exercises. School heads may also support classroom reading corners, library enhancement, and school-wide reading programs to help students move from moderate reading practice to stronger and more independent reading behavior.

The current finding is supported by Abid, Aslam, Alghamdi, and Kumar (2023), who found that students' reading habits and study skills were positively associated with academic achievement in English, with reading habits showing a moderate positive relationship with English achievement. Similarly, Cekiso (2025) emphasized that reading attitude influences reading comprehension and that positive attitudes toward reading encourage greater participation in reading-related activities, vocabulary growth, and language development. These findings support the present result because students' willingness to read in English may help improve literacy development, but moderate reading habits indicate the need for continued reinforcement and structured reading support.

knowledge and skill;

Table 2 Respondents' perceived level of reading literacy in terms of Knowledge and Skill.

Statements	AWV	SD	Description	Interpretation
1. I can pronounce new words correctly.	3.32	1.088	Somewhat Agree	Moderate
2. I usually guess the meaning of new words from the context.	3.32	1.023	Somewhat Agree	Moderate

3. I can quickly grasp the main idea of English reading materials.	3.19	1.041	Somewhat Agree	Moderate
4. I have mastered most of the English vocabulary required by the standard.	3.07	1.128	Somewhat Agree	Moderate
5. I have mastered the basic English grammar rules required by the standard.	3.31	1.062	Somewhat Agree	Moderate
Overall	3.24	1.046	Somewhat Agree	Moderate

AWV-Average Weighted Value, SD-Standard Deviation

Table 2 shows that the respondents' perceived level of reading literacy in terms of knowledge and skill obtained an overall AWV of 3.24 with an SD of 1.046, described as Somewhat Agree and interpreted as Moderate. The highest-rated indicators were "I can pronounce new words correctly" and "I usually guess the meaning of new words from the context," both with an AWV of 3.32, described as Somewhat Agree and interpreted as Moderate. These were followed by "I have mastered the basic English grammar rules required by the standard" with an AWV of 3.31, "I can quickly grasp the main idea of English reading materials" with an AWV of 3.19, and "I have mastered most of the English vocabulary required by the standard" with an AWV of 3.07. The findings reveal that the respondents had moderate skills in pronunciation, context-clue use, grammar, identifying main ideas, and vocabulary mastery. This means that the junior high school students possessed a moderate level of reading literacy in terms of knowledge and skill. They showed some ability to pronounce unfamiliar words, infer word meanings from context, understand basic grammar rules, and identify the main idea of English texts. However, since all indicators were only interpreted as moderate, the students still need further development in vocabulary, comprehension, pronunciation, and grammar skills to strengthen their overall reading literacy in English. This implies that English teachers should provide more structured reading literacy activities that build both language knowledge and reading skills. Vocabulary-building exercises, context-clue drills, guided oral reading, grammar integration in reading tasks, and main-idea identification activities may be used to improve students' reading competence. Since vocabulary mastery obtained the lowest mean, teachers may give special attention to word-learning strategies, vocabulary notebooks, semantic mapping, and repeated exposure to academic and literary texts in English.

The current finding is supported by Elleman and Oslund (2019), who emphasized that reading comprehension depends on several language-related skills, including vocabulary knowledge, background knowledge, inference-making, and the ability to understand text meaning. Similarly, Muijselaar et al. (2017) found that vocabulary knowledge and reading comprehension are closely related, showing that students' word knowledge contributes to their ability to understand written texts. These studies support the present finding because the respondents' moderate vocabulary, grammar, and comprehension skills suggest the need for continued instructional support to improve reading literacy and academic performance in English.

1. Culture and Strategy?

Table 3 Respondents' perceived level of reading literacy in terms of Culture and Strategy.

Statements	AWV	SD	Description	Interpretation
1. I can use different reading methods as needed.	3.40	1.034	Somewhat Agree	Moderate
2. I am willing to share ideas from reading with others.	3.75	1.094	Agree	High
3. I know some customs of English-speaking countries.	3.36	1.112	Somewhat Agree	Moderate
4. I like reading books about the culture of my own country.	3.62	1.127	Agree	High
5. I am willing to make a simple comparison between Eastern and Western cultures.	3.39	1.066	Somewhat Agree	Moderate
Overall	3.51	1.058	Agree	High

AWV-Average Weighted Value, SD-Standard Deviation

Table 3 presents the respondents' perceived level of reading literacy in terms of culture and strategy. The overall result obtained an AWV of 3.51 with an SD of 1.058, described as Agree and interpreted as High. Among the indicators, the highest mean was on the statement "I am willing to share ideas from reading with others," with an AWV of 3.75 and interpreted as High. This was followed by "I like reading books about the culture of my own country," with an AWV of 3.62, also interpreted as High. Meanwhile, the statements "I can use different reading methods as needed" with an AWV of 3.40, "I am willing to make a simple comparison between Eastern and Western cultures" with an AWV of 3.39, and "I know some customs of English-speaking countries" with an AWV of 3.36 were interpreted as Moderate. The findings reveal that the respondents had a high overall level of reading literacy in culture and strategy, particularly in sharing ideas and showing interest in culturally related reading materials. This means that the junior high school students generally possessed a favorable level of reading literacy in terms of culture and strategy. They showed readiness to share ideas gained from reading and interest in books related to their own culture. However, their moderate ratings in using different reading methods, knowing customs of English-speaking countries, and comparing Eastern and Western cultures suggest that their strategic reading practices and intercultural awareness still need further development. This implies that English teachers should continue using culturally relevant reading materials while strengthening students' reading strategies and intercultural understanding. Classroom activities may include guided reading, group sharing, literature circles, comparison of cultural practices, vocabulary development, summarizing, questioning, skimming, scanning, and making inferences. Since students showed high willingness to share ideas from reading, collaborative reading tasks may be used to improve comprehension, confidence, communication skills, and appreciation of both local and global cultures.

The current finding is supported by Hidayati, Priyatni, and Mariati (2021), who emphasized that culturally connected reading materials help learners understand values, social experiences, and character formation through literacy learning. Similarly, Wilson and Smetana (2020) explained that reading strategies such as questioning, discussion, summarizing, and making connections improve comprehension because they help learners become more active and reflective readers. These studies support the present finding because the respondents' high interest in sharing reading ideas and culturally related texts can serve as a foundation for improving strategic reading skills and intercultural understanding.

Table 4 Summary of Respondents' perceived level of Critical Thinking Skills.

Statements	AWV	SD	Description	Interpretation
A. Habit and Attitude	3.39	1.052	Somewhat Agree	Moderate
B. Knowledge and Skill	3.24	1.046	Somewhat Agree	Moderate
C. Culture and Study	3.51	1.058	Agree	High
Overall	3.38	1.045	Somewhat Agree	Moderate

AWV-Average Weighted Value, SD-Standard Deviation

Table 4 presents the summary of the respondents' perceived level of reading literacy. Although the table title indicates "Critical Thinking Skills," the listed indicators refer to reading literacy dimensions, namely habit and attitude, knowledge and skill, and culture and study/strategy. The overall result obtained an AWV of 3.38 with an SD of 1.045, described as Somewhat Agree and interpreted as Moderate. Among the three dimensions, culture and study/strategy obtained the highest mean of 3.51, described as Agree and interpreted as High. This was followed by habit and attitude, with an AWV of 3.39, and knowledge and skill, with an AWV of 3.24, both described as Somewhat Agree and interpreted as Moderate. The findings reveal that the respondents showed stronger literacy engagement in cultural and strategic reading activities, while their reading habits, attitudes, knowledge, and skills still require improvement. This means that the junior high school students had a moderate overall level of reading literacy. They demonstrated favorable engagement in culture-related and strategy-related reading activities, but their regular reading habits, vocabulary knowledge, comprehension skills, grammar awareness, and reading attitudes were not yet fully developed. Since the overall rating was only moderate, the students may still need consistent reading exposure, guided comprehension activities, vocabulary development, and strategy-based instruction to strengthen their academic performance in English. This implies that English teachers should provide a more structured and sustained reading literacy program that develops students' reading

habits, reading skills, and reading strategies. Classroom activities may include daily reading routines, vocabulary-building tasks, guided reading, summarizing, note-taking, contextual word analysis, reading journals, and collaborative discussion of culturally relevant texts. School heads may also support literacy initiatives through reading corners, library enhancement, peer-reading programs, and school-based reading interventions to help students move from a moderate level toward a high level of reading literacy.

The current finding is supported by Abid et al. (2023), who found that students' reading habits and study skills were positively associated with academic achievement in English among secondary learners, indicating that reading-related practices are important to language performance. Their study also reported positive relationships among reading habits, study skills, and English achievement. Similarly, Akpochafo (2021) found that reading ability and study habits were connected with students' academic performance, which supports the idea that moderate reading literacy may require stronger instructional support to improve academic outcomes. These studies support the present finding because the respondents' moderate overall reading literacy suggests the need to improve reading habits, knowledge, skills, and strategies to strengthen their performance in English.

2. What is the respondents' level of academic performance in English Subject?

Table 5 Respondents' level of teaching strategies in Student Academic Performance.

Scale	Grading Scale	Description	Frequency	Percent	AWV	Description
5	90 – 100	Outstanding	7	2.7%		
4	85 – 89	Very Satisfactory	140	53.0%		
3	80 – 84	Satisfactory	71	26.9%	3.59	Satisfactory
2	75 - 79	Fair Satisfactory	46	17.4%		
1	Below 75	Did Not meet Expectation	0			

Table 5 presents the respondents' level of academic performance in English. The salient findings show that the majority of the respondents obtained grades within the 85–89 range, described as Very Satisfactory, with 140 students or 53.0 percent. This was followed by 71 students or 26.9 percent who obtained grades within the 80–84 range, described as Satisfactory. Meanwhile, 46 students or 17.4 percent were in the 75–79 range, described as Fairly Satisfactory, and only 7 students or 2.7 percent reached the 90–100 range, described as Outstanding. No respondent was recorded under the Below 75 category or Did Not Meet Expectations. The table also shows an AWV of 3.59, described as Satisfactory; however, based on the given frequencies, the computed weighted mean is approximately 3.41, which may fall under Very Satisfactory if the 5-point scale range is followed. Thus, the AWV and description should be checked for consistency. This means that most of the Junior High School students demonstrated acceptable to strong academic performance in English, as the majority were within the Very Satisfactory level and none failed the subject. The result suggests that many students were able to meet the expected English learning competencies, particularly in classroom tasks, written activities, and performance-based outputs. However, the presence of students in the Fairly Satisfactory category indicates that some learners still need additional support to improve their English performance.

This implies that English teachers should continue strengthening instructional strategies that support reading literacy, vocabulary development, comprehension, writing, and oral communication. Since a considerable number of students were only in the Satisfactory and Fairly Satisfactory levels, remediation, guided reading activities, vocabulary drills, comprehension exercises, peer-assisted learning, and differentiated instruction may be provided to help struggling learners. School heads may also support English teachers through literacy programs, reading corners, instructional materials, and regular monitoring of students' academic progress.

The current finding is supported by Abid et al. (2023), who found that students' reading habits and study skills were positively associated with academic achievement in English, indicating that learners with stronger literacy practices tend to perform better academically. The current finding is also supported by OECD (2023), which emphasized that students' academic performance is influenced by learning opportunities, socioeconomic background, and literacy skills, showing that stronger reading competence contributes to better school performance.

3. Is there a significant relationship between respondents’ perceived level of reading literacy and their level of academic performance in English Subject?

Table 6 Test of relationship between reading literacy and academic performance

Variables Correlated		rho-value	p-value	Interpretation
Critical Thinking Skills Academic Performance	And	0.909	0.001	Slight/Negative Correlation Significant

*Correlation is significant at the 0.05 level

Table 6 presents the test of relationship between reading literacy and academic performance. Although the variable label states Critical Thinking Skills, the table title indicates that the test refers to the relationship between reading literacy and academic performance. The result shows a correlation coefficient of 0.909 with a p-value of 0.001. Since the p-value is lower than the 0.05 level of significance, the relationship is significant. The correlation coefficient of 0.909 indicates a very strong positive relationship between reading literacy and academic performance. This means that students with higher reading literacy tend to have higher academic performance in English. This means that reading literacy is strongly and significantly related to students’ academic performance in English. As students improve their reading habits, vocabulary, comprehension, reading strategies, and ability to understand English texts, their academic performance also tends to improve. Therefore, the null hypothesis stating that there is no significant relationship between reading literacy and academic performance is rejected. This implies that strengthening reading literacy should be a priority in improving students’ academic performance in English. English teachers may provide regular reading activities, vocabulary enrichment, guided comprehension exercises, oral reading practice, note-taking tasks, summarizing activities, and strategy-based reading instruction. School heads may also support school-wide reading programs, reading corners, library enhancement, and remediation classes for students with low reading literacy. Since the relationship is very strong, improving students’ reading literacy may contribute meaningfully to better English grades and overall academic achievement.

The current finding is supported by Abid et al. (2023), who found a strong positive relationship among students’ reading habits, study skills, and academic achievement in English, indicating that learners with stronger reading-related practices tend to perform better academically. Similarly, Villegas (2024) examined reading comprehension level and English performance among senior high school students and emphasized that reading comprehension is important in understanding English texts and improving performance in the subject. These studies support the present finding because the very strong positive correlation suggests that reading literacy plays an important role in students’ academic performance in English.

DISCUSSION

The findings of the study indicate that reading literacy plays an important role in the academic performance of Junior High School students in English. The respondents generally demonstrated a moderate level of reading literacy, particularly in their reading habits and attitudes as well as their knowledge and skills, while their engagement with culture-related reading activities and reading strategies was comparatively stronger. This suggests that although students show interest and willingness to engage in reading, some aspects of their vocabulary, comprehension, grammar awareness, and consistent reading practices still require further development. The findings also revealed that students with stronger reading literacy tend to perform better academically in English, highlighting the close connection between the ability to understand, interpret, and process written texts and successful performance in classroom learning tasks. Students who regularly engage in meaningful reading activities are more likely to develop stronger vocabulary, comprehension, critical thinking, and communication skills, which can support their achievement in English. The results underscore the importance of providing sustained literacy interventions, guided reading activities, vocabulary enrichment, comprehension exercises, note-taking, summarizing, and culturally relevant reading materials to strengthen students’ reading competence and support improved academic performance in English.

CONCLUSION

The study concludes that reading literacy is significantly associated with the academic performance in English of Junior High School students. The respondents generally demonstrated a moderate level of reading literacy, indicating that their reading habits, attitudes, knowledge, and skills still require further development, although they showed relatively stronger engagement in culture-related reading activities and reading strategies. The findings further suggest that students who possess better reading habits, vocabulary knowledge, comprehension skills, and reading strategies are more likely to achieve higher academic performance in English. Hence, strengthening reading literacy through consistent reading activities, guided comprehension, vocabulary development, and strategy-based instruction is essential in supporting students' learning and improving their overall performance in English.

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