

Association Between Reading Attitudes and Academic Achievement of Grade 8 Students at Carlos P. Garcia High School

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ABSTRACT

This study examined the relationship between reading attitudes and academic performance in English among Grade 8 students at Carlos P. Garcia High School. It also described students' profiles (age and gender) in relation to their reading attitudes and English performance. Specifically, it sought to determine students' reading attitudes, test the significance of their relationship with academic performance, and identify implications for improving reading engagement. A descriptive-correlational research design was employed using quantitative data. Findings revealed that respondents generally exhibited a negative or uncertain attitude toward reading, with an overall weighted mean of 3.36, indicating indecision. Of 40 statements, only 18 were agreed to by the students. Despite this, their academic performance in English was rated as very satisfactory. Using Pearson r , the relationship between reading attitude and academic performance yielded a correlation coefficient of -0.143 , interpreted as a weak negative relationship. This suggests that as academic performance increases, reading attitude slightly decreases. Additionally, age and academic performance showed a weak negative association, whereas gender was significantly associated with academic performance. The results indicate a significant inverse relationship between reading attitudes and academic performance. These findings highlight the need to strengthen students' positive engagement with reading. It is recommended that students develop regular reading habits, while teachers provide more structured reading activities and exposure to a variety of printed materials, such as books, journals, magazines, and other academic resources, to enhance both interest and proficiency in reading.

Keywords: - Reading Attitudes; Academic Performance; Grade 8 Students; Carlos P. Garcia High School; Grade 8 Reading Attitudes

INTRODUCTION

English is an international language that plays a crucial role across various domains, including education, business, governance, and interpersonal communication. It serves as a unifying medium not only within the Philippines but also globally. In the context of the 21st-century Asian region, which is marked by diversity, rapid growth, and dynamic interactions, the Association of Southeast Asian Nations (ASEAN) has underscored the importance of English in fostering political stability, regional collaboration, and sustainable economic growth under its creed of "One Vision, One Identity, One Community" (ASEAN Secretariat, 2008b, 2013a, 2013b).

Despite its global significance, challenges persist in ensuring students develop essential reading skills. Observations as an English teacher reveal recurring issues among students, such as failing to read test questions carefully, struggling with word recognition, and taking

excessive time to comprehend short narratives. Research suggests that limited reading skills not only hinder academic performance but also limit students' ability to participate effectively in professional and social contexts. For instance, Nisar et al. (2023) found a strong correlation between students' reading habits, study skills, and academic achievement, highlighting the importance of fostering positive reading attitudes to achieve better academic outcomes.

Reading plays a vital role in cognitive and behavioral development, enabling critical thinking, problem-solving, and lifelong learning. Studies by Baffoe and Okae-Anti (2020) and Al-Jarf (2019) emphasize that effective reading habits are associated with improved comprehension and reduced academic frustration. Moreover, these habits equip students to navigate academic challenges and professional demands in the future.

The significance of students' reading practices and study skills has been widely acknowledged in scholarly literature for many years. Despite identifying various shortcomings in prior research, scholars have focused on a select few relevant to the specific study context. According to Nguyen Thi Thu (2022), students' eventual competence, comfort, and knowledge of the audience may be linked to the reading habits and study skills they were taught in school. Simultaneously, prior scholars focused on students' reading patterns at the tertiary education level. According to Hassan et al. (2021), certain methodological approaches may yield questionable outcomes that fail to support the notion that reading practices and study skills affect academic performance. Iheakanwa et al. (2021) proposed that readers' ability to envision what they read effectively significantly impacts the efficacy of reading content.

At Carlos P. Garcia High School (CPGHS), students' attitudes towards reading play a pivotal role in shaping their academic performance in English. Research indicates that attitudes and beliefs significantly influence how students approach reading materials, affecting their comprehension and learning outcomes (Nisar et al., 2023; *Frontiers in Psychology*, 2020). By fostering positive reading habits, students can develop not only their academic skills but also their ability to thrive in a globally interconnected world.

This study aimed to investigate the relationship between Grade 8 students' reading attitudes at CPGHS and their academic performance in English. It also sought to explore how demographic factors such as age and gender correlate with these variables. The findings informed the development of targeted teaching strategies and interventions that enhance reading attitudes, build comprehension skills, and improve overall academic outcomes. This research made a significant contribution to addressing gaps in English proficiency and preparing students for academic and professional success in the modern global landscape.

Statement of the Problem

This study aimed to examine the relationship between Grade 8 students' attitudes towards reading and their academic performance in English at Carlos P. Garcia High School.

Specifically, this study sought to answer the following research questions:

1. What is the profile of the grade 8 students in terms of:
 - a. age; and
 - b. gender?
2. What is the attitude of student -respondents towards reading?
3. What is the academic performance of student-respondents in reading?

4. Is there a significant relationship between reading attitude and academic performance of student-respondents?
5. What are the implications of these findings on the reading attitudes of the student-respondents?

Scope and Delimitations

This study examined the association between reading attitudes and academic performance in English among Grade 8 students at Carlos P. Garcia High School. It specifically considered the respondents' profiles in terms of age and gender, their reading attitudes, and their academic achievement, as measured by their English grades. The study used a descriptive-correlational design and collected data via a structured reading attitude survey adapted from a standardized instrument.

The study was limited only to 149 Grade 8 students enrolled during the School Year 2024–2025. It did not include students from other grade levels, subject areas, or schools. Additionally, the research did not consider other variables such as socio-economic status, parental involvement, or instructional strategies that may influence academic performance. The findings were limited to data collected during the study period and may not be generalized to the broader population.

Review of Related Literatures

Reading attitude has been widely studied as a key affective factor influencing students' academic achievement, particularly in language learning. It encompasses learners' feelings, beliefs, and predispositions toward reading, which significantly shape their engagement and comprehension. Studies since the early 2000s have consistently shown that students with positive reading attitudes tend to achieve better academic outcomes than those with negative dispositions (Shelley, 2012).

Empirical evidence supports the strong link between reading attitude and reading achievement. A study conducted among secondary students revealed a significant relationship between reading attitude and reading performance, indicating that learners who exhibit positive attitudes toward reading are more likely to achieve higher levels of comprehension (Akhmetova, 2022). Similarly, recent research confirmed that reading attitude significantly predicts reading comprehension, with correlation results showing that attitude contributes substantially to students' literacy development (Yengusie et al., 2025). These findings emphasize that reading attitude is not merely an emotional response but a determinant of academic success.

In addition, reading attitude has been linked to overall academic performance beyond language subjects. Hasan (2023) found that students' attitudes toward reading were significantly associated with their grade point average, suggesting that reading plays a crucial role in learning across disciplines. Supporting this, research on cross-disciplinary success revealed that students' attitudes toward reading in English influenced their performance even in science-related subjects, highlighting the transferability of reading skills to other academic areas.

Reading habits and motivation are also closely associated with reading attitude. Baba and

Affendi (2020) emphasized that students with positive reading attitudes tend to engage more frequently in reading activities, which enhances their cognitive and academic development. Moreover, motivation plays a crucial role in shaping reading attitudes. Studies have shown that motivated readers exhibit more positive attitudes, leading to improved comprehension and academic performance. Conversely, reading anxiety negatively affects both motivation and attitude, thereby reducing students' reading efficiency and achievement (Chen, 2019; Bakkaloglu, 2023).

Furthermore, recent studies highlight the mediating role of reading attitude in academic achievement. Caparos and Napil (2024) found that reading attitude significantly mediates the relationship between motivation and academic performance, indicating that students with higher reading motivation tend to develop better attitudes, which in turn enhance their academic outcomes. This suggests that improving reading attitudes can indirectly boost academic achievement by increasing motivation and engagement.

Despite the generally positive findings, some studies report moderate or inconsistent relationships. For instance, research on lower secondary students revealed that while students may exhibit moderate attitudes toward reading, these do not always translate into strong reading habits or consistent academic performance. This indicates that other factors, such as teaching strategies, access to reading materials, and socio-environmental influences, may also affect the relationship.

While most studies affirm a positive relationship, the strength of this association may vary depending on contextual and individual factors. Thus, fostering positive reading attitudes remains essential in improving students' academic performance, particularly in English.

Theoretical Framework

This study was anchored on Social Cognitive Theory by Albert Bandura, which posits that learning is influenced by the dynamic interaction of personal factors (cognition), behavior, and environment. According to this theory, students' attitudes toward reading are shaped by their experiences, social environment, and self-beliefs, which in turn influence their academic behaviors and outcomes (Bandura, 2008).

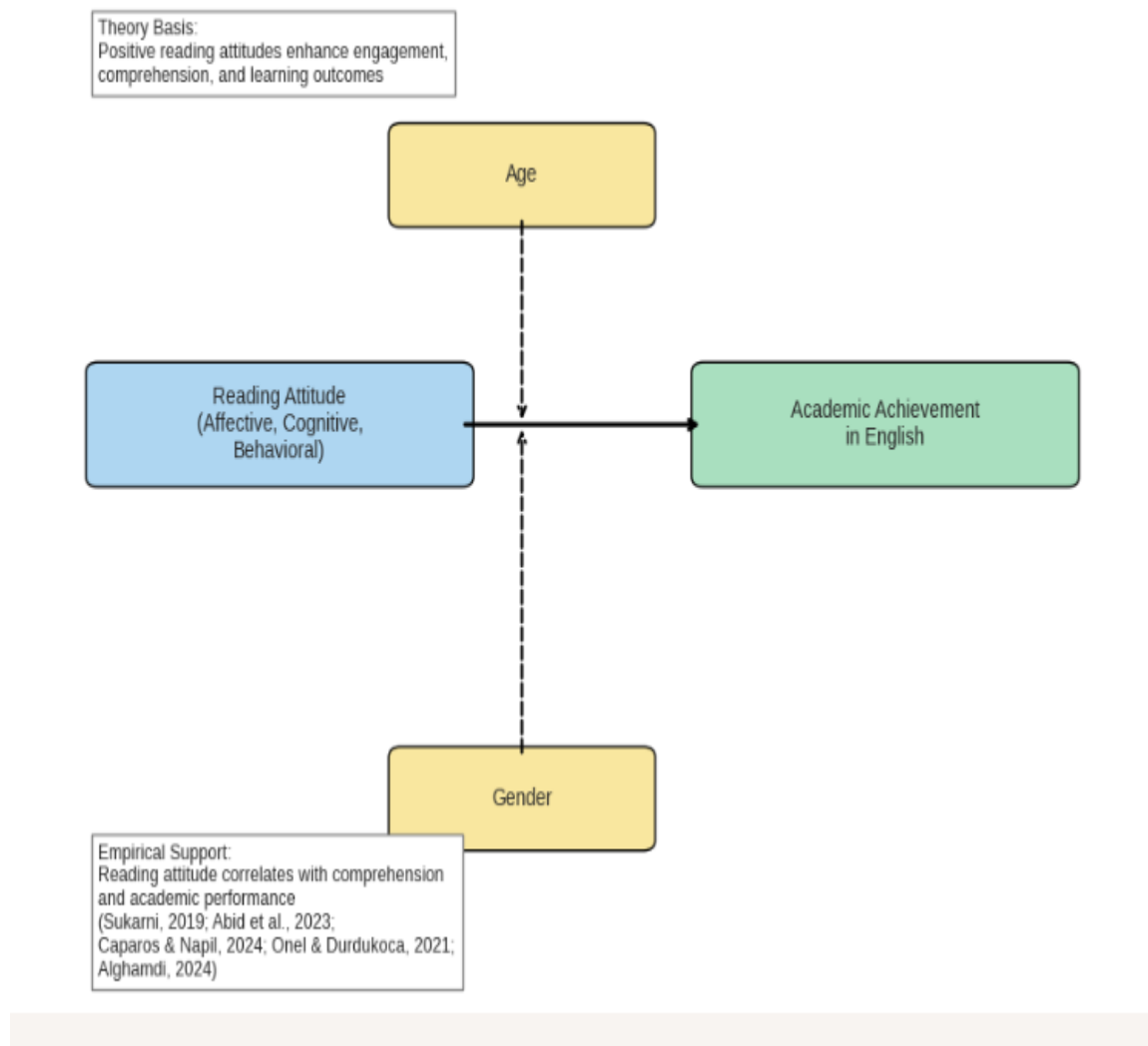
In this study, reading attitude is a cognitive and affective factor that influences students' engagement in reading tasks. Positive reading attitudes are associated with increased motivation, persistence, and use of effective reading strategies, all of which contribute to improved academic achievement. Empirical studies have consistently shown that reading attitude significantly correlates with reading comprehension and academic performance, suggesting that learners with favorable attitudes tend to achieve higher academic outcomes.

Additionally, this study is supported by the Affective Filter Hypothesis (Krashen), which explains how emotional variables such as motivation, attitude, and anxiety influence language acquisition and learning performance. Learners with positive attitudes toward reading have lower affective filters, enabling better comprehension and academic success. Research further indicates that reading attitude interacts with motivation and metacognitive strategies, reinforcing its role as a predictor of academic achievement.

Thus, the framework assumes that reading attitude directly influences academic achievement in English. It also recognizes that demographic variables such as age and gender may moderate this relationship. By integrating cognitive, affective, and behavioral perspectives, the study explains how students' reading attitudes contribute to their academic performance.

Conceptual Framework

This study was anchored on the premise that students' reading attitudes significantly influence their academic achievement in English. Reading attitude, defined as learners' feelings, beliefs, and predispositions toward reading, served as the independent variable, while academic achievement in English served as the dependent variable. Supporting variables such as age and gender were treated as moderating variables that may influence the strength or direction of the relationship.



Key Elements in the Framework

- **Independent Variable (IV):** *Reading Attitude* — composed of affective, cognitive, and behavioral components. These shape how students engage with reading materials.
- **Dependent Variable (DV):** *Academic Achievement in English* — performance outcomes measured through comprehension, grades, or standardized assessments.
- **Moderating Variables:** *Age* and *Gender* — these may strengthen, weaken, or alter the relationship between reading attitude and achievement.

The framework was grounded in the theory that positive reading attitudes enhance engagement, comprehension, and learning outcomes. Empirical studies have shown that reading attitude is significantly correlated with reading comprehension and academic performance, indicating that students who possess favorable attitudes toward reading tend to perform better academically (Sukarni, 2019; Abid et al., 2023). Furthermore, reading attitude has been identified as a contributing and even mediating factor in improving academic achievement by strengthening motivation and engagement in learning (Caparos & Napil, 2024).

In this study, reading attitude was conceptualized through affective, cognitive, and behavioral components, which collectively influence how students interact with reading materials. These interactions affect comprehension and, ultimately, academic performance. Previous research supports that improved reading habits and attitudes lead to better academic outcomes across subjects, particularly in English (Onel & Durdukoca, 2021; Alghamdi, 2024).

Thus, the conceptual model posits a direct relationship between reading attitudes and academic achievement, with demographic variables potentially shaping this relationship. The findings of this framework aimed to guide interventions that promote positive reading attitudes to enhance students' academic success.

METHODOLOGY

This study employed a quantitative approach to examine the association between reading attitudes and academic achievement among Grade 8 students at Carlos P. Romulo High School. It utilized structured instruments and statistical techniques to ensure objective data collection, analysis, and interpretation of relationships between variables.

Research Design

The study utilized a descriptive-correlational research design to determine the relationship between students' reading attitudes and their academic achievement in English. This design was appropriate because it allowed the researcher to describe existing conditions and examine the degree of association between variables without manipulating them. According to Creswell (2014), correlational research is effective in identifying relationships among variables in natural settings. In this study, reading attitude was treated as the independent variable, while

academic achievement in English served as the dependent variable. Profile variables such as age and gender were also included to determine their possible influence on the relationship. The design enabled the researcher to gather quantitative data through surveys and academic records, ensuring systematic analysis. Consistent with prior studies, descriptive-correlational methods are widely used in educational research to examine how affective factors like attitude influence learning outcomes (Nisar et al., 2023).

Research Steps

The research followed systematic procedures beginning with the identification of the research problem and formulation of objectives. A validated reading attitude survey was adapted and subjected to validation through expert review and pilot testing. After securing necessary permissions, the researcher administered the questionnaire to selected Grade 8 students. Data on academic performance were obtained from official school records. Collected data were organized, coded, and tabulated for analysis. Statistical tools such as frequency, mean, and Pearson r were applied to determine patterns and relationships. Finally, results were interpreted, conclusions were drawn, and recommendations were formulated based on the findings.

Data Collection and Sample Selection

The study involved 149 Grade 8 students enrolled during the School Year 2024–2025 at Carlos P. Garcia High School. Respondents were selected using random sampling to ensure representation and minimize bias. Data on reading attitudes were collected using an adapted version of the Elementary Reading Attitude Survey (ERAS) developed by McKenna and Kear, a widely recognized instrument for assessing students' reading dispositions. The survey consisted of 40 statements measured on a Likert scale, allowing respondents to express their level of agreement.

Academic achievement data were obtained from students' official English grades, ensuring accuracy and reliability. Additional data sources included a teacher's checklist and parent demographic survey to provide supplementary insights into students' reading behaviors and environmental influences. Prior to data collection, the instrument underwent validation through expert consultation and pilot testing to ensure clarity and reliability. Participants were given clear instructions and sufficient time to respond. The collected data were then compiled and prepared for statistical analysis. The use of multiple data sources enhanced the validity of the findings (Baffoe & Okae-Anti, 2020; Nisar et al., 2023).

Data Analysis Methods

The study employed both descriptive and inferential statistical methods to analyze the collected data. Descriptive statistics such as frequency and percentage were used to summarize the profile of respondents in terms of age and gender. These measures provided a clear distribution of respondents and facilitated interpretation of demographic characteristics. The mean was used to determine the overall reading attitude of students based on their responses to the survey items. Weighted mean scores were interpreted using a predefined scale to categorize attitudes as strongly agree, agree, undecided, disagree, or strongly disagree.

Inferential statistics were utilized to determine the relationship between variables. Pearson product-moment correlation coefficient (Pearson r) was used to measure the degree and direction of the relationship between reading attitudes and academic performance in English. This statistical tool is appropriate for determining linear relationships between two continuous variables (Cohen et al., 2003). The resulting correlation coefficient was interpreted using standard guidelines to determine whether the relationship was negligible, low, moderate, or high.

In addition, the t-test was applied to test the significance of the correlation coefficient. This allowed the researcher to determine whether the observed relationship between variables was statistically significant. The level of significance was set at 0.05. Data were organized, tabulated, and analyzed systematically to ensure accuracy. The use of these statistical tools enabled the researcher to draw meaningful conclusions regarding the association between reading attitudes and academic achievement. These methods are widely supported in educational research for analyzing relationships between affective and performance variables (Nisar et al., 2023).

Research Hypotheses and Validation

The study tested the null hypothesis stating that there is no significant relationship between reading attitudes and academic achievement of Grade 8 students. The alternative hypothesis posited that a significant relationship exists between these variables. To validate the hypothesis, Pearson r was computed to determine the correlation coefficient, followed by a t-test to assess its statistical significance. If the computed p-value was less than the 0.05 level of significance, the null hypothesis was rejected; otherwise, it was accepted.

This approach ensured objective validation of the relationship between variables. Hypothesis testing is essential in correlational studies as it provides a basis for decision-making and generalization of findings (Creswell, 2014). The validation process strengthened the credibility of the results and confirmed whether reading attitudes significantly influence academic performance among students.

Study Limitations and ethical considerations

The study was limited to Grade 8 students of Carlos P. Garcia High School, which may restrict the generalizability of the findings to other contexts. It focused only on selected variables such as reading attitudes, academic performance, age, and gender, excluding other factors like socio-economic status and teaching strategies. The data were also limited to responses during the survey period.

Ethical considerations were strictly observed. Informed consent was obtained from participants, and confidentiality of responses was ensured. Participation was voluntary, and respondents were assured that their answers would not affect their academic grades. The study adhered to ethical standards in educational research (Resnik, 2018).

RESULTS AND DISCUSSION

Profile of Grade 8 Students

There are 149 student- respondents in our school, Carlos P. Garcia High School. Out of these respondents, there are more numbers of younger student- respondents than older ones. This means that the older the individual, the better decisions they have. Since most of them are undecided about their feelings in reading in terms of its negative aspects, the older ones are better to answer the questionnaires because of the probability that more individuals are getting older, the more personal and they have vicarious experiences especially in reading involvement. From those experiences, the more they read, the more vocal and expressive they are, especially in terms of expressing their feelings in the right way. The more mature the individuals are in terms of deciding: better results will come.

Out of 149 student- respondents, there are 85 females and 64 males. It was noted that in these findings that females love to engage in reading than males. In general, the student-respondents are very satisfactory in terms of their academic performance in English with the range of 85-90 or 36.62%. This implies that these students perform well in our school. Unfortunately, they are not aware of what they are going to answer the questionnaires because of what the researcher observed that they are undecided about their answers when it comes to negative approach to reading. Whereas those positive statements to reading, most of them agreed and strongly agreed. Based on the findings, it was interpreted as the academic performance of the student-respondents, the better the academic performance of the student-respondents, their reading attitudes. This implies that these students perform well in our school.

Results of Student-Respondents' Reading Attitudes and Academic Performance

Category	Frequency	Percentage	Interpretation / Analysis
Gender Distribution	Females:85 Males: 64	Females:57.05% Males: 42.95%	Majority of respondents are female. Findings suggest that females show stronger engagement in reading compared to males, aligning with the observation that they are more inclined toward positive reading attitudes.
Academic Performance Range (English)	85–90	36.62%	Students generally fall within the “Very Satisfactory” range. This indicates strong academic performance in English, reflecting effective comprehension and engagement with reading materials.

Response to Negative Reading Statements	Many undecided	Moderate indecision	Students show uncertainty when confronted with negative reading statements. This suggests possible lack of awareness or difficulty in self-assessing negative attitudes, which may affect the reliability of responses in this area.
Overall Relationship	Better academic performance ↔ Better reading attitudes	Strong correlation observed	The data implies that students with higher academic performance also exhibit stronger positive reading attitudes. This supports the hypothesis that reading attitudes directly influence achievement in English.

Unfortunately, they are not aware of what they are going to answer the questionnaires because of what the researcher observed that they are undecided about their answers when it comes to negative approach to reading. Whereas those positive statements to reading, most of them agreed and strongly agreed. Based on the findings, it was interpreted as the academic performance of the student-respondents, the better the academic performance of the student-respondents, their reading attitudes cannot be determined whether it is positive or negative.

In terms of the reading attitudes of the respondents, most of them agreed with the statement, “Reading is one of the best ways for me to learn things”. This is the highest weighted mean of 4.20 but the overall weighted mean is 3.36. Thus, this implies that they have either positive or negative attitudes towards reading. They are undecided about the negative statements to read.

Therefore, they should improve their reading attitudes. This is also true in real-life situations. There are some people who have no time to read because they are busy, and they are not interested to read. According to studies about Gender and Development as what the researcher remembered, females are more expressive with their feelings than males. It is in contrast with the present study since in general, females answered “undecided” with the negative feelings about reading.

It is understood that these student-respondents who answered this kind of feelings about reading attitudes are not so frank. They are so shy in expressing their true personalities, especially in the survey. This means that the students are not trusting people whom they only met for the first time. Regarding their attitudes towards reading, the researcher could essentially say that most of them agreed with the positive statements about reading. This means that they are intelligent enough to answer the given questionnaires. It is because they are so careful in

indicating their answers and still thinking and deciding until the time is over. They leave their answers questionable to the researcher because they cannot decide about their negative statements in reading. These will lead the researcher to think about the right answers to the student-respondents and the result will be undecided if they agree or disagree, strongly agree or strongly disagree with the statements given. Thus, the results indicate that the student-respondents have either positive or negative attitudes towards reading but their academic performance in English is very satisfactory.

Effects of Reading Attitude Survey in the Student Engagement

Administering a reading attitude survey can have several meaningful effects on student engagement, both directly and indirectly. When students are asked to reflect on their feelings,

preferences, and habits related to reading, it encourages self-awareness, which is a key driver of motivation. This process helps learners recognize their own reading behaviors and may prompt them to take more ownership of their learning.

Research shows that reading attitude and engagement are closely linked. A 2024 study by Sur and Ünal found that reading engagement significantly influences reading comprehension, and that reading attitude plays a mediating role in this relationship. In other words, when students are engaged in reading, their attitudes toward it tend to improve, which in turn enhances their comprehension and academic success.

Surveys also provide educators with valuable data to tailor interventions. By identifying students with low reading interest or negative attitudes, teachers can design targeted strategies—such as introducing preferred genres, adjusting reading formats, or creating more interactive reading environments—to boost engagement. In the Philippines, studies have shown that students' reading engagement is often hindered by distractions like household chores, social media, and lack of quiet spaces. Surveys help surface these barriers, allowing schools to respond more effectively.

In summary, reading attitude surveys serve as both a diagnostic and developmental tool. They foster student reflection, inform instructional planning, and ultimately contribute to a more engaged and responsive reading culture.

Enhancement of Reading Attitudes of the Students

Enhancing students' reading attitudes involves cultivating a mindset where reading is seen not just as an academic task, but as a meaningful, enjoyable, and empowering activity. Research shows that students with positive reading attitudes are more likely to engage deeply with texts,

develop stronger comprehension skills and perform better academically. Several strategies contribute to this enhancement. First, creating a supportive reading environment—such as well-equipped libraries, access to diverse reading materials, and visible teacher modeling—encourages students to read more frequently and with greater interest. Second, integrating literature-based programs that allow students to choose texts aligned with their interests fosters autonomy and motivation. Third, using digital platforms and interactive reading tools can appeal to tech-savvy learners and make reading more accessible and engaging.

Additionally, incorporating metacognitive strategies, such as self-questioning and

summarizing, helps students reflect on their reading process and build confidence. Teachers play a pivotal role by reading aloud, facilitating discussions, and connecting reading to students' lives and aspirations. Ultimately, enhancing reading attitudes requires a holistic approach that blends emotional, cognitive, and social dimensions of learning, ensuring that students not only read—but love to read.

Challenges in Implementing in the Enhancement of Reading Attitudes of the Students in Relation to Academic Performances in English

Enhancing students' reading attitudes to improve academic performance in English presents several implementation challenges, especially in diverse and resource-constrained educational settings. One major issue is limited access to reading materials—our school lack well-stocked libraries or updated texts that reflect students' interests and reading levels. Without engaging content, students may struggle to develop positive associations with reading.

Another challenge is low motivation and negative reading habits, often shaped by early experiences or external distractions such as social media and household responsibilities. Surveys show that students who rarely read outside of school tend to perform poorly in comprehension tasks, which directly affects their academic outcomes in English. Teacher capacity and instructional time also pose barriers. Educators may lack training in differentiated reading strategies or face time constraints that prevent them from implementing sustained reading interventions. The pandemic further exacerbated this, limiting face-to-face engagement and making it difficult to assess and support struggling readers.

Socioeconomic factors—including parental education, home literacy environment, and nutritional status—play a significant role. Students from under-resourced households often have fewer opportunities to develop reading fluency, which impacts their confidence and performance in English subjects.

Lastly, assessment and monitoring gaps hinder progress. Without reliable tools to measure reading attitudes and track improvements, schools may struggle to tailor interventions effectively. This disconnect can lead to generic programs that fail to address individual needs.

SUMMARY

Conducting a reading attitude survey in a school setting offers valuable insights into how students perceive reading and how these perceptions influence their engagement and academic performance. One key reflection is that the process encourages student self-awareness, prompting learners to think critically about their reading habits, preferences, and motivations. This introspection can lead to increased ownership of their learning and a more positive disposition toward reading.

From an instructional standpoint, the survey serves as a diagnostic tool that helps educators identify patterns—such as declining interest in reading among certain age groups or preferences for digital formats over print. These findings allow for targeted interventions, such as introducing more engaging texts, adjusting instructional strategies, or creating reading environments that better support student needs.

Moreover, the survey fosters a culture of inclusivity and responsiveness, as it gives voice to students' experiences and barriers, including lack of access to materials, distractions at home, or limited reading support. When shared with stakeholders—teachers, parents, and

administrators—it can spark collaborative efforts to enhance reading programs and promote literacy development.

However, successful implementation requires thoughtful planning. Challenges may include ensuring honest responses, interpreting data meaningfully, and translating findings into actionable steps. Despite these hurdles, the survey remains a powerful tool for shaping a more engaged, reflective, and literate school community.

CONCLUSIONS

From the preceding findings, the following conclusions are drawn:

1. The respondents were generally within the expected age range for Grade 8 and included both male and female students, with females slightly outnumbering males.
2. The students exhibited an undecided to negative reading attitude, indicating inconsistency in their interest and disposition toward reading.
3. The respondents demonstrated a very satisfactory level of academic performance in English, suggesting that acceptable academic outcomes were achieved despite less favorable reading attitudes.
4. There was a weak negative relationship between reading attitudes and academic performance, implying that higher academic performance was slightly associated with lower reading attitude scores.
5. Age showed a weak relationship with academic performance, while gender revealed a significant relationship with academic achievement.
6. The null hypothesis was rejected, indicating that a significant relationship exists between reading attitudes and academic achievement.

RECOMMENDATIONS

Based on the above-mentioned findings and conclusions, the following recommendations are hereby presented:

1. Students should be encouraged to develop positive reading habits by engaging regularly in reading activities both in school and at home.
2. Teachers should implement varied and interactive reading strategies, including the use of printed and digital resources, to enhance students' reading interest and engagement.
3. School administrators should strengthen reading programs and literacy interventions, such as reading campaigns and improved library resources, to foster a reading culture.
4. Parents should actively support reading by providing materials and encouraging reading practices at home.
5. Future researchers should include additional variables such as socio-economic status, learning environment, and instructional strategies to further examine factors affecting reading attitudes and academic performance.

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