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Research Article

THE RELATIONSHIP BETWEEN PERCEIVED LEVEL OF VOCABULARY ACQUISITION AND READING COMPREHENSION OF ENGLISH LANGUAGE LEARNERS ON ACADEMIC PERFORMANCE

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ABSTRACT

Aims: This research investigates the intricate relationship between vocabulary acquisition and reading comprehension among English Language Learners (ELLs), offering a comprehensive exploration of demographic profiles, vocabulary development, and reading proficiency. **Study design:** The study employed a descriptive correlational research design. **Participants:** The study showed that the majority of the population analyzed were females, mostly under 18 years old, and a significant portion of them had parents who were either unemployed or engaged in informal work. This indicates that there might be socio-economic factors that affect the lives of these learners. **Methodology:** The study employed a descriptive correlational research design at Golden Heritage College in Cagayan de Oro City. Additionally, the study showed that the majority of the population analyzed were females, mostly under 18 years old, and a significant portion of them had parents who were either unemployed or engaged in informal work. This indicates that there might be socio-economic factors that affect the lives of these learners. **Results:** In the perceived level of learners' vocabulary acquisition, vocabulary size concluded with the highest average mean and the lowest was vocabulary retention which implies that learners generally possess a high perceived level of vocabulary acquisition. The perceived level of learners' reading comprehension, the inferential variable concluded with the highest average mean, implies that learners generally exhibit a good perceived level of reading comprehension. **Conclusion:** There is a strong correlation between vocabulary learning and reading comprehension in students and there is a significant relationship between learners' vocabulary acquisition and academic performance is of principal importance to students. Thus, the study stressed the critical role of proficient reading comprehension in academic success, highlighting the importance of targeted interventions to enhance students' reading skills for improved overall academic performance.

Keywords: Vocabulary Acquisition, Reading Comprehension, English Language Learners, Learning Strategies.

INTRODUCTION

Language acquisition and proficiency were vital to English language learners' academic and professional success. Vocabulary acquisition is widely recognized as a critical component for effective communication, reading comprehension, and overall language competence (Schmitt, 2019). Good English language skills are crucial at Golden Heritage College in Cagayan de Oro City as they lead to numerous opportunities and educational advancements. Therefore, it is essential for educators, curriculum developers, and learners at this institution to examine the relationship between vocabulary acquisition and reading comprehension (Villanueva, 2022).

This study aims to investigate the connection between reading comprehension and vocabulary acquisition among Golden Heritage College students. By analyzing these associations, this examination is expected to fill the hole in understanding and acquiring important experiences in English language students' difficulties in this specific situation. This exploration is vital because it recognizes the novel instructive and socio-social climate of Brilliant Legacy School, which might present unmistakable difficulties and amazing open doors for jargon obtaining and understanding appreciation (Kivi *et al.,* 2021).

Besides, the discoveries shed light on the methodologies that might upgrade their capability and address any one-of-a-kind troubles they experience. Understanding these elements is fundamental for working on the nature of English language schooling and enabling students to accomplish their scholarly objectives and improve their

future vocation possibilities. This study added to the current group of information in the field and give useful ramifications to teachers, educational plan architects, and language students endeavoring to further develop their English language abilities and, thusly, their scholarly achievement and possibilities.

In accordance with this, in spite of the rising accentuation on English language capability, students at Brilliant Legacy School frequently come from assorted etymological foundations, and their encounters and difficulties with jargon procurement and perusing cognizance might contrast. Moreover, varieties in showing strategies, assets, and social variables can additionally confuse this relationship. This study inspected these variables, giving a nuanced comprehension of how jargon procurement and perusing understanding cooperate in this instructive setting (Shadiev and Yang, 2020).

The instructive scene additionally develops by coordinating innovation and computerized assets in language learning. These progressions might influence jargon securing and understanding perception (Afzal, 2019). By inspecting the effect of innovation on language learning and its relationship to jargon procurement and understanding cognizance, this exploration can offer bits of knowledge into current academic practices and guide adjusting to the always changing instructive climate. Additionally, the fundamental objectives of this study were to explore the connection between's jargon securing and perusing cognizance among English language students at Brilliant Legacy School in Cagayan de Oro City and to distinguish the difficulties and open doors connected with jargon procurement and perusing appreciation inside the instructive and socio-social setting of Brilliant Legacy School. The concentrate likewise expected to

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investigate the effect of innovation and computerized assets on jargon obtaining and understanding cognizance (Hao *et al.,* 2019) among students of English as a second language in the current educational environment.

LITERATURE REVIEW

Vocabulary Acquisition

A substantial vocabulary size is pivotal in enhancing reading comprehension for English learners. It is a foundational component that enables individuals to effectively decode and understand written text. A more extensive lexicon allows learners to recognize and interpret a broader range of words and their contextual nuances, improving comprehension of complex texts. Furthermore, a rich vocabulary facilitates the inference of meaning from context, which is crucial for navigating unfamiliar or specialized terminology. A substantial vocabulary collection not only aids in comprehension but also contributes to overall language proficiency (Rosyada and Apoko, 2023).

Vocabulary retention is a critical factor in bolstering reading comprehension for English learners. It involves remembering and using words over time, which is crucial for effectively processing written material. When learners can recall a diverse range of words, they are better equipped to recognize and understand them in context, leading to improved comprehension of texts. Additionally, a well-retained vocabulary enables learners to connect new information and previously encountered words, facilitating comprehension (Roda Jr, 2023) of more complex and specialized texts. Therefore, efforts to support vocabulary retention through spaced repetition, meaningful exposure, and varied practice are essential for enhancing English learners' reading comprehension abilities (Handig *et al.,* 2023).

Vocabulary learning strategies are pivotal in enhancing reading comprehension for English learners. These strategies encompass learners' various techniques and approaches to effectively acquire and retain new words. The research highlights the significance of employing such strategies, as they have positively impacted acquisition and reading comprehension (Al Haysony *et al.,* 2021). By employing techniques like context clues, word associations, and morphological analysis, learners can infer meaning from context and make connections between known and new words, facilitating a deeper understanding of texts. Additionally, metacognitive strategies, such as self-monitoring and self-assessment, empower learners to actively participate in their vocabulary development (Ghani *et al.,* 2018). Therefore, incorporating and honing vocabulary learning strategies should be an integral component of English language instruction, as they serve as a valuable tool for bolstering reading comprehension (Sohail, 2022) abilities among English learners.

Reading Comprehension

Literal comprehension is foundational to English learners' overall reading comprehension abilities. It involves understanding and extracting explicit information directly stated in a text. This skill is crucial, forming the basis for higher-level comprehension processes such as inference and interpretation. Research has consistently highlighted the importance of literal comprehension in the context of reading proficiency for English learners (Baful, 2022). When learners can accurately grasp the surface-level meaning of a passage, they are better equipped to engage with more complex texts and subsequently make connections between different pieces of information.

Moreover, proficient in literal comprehension (Roda Jr, 2023). allows learners to develop a solid foundation of vocabulary and syntax, which are essential for navigating more advanced reading materials. Therefore, emphasizing and honing literal comprehension skills should be a prioritized aspect of English language instruction, as it lays the groundwork for more profound levels of comprehension (Labrigas, 2022).

Inferential comprehension, a higher-order cognitive skill, holds significant importance in the overall reading proficiency of English learners (Villanueva, 2022). It involves concluding, making inferences, and connecting implicit information within a text. This skill is crucial as it enables learners to go beyond the literal meaning and grasp a passage's underlying messages and implications. Research has consistently emphasized the pivotal role of inferential comprehension in reading comprehension for English learners (Tan, 2023). When learners can adeptly make inferences, they are better equipped to comprehend complex texts, identify underlying themes, and discern authorial intent. Moreover, inferential comprehension encourages critical thinking and promotes a deeper engagement with the material, leading to a more comprehensive understanding. Therefore, fostering and refining inferential comprehension skills should be a central focus of English language instruction, as it empowers learners to navigate and interpret a wide range of texts with excellent proficiency (Rajik, 2023).

Critical comprehension is a vital aspect of reading proficiency for English learners, as it involves the ability to analyze and evaluate the content, identify biases, and assess the validity of information presented in a text. This skill is particularly crucial in today's information-rich environment, where discerning reliable sources and critically engaging with texts are paramount. The research emphasizes the significance of critical comprehension in reading comprehension for English learners, highlighting its role in promoting higher-order thinking skills and enhancing overall comprehension (Bean, 2018). When equipped with critical comprehension skills, learners can understand the material and question, evaluate, and synthesize information from diverse sources. This enables them to form well-informed opinions and make evidence-based decisions (Villanueva, 2022). Additionally, critical comprehension fosters a deeper level of engagement with texts, leading to a more comprehensive and meaningful understanding. Therefore, cultivating critical comprehension skills should be a central objective in English language instruction, as it empowers learners to navigate a wide range of texts with discernment and analytical acumen (Fernandez & Arriola, 2022).

METHODOLOGY

Research design

In order to ascertain the students' reading comprehension level, vocabulary acquisition level, and the relationship between reading comprehension and vocabulary acquisition, the study employed a descriptive correlational research design at Golden Heritage College in Cagayan de Oro City. A descriptive correlational design described, recorded, interpreted, and analyzed current conditions using a quantitative approach. This approach works well for explaining how students apply reading techniques to attain good academic success in reading comprehension (Villanueva, 2022).

Sampling Design

The target demographic for the study consisted of college-level English language learners. To ensure representation from a variety of educational backgrounds, a stratified random sample technique was

employed. Utilizing the Cochran Formula, the study's sample size was determined to be 101, based on a population of 135 individuals. The samples for each section were as follows: 24 for section A, 23 for section B, 28 for section C, and 26 for section D, resulting in a total sample size of 101.

Research instrument

A modified questionnaire from related literature and studies on English language learners' reading comprehension was used in the study. The respondents' demographic profile, which comprised their age, sex, mother's occupation, and father's occupation, was presented in the first section. The second section concentrated on reading comprehension (Caraig and Quimbo, 2022) and vocabulary acquisition (Ferrer and Carmen, 2022). The researcher wrote a letter to the authors requesting permission to utilize a few of the study's variables as a template for the questionnaire. During the actual study, the researcher demonstrated distributing questionnaires face-to-face. The reading comprehension and vocabulary acquisition specialists validated the tool. The study employed a 4-point Likert scale to measure the variables related to vocabulary development.

Scoring Procedure

The study used the four-point Likert scale to make it easier to quantify the responses pertaining to vocabulary development and reading comprehension in English language learners. In order to make the analysis and interpretation of the weighted mean replies easier.

A.   Scale for Vocabulary Acquisition

The scoring and interpretation in analyzing the data on Vocabulary Acquisition are illustrated in Table 1. Descriptive responses from the indicators strongly agree, agree, disagree, and strongly disagree are scored as 4, 3, 2, and 1, respectively. Mean score intervals are also indicated with their respective interpretation as very effective, practical, ineffective, and ineffective.

Table 1 Scoring Procedure for Vocabulary Acquisition

Score	Range of Means	Response	Interpretation
4	3.26 – 4.00	Strongly Agree	Very High
3	2.51 – 3.25	Agree	High
2	1.76 – 2.50	Disagree	Low
1	1.00 – 1.75	Strongly Disagree	Very Low

B.   Scale for Reading Comprehension

The scoring and interpretation in analyzing the data on Reading Comprehension were illustrated in Table 2. Descriptive responses from the indicators strongly agree, agree, disagree, and strongly disagree are scored as 4, 3, 2, and 1, respectively. Mean score intervals are also indicated with their respective interpretation as very good, good, poor, and very poor.

Table 2 Scoring Procedure for Reading Comprehension

Score	Range of Means	Response	Interpretation
4	3.26 – 4.00	Strongly Agree	Very good
3	2.51 – 3.25	Agree	Good
2	1.76 – 2.50	Disagree	Poor
1	1.00 – 1.75	Strongly Disagree	Very poor

Data collection and analysis

This study followed a few phases, like planning, organization, social event, translation, and information examination. Letters of data and solicitations for endorsement to assemble information was addressed to the School Head. The researcher followed the Golden Heritage College administration's protocol for data collection. The review endured just 10 minutes, and the information were dissected utilizing the recurrence counts and rates for the students' profiles.

The review utilized an enlightening and inferential factual instrument to investigate information and effectively decipher the outcomes.

Spellbinding measurements: Recurrence and rates were utilized in issue 1 to decide the profile of the respondents. Mean and standard deviation were utilized in issues 2 and 3 to decide the level of students' jargon securing and understanding perception. Inferential Measurements: T-test and ANOVA were utilized in issue 4 to test the huge contrast in students' perusing perception while assembled by profile. In problem 5, the significant relationship between learners' vocabulary acquisition and reading comprehension, was tested using Pearson R.

Ethical Aspects

Exploring the ethical aspects of a study on the relationship between learners' vocabulary acquisition and reading comprehension is crucial. Here are some key ethical considerations:

Informed Consent: The participants provided informed consent voluntarily. Explain the study's purpose, procedures, potential risks, and benefits to participants. Ensure they understand their right to withdraw at any time without consequences.

Confidentiality and Anonymity: Protect participants' privacy and confidentiality. Use codes or identifiers instead of personal information. Store data securely and ensure that only authorized personnel have access.

RESULTS AND DISCUSSION

Problem 1. what is the demographic profile of the respondents?

The results of the survey reveal in Table 3 an interesting demographic composition, with females comprising the majority at 65.35%, while males account for 34.65% of the total sample. In terms of age distribution, a substantial 67.33% fall within the "18 and below" category, indicating a predominantly youthful population. Notably, there are no respondents aged 23 and above among the surveyed group. Turning to parental occupations, government employment emerges as a significant factor, with 29.70% of fathers holding such positions. Self-employment closely follows at 26.73%, and a comparable percentage (26.75%) of fathers reported having no specified occupation. For mothers, self-employment takes the lead at 34.65%, emphasizing the entrepreneurial roles of a substantial portion. The second-highest category is "None" at 27.72%, indicating mothers without specified occupations, while government employment follows at 12.87%. These findings collectively provide valuable insights into the gender distribution, age demographics, and parental occupational profiles of the surveyed group, shedding light on key characteristics within this particular cohort.

Table 3 The profile of the respondents

Profile	Characteristics	Frequency	Percentage
Sex	Male	35	34.65
	Female	66	65.35
	Total	101	100
Age	18 and below	68	67.33
	19-22	32	31.68
	23 and above	0	0
	Total	101	100
Father's Occupation	Self-Employed	27	26.73
	Private Employee	12	11.88
	Government Employee	30	29.70
	OFW	5	4.95
	None	27	26.75
	Total	101	100
Mother's Occupation	Self-Employed	35	34.65
	Private Employee	12	11.88
	Government Employee	13	12.87
	OFW	12	11.88
	None	28	27.72
	Total	101	100

Problem 2. What is the perceived level of learners' Vocabulary Acquisition in terms of:

2.1 Vocabulary size;
2.2 Vocabulary Retention; and
2.3 Vocabulary Learning Strategies?

Table 4 presents the level of learners' Vocabulary Acquisition in terms of vocabulary size. The data exposed that the level of learners' Vocabulary Acquisition in terms of vocabulary size is 3.29 and the SD of 0.60 or "Very High". This suggests a positive and effective learning environment conducive to vocabulary development. (Suleiman Al Qunayeer 2021)

Moreover, the highest item on the level of learners' Vocabulary Acquisition in terms of vocabulary size is "I actively seek to expand my vocabulary by learning new words regularly." with a mean of 3.41 and SD of 0.53 or "Very High". This implies that the highest-scoring item reflects a positive and practical approach to vocabulary acquisition, showcasing a proactive and self-motivated attitude among learners. (Zano and Phatudi 2019)

Furthermore, the lowest item in the level of learners' Vocabulary Acquisition in terms of vocabulary size is "I find it easy to understand the meaning of unfamiliar words based on context." with a mean of 3.18 and SD of 0.54 or "High". Thus, this item is recommended for further improvement since it does not meet the highest mean standard deviation.

Table 4 The Perceived Level of Learners' Vocabulary Acquisition in terms of Vocabulary Size

Items	Mean	Std. Deviation	Description	Interpretation
I believe my current vocabulary size is adequate for my needs.	3.39	0.56	Strongly Agree	Very Effective
I actively seek to expand my vocabulary by learning new words regularly.	3.41	0.53	Strongly Agree	Very High
I feel confident using a wide range of	3.23	0.71	Agree	High
vocabulary in my spoken and written communication.				
I find it easy to understand the meaning of unfamiliar words based on context.	3.18	0.54	Agree	High
I can accurately recall and use newly learned words in different contexts.	3.18	0.64	Agree	High
I feel that my vocabulary size significantly impacts my academic/professional performance	3.38	0.59	Strongly Agree	Very High
Average	**3.29**	**0.60**	***Strongly Agree***	**Very High**

Legend: 1.00-1.75 (Very Low), 1.76-2.50 (Low), 2.51-3.25 (High), 3.26-4.00 (Very High)

Table 5 presented the level of learners' Vocabulary Acquisition in terms of vocabulary retention. The data exposed that the level of vocabulary retention is 2.93 and the SD of 0.68 or "High". This implies that the instructional strategies utilized to enhance vocabulary acquisition have been successful, contributing to higher retention among the learners. (Alshehri 2023).

Table 5 The Perceived Level of Learners' Vocabulary Acquisition in terms of Vocabulary Retention

Items	Mean	Std. Deviation	Description	Interpretation
I can remember and use words I learned weeks or months ago.	2.96	0.74	Agree	High
I have strategies that help me retain newly learned vocabulary effectively.	2.96	0.79	Agree	High
I tend to forget new words soon after learning them.	2.64	0.75	Agree	High
I actively review and revise previously learned vocabulary.	2.98	0.62	Agree	High
I can easily recall words I learned from different contexts or sources.	2.91	0.64	Agree	High
I find it challenging to retain specialized or technical vocabulary.	3.11	0.53	Agree	High
Average	**2.93**	**0.68**	**Agree**	**High**

Legend: 1.00-1.75 (Very Low), 1.76-2.50 (Low), 2.51-3.25 (High), 3.26-4.00 (Very High)

Moreover, the highest item on the level of learners' Vocabulary Acquisition in terms of vocabulary retention is "I find it challenging to retain specialized or technical vocabulary." with a mean of 3.11 and SD of 0.53 or "High". This implies that there is a need to explore and implement targeted strategies to address the identified challenge and enhance the retention of this specific vocabulary category. (Kabir and Kiasi 2018)

Furthermore, the lowest item in the level of learners' Vocabulary Acquisition in terms of vocabulary retention is "I tend to forget new words soon after learning them." with a mean of 2.64 and SD of 0.75 or "High". Thus, this item is recommended for further improvement since it does not meet the highest mean standard deviation.

Table 6 presented the level of learners' Vocabulary Acquisition in terms of learning strategies. The data exposed that the level of learners' Vocabulary Acquisition in terms of learning strategies is 3.13 and the SD of 0.64 or "High". This implied that the strategies used to teach and reinforce vocabulary are considered adequate by the learners, contributing to a higher level of vocabulary acquisition. (Brooks, Clenton, & Fraser, 2023).

Table 6 The Perceived Level of Learners' Vocabulary Acquisition in terms of Vocabulary Learning Strategies

Items	Mean	Std. Deviation	Description	Interpretation
I use various methods (reading, flashcards, apps, etc.) to learn new vocabulary.	3.09	0.72	Agree	High
I actively practice using new words in sentences or conversations to solidify their meaning.	3.07	0.57	Agree	High
. I tend to use contextual clues to understand the meaning of new words.	3.11	0.59	Agree	High
I prefer learning new vocabulary in a structured manner, such as through courses or textbooks.	3.13	0.63	Agree	High
I believe associating new words with visuals or personal experiences aids in learning.	3.25	0.64	Agree	High
I make efforts to understand the roots and derivations of words to remember them better.	3.13	0.69	Agree	High
Average	3.13	0.64	Agree	High

Legend: 1.00-1.75 (Very Low), 1.76-2.50 (Low), 2.51-3.25 (High), 3.26-4.00 (Very High)

Moreover, the highest item on the level of learners' Vocabulary Acquisition in terms of learning strategies is "I believe associating new words with visuals or personal experiences aids in learning." with a mean of 3.25 and SD of 0.64 or "High". This implies that incorporating visual aids and personal connections in the learning process is seen as an effective strategy by the learners. (Suleiman Al Qunayeer 2021)

Furthermore, the lowest item in the level of learners' Vocabulary Acquisition in terms of learning strategies is "I actively practice using new words in sentences or conversations to solidify their meaning." with a mean of 3.07 and SD of 0.57 or "High". Thus, this item is recommended for further improvement since it does not meet the highest mean standard deviation.

Table 7 Summary of The Perceived Level of Learners' Vocabulary Acquisition

Items	Mean	Std. Deviation	Description	Interpretation
Vocabulary Size	3.29	0.60	Strongly Agree	Very High
Vocabulary Retention	2.93	0.68	Agree	High
Vocabulary Learning Strategies	3.13	0.64	Agree	High
Overall Average	3.12	0.64	Agree	High

Legend: 1.00-1.75 (Very Low), 1.76-2.50 (Low), 2.51-3.25 (High), 3.26-4.00 (Very High)

Table 7 shows summary of The Perceived Level of Learners' Vocabulary Acquisition with an overall average mean of 3.12 described as "High". The highest variable is Vocabulary size with a mean of 3.29 and the lowest is Vocabulary retention with an average mean of 2.93.This implies that learners generally possess a high perceived level of vocabulary acquisition, with an overall average mean of 3.12. However, it highlights variations among specific aspects, revealing that vocabulary size is the strongest aspect (mean of 3.29), while vocabulary retention is comparatively lower with an average mean of 2.93.

Problem 3. What is the perceived level of learners' reading comprehension in terms of:

3.1 Literal Comprehension;
3.2 Inferential Comprehension; and
3.3 Critical Comprehension?

The level of literal comprehension for the learners is displayed in Table 8. The data revealed that the literal comprehension level of learners is 3.01 with a standard deviation of 0.67, or "Good." This suggests that most students meet or surpass expectations in terms of comprehending and remembering specific details that are explicitly stated in the text. Fraser, Brooks, and Clenton (2023)

Furthermore, with a mean of 3.13 and SD of 0.69 or "Good," the item that scores highest on learners' reading comprehension level in terms of literal comprehension is "I find it simple to answer direct questions about what I've read." This suggests that students generally view literal comprehension as a manageable and practical skill, particularly when it involves responding to simple questions (Zano and Phatudi 2019).

Table 8 The Perceived Level of Learners' Reading Comprehension in terms of Literal Comprehension

Items	Mean	Std. Deviation	Description	Interpretation
I can easily recall specific details or facts mentioned in what I've read.	3.13	0.63	Agree	Good
I comprehend straightforward information explicitly stated in the text.	3.02	0.65	Agree	Good
I find it simple to answer direct questions about what I've read.	3.13	0.69	Agree	Good
I have no difficulty understanding the main idea or the central theme of a passage.	2.84	0.71	Agree	Good
I can identify the sequence of events or the order of details in a text.	3.00	0.57	Agree	Good
I usually understand the meaning of words in context without much effort.	2.96	0.76	Agree	Good
Average	**3.01**	**0.67**	**Agree**	**Good**

Legend: 1.00-1.75 (Very Poor), 1.76-2.50 (Poor), 2.51-3.25 (Good), 3.26-4.00 (Very Good)

Additionally, with a mean of 2.84 and SD of 0.71, or "Good," the item "I have no difficulty understanding the main idea or the central theme of a passage" had the lowest literal comprehension level among learners' reading comprehension levels. Since this item does not reach the highest mean standard deviation, it is advised that it be improved further.

The level of reading comprehension across students in terms of inferential understanding is shown in Table 9. According to the statistics, students' reading comprehension level in terms of inferential comprehension is 3.03 with a standard deviation of 0.68, or "Good." This suggests that students are generally proficient in understanding implicit or indirect meanings in the text they read. (Iqbal and Rahman, 2019)

Furthermore, "I find it easy to predict potential outcomes or future events based on the text." has the highest rating on learners' reading comprehension level in terms of inferential comprehension, with a mean of 3.09 and SD of 0.72 or "Good." This suggests that learners are proficient at making predictions based on the text, indicating a successful integration of efficient instructional strategies and an engaged approach to reading (Brooks, Clenton, and Fraser, 2023)

Moreover, with a mean of 2.98 and SD of 0.65, or "Good," learners' reading comprehension level in terms of inferential comprehension is "I can identify the author's purpose or intent beyond the surface meaning." As a result, this item is advised for improvement as it does not meet the highest mean standard deviation.

Table 9 The Perceived Level of Learners' Reading Comprehension in terms of Inferential Comprehension

Items	Mean	Std. Deviation	Description	Interpretation
I can draw conclusions from what I've read even when the information is not explicitly stated.	3.05	0.62	Agree	Good
I can make logical inferences about events, characters, or situations based on textual details.	3.02	0.67	Agree	Good
I find it easy to predict potential outcomes or future events based on the text.	3.09	0.72	Agree	Good
I can identify the author's purpose or intent beyond the surface meaning.	2.98	0.65	Agree	Good
I understand implicit meanings, suggestions, or implied information in what I read.	2.98	0.75	Agree	Good
I usually grasp the cause-and-effect relationships within the text.	3.04	0.69	Agree	Good
Average	**3.03**	**0.68**	**Agree**	**Good**

Legend: 1.00-1.75 (Very Poor), 1.76-2.50 (Poor), 2.51-3.25 (Good), 3.26-4.00 (Very Good)

The critical comprehension level of the learners' reading comprehension is displayed in Table 10. According to the statistics, learners' critical understanding level was 3.00 with a standard deviation of 0.67, or "Good." This suggested that learners had attained a sufficient level of critical comprehension, pointing to successful teaching methods and a supportive learning environment. (2019, Zano and Phatudi)

Furthermore, with a mean of 3.16 and SD of 0.71 or "Good," the item "I can analyze and evaluate the information or arguments presented in what I've read" has the highest level of learners' critical comprehension on the reading comprehension level. This indicates a strength in analytical skills, demonstrating that students are adept at critically assessing the content they encounter (Alshehri 2023)

Additionally, with a mean of 2.91 and SD of 0.64, or "Good," the item "I critically assess the credibility of sources or information presented in the text" has the lowest level of critical comprehension among learners' reading comprehension. As a result, it is advised that this item be improved upon further, as it does not meet the highest mean standard deviation.

Table 10 The Perceived Level of Learners' Reading Comprehension in terms of Critical Comprehension

Items	Mean	Std. Deviation	Description	Interpretation
I can analyze and evaluate the information or arguments presented in what I've read.	3.16	0.71	Agree	Good
I critically assess the credibility of sources or information presented in the text.	2.91	0.64	Agree	Good
I actively question the author's point of view or potential biases.	2.91	0.75	Agree	Good
I can distinguish between evidence and opinions presented in the text.	2.98	0.62	Agree	Good
I am adept at identifying logical fallacies or inconsistencies in the text.	2.91	0.67	Agree	Good
I critically evaluate the strengths and weaknesses of the arguments presented.	3.11	0.62	Agree	Good
Average	3.00	0.67	Agree	Good

Legend: 1.00-1.75 (Very Poor), 1.76-2.50 (Poor), 2.51-3.25 (Good), 3.26-4.00. (Very Good)

Table 11 shows summary of The Perceived Level of Learners' Reading Comprehension with an overall average mean of 3.01 described as "Good". The highest variable is Inferential comprehension with an average mean of 3.03 and the lowest is Critical comprehension with an average mean of 3.00. This implies that learners generally exhibit a good perceived level of reading comprehension, as indicated by the overall average mean of 3.01. Notably, the study reveals nuanced differences among comprehension variables, with inferential comprehension scoring the highest at a average mean of 3.03, while critical comprehension lags slightly behind with an average mean of 3.00.

Table 11 Summary of The Perceived Level of Learners' Reading Comprehension

Items	Mean	Std. Deviation	Description	Interpretation
Literal Comprehension	3.01	0.67	Agree	Good
Inferential Comprehension	3.03	0.68	Agree	Good
Critical Comprehension	3.00	0.67	Agree	Good
Overall Average	**3.01**	**0.67**	**Agree**	**Good**

Legend: 1.00-1.75 (Very Poor), 1.76-2.50 (Poor), 2.51-3.25 (Good), 3.26-4.00. (Very Good)

Problem 4. What is the level of students' academic performance?

The level of students' academic performance holds supreme importance, not only for the individual students but also for the overall success and reputation of the educational institution. Research consistently emphasizes the significant impact of academic achievement on students' future career opportunities, personal development, and overall well-being (Smith et al., 2023). High academic performance enhances students' chances of gaining admission to prestigious institutions, securing scholarships, and thriving in their chosen professions. Additionally, a school's academic reputation is closely tied to the collective success of its students, influencing enrollment rates, funding, and overall standing within the educational community. Consequently, maintaining and improving students' academic performance is crucial for fostering a positive and successful learning environment at both the individual and institutional levels.

Table 12 shows the academic performance of students with 12.9 percent having the grades of 75 and 80 and only 3 percent got the grades from 95 to 97. This implies that the distribution of students' academic performance, with 12.9 percent falling within the grades of 75 to 80 and only 3 percent achieving grades from 95 to 97, bears implications for both individual students and the school as a whole. For students, the varying performance levels highlight the need for personalized academic support strategies to address the challenges faced by those in the lower grade range and to further cultivate the potential of high-achieving individuals (Smith & Johnson, 2024). At the institutional level, these findings prompt a reflection on the effectiveness of teaching methodologies, the accessibility of academic resources, and the overall learning environment to ensure a holistic approach that fosters success across diverse academic abilities.

Table 12 Academic Performance of the Students

Grades	Frequency	Percentage
75.00	13	12.9
76.00	4	4.0
77.00	6	5.9
78.00	4	4.0
79.00	1	1.0
80.00	13	12.9
81.00	5	5.0
82.00	2	2.0
83.00	6	5.9
84.00	8	7.9
85.00	4	4.0
86.00	2	2.0
87.00	4	4.0
88.00	5	5.0
89.00	3	3.0
90.00	6	5.9
91.00	4	4.0
92.00	3	3.0
93.00	4	4.0
94.00	1	1.0
95.00	1	1.0
96.00	1	1.0
97.00	1	1.0
Total	**101**	**100.0**

Problem 5. Is there a significant difference in perceived level of learners' reading comprehension when grouped according to profile?

Based on their individual profiles, the results shown in Table 13, a notable and statistically significant variation in the reading comprehension of the learners. All profile categories—Sex, Age, Father's Occupation, and Mother's Occupation—reject the null hypothesis (Ho), indicating that these demographic characteristics have a substantial impact on the difference in reading comprehension levels found among students. The strength of these disparities is further supported by the T-values and matching P-values, which highlight the statistical importance of the observed discrepancies. These findings have ramifications that highlight how crucial it is to take learners' varied profiles into account when developing educational interventions and tactics. It is imperative for educators and policymakers to acknowledge the influence of many elements, including age, sex, and parental occupation, on reading comprehension. They should customize their instructional approaches to suit the distinct requirements and obstacles that are specific to each demographic subgroup. This information is valuable for devising targeted interventions to improve overall reading comprehension outcomes and foster an inclusive learning environment.

Table 13 Test of Significant Difference in Learners' Reading Comprehension when grouped according to Profile

Learners' Reading Comprehension			
Profile	T-Value	P-Value	Interpretation
Sex	31.054	.000	Significant
Profile	F-Value	P-Value	Interpretation
Age	22.822	.000	Significant
Father's Occupation	13.052	.000	Significant
Mother's Occupation	44.942	.000	Significant

Significant if P-value <0.05

Legend: Ho is rejected if Significant

Ho is accepted if Not Significant

Problem 6. Is there a significant relationship between perceived level of learners' vocabulary acquisition and reading comprehension?

The results shown in Table 14 demonstrate a strong correlation between vocabulary learning and reading comprehension in students. The fact that the null hypothesis was rejected suggests that these two variables do, in fact, have a significant relationship. This link is supported by the computed correlation coefficient (r=.468**), which points to a moderately favorable correlation between students' ability to read comprehension and their vocabulary growth. Further highlighting the statistical significance of this association is the low p-value of .000. The implications of these results emphasize the interconnected nature of vocabulary skills and reading comprehension. Educators and curriculum designers should recognize the importance of fostering vocabulary development as it directly influences students' ability to comprehend written texts. Strategies aimed at enhancing vocabulary acquisition can be integrated into instructional practices to impact overall reading comprehension outcomes positively. Additionally, these findings underscore the potential value of implementing targeted interventions to improve both vocabulary skills and reading comprehension concurrently, thereby fostering more comprehensive language proficiency.

Table 14 Test of the Significant Relationship Between Learners' Vocabulary Acquisition and Reading Comprehension

Reading Comprehension			
	R-Value	P-Value	Interpretation
Learners' Vocabulary Acquisition	.468**	.000	Significant

Significant if P-value <0.05

Legend: Ho is rejected if Significant
Ho is accepted if Not Significant

Table 15 shows the significant relationship between learners' vocabulary acquisition and academic performance is of principal importance to students. Recent research emphasizes that a robust vocabulary serves as a cornerstone for academic success across diverse subjects (Johnson & Smith, 2023). A well-developed vocabulary not only enhances language skills but also contributes to improved reading comprehension, critical thinking, and effective communication in both written and verbal assessments. Students equipped with an extensive vocabulary are better positioned to grasp complex concepts, express their ideas articulately, and excel academically. Recognizing and nurturing this relationship is crucial for educators and students alike, as it directly influences overall academic achievement and prepares students for success in their educational endeavors and future careers.

The analysis of the correlation between academic performance and learners' vocabulary acquisition reveals a statistically significant and moderately strong positive relationship. The r-value of 0.531 suggests that as learners' vocabulary acquisition increases, there is a corresponding positive change in academic performance. The associated p-value of 0.000 indicates a high level of statistical significance, reinforcing the reliability of the observed correlation (Smith & Johnson, 2024). This finding emphasizes the importance of vocabulary development in predicting academic success, emphasizing the need for educational strategies that prioritize enhancing students' language skills to positively impact their overall performance.

Table 15 depicts the significant relationship between learners' vocabulary acquisition and academic performance is crucial for students as it profoundly influences their overall educational success. Recent research emphasizes the essential role of vocabulary in shaping academic outcomes (Brown & Davis, 2023). A strong vocabulary not only facilitates effective communication but also serves as a linchpin for improved reading comprehension, critical thinking, and academic achievement across various subjects. Students with an enhanced vocabulary are better equipped to understand complex concepts, articulate their ideas convincingly, and excel in both written and verbal assessments. Recognizing this connection enables educators to implement targeted strategies that prioritize vocabulary development, empowering students with a foundational tool for success in their academic endeavors and future professional pursuits.

Table 15 Test of the Significant Relationship Between Learners' Vocabulary Acquisition and Academic Performance

Academic Performance			
	R-Value	P-Value	Interpretation
Learners' Vocabulary Acquisition	.531**	.000	Significant

Significant if P-value <0.05

Legend: Ho is rejected if Significant
Ho is accepted if Not Significant

Table 16 illustrates the analysis of the significant relationship between learners' reading comprehension and academic performance reveals a robust and statistically significant positive correlation. The calculated r-value of 0.622 indicates a strong positive relationship, suggesting that as learners' reading comprehension improves, there is a corresponding positive change in academic performance. The associated p-value of 0.000 underscores the high statistical significance of this correlation, reinforcing the reliability of the observed relationship (Smith & Johnson, 2024). This finding underscores the critical role of proficient reading comprehension in academic success, highlighting the importance of targeted interventions to enhance students' reading skills for improved overall academic performance.

Table 16 Test of the Significant Relationship Between Learners' Reading Comprehension and Academic Performance

	Academic Performance		
	R-Value	P-Value	Interpretation
Reading Comprehension	.622**	.000	Significant

Significant if P-value <0.05

Legend: Ho is rejected if Significant

Ho is accepted if Not Significant

CONCLUSION

Based on the findings of the study, the following conclusions are given:

There were more females than males, majority were in the age range from 18 years old and below, more of the respondent fathers were working in the government sector, and more of the respondent mothers were self-employed. In the perceived level of learners' vocabulary acquisition, vocabulary size concluded with the highest average mean and the lowest was vocabulary retention which implies that learners generally possess a high perceived level of vocabulary acquisition. The perceived level of learners' reading comprehension, inferential variable concluded with the highest average mean, implies that learners generally exhibit a good perceived level of reading comprehension.

There is a strong correlation between vocabulary learning and reading comprehension in students and there is a significant relationship between learners' vocabulary acquisition and academic performance is of principal importance to students. Thus, the study stressed the critical role of proficient reading comprehension in academic success, highlighting the importance of targeted interventions to enhance students' reading skills for improved overall academic performance.

RECOMMENDATIONS

Based on the study's findings, several recommendations are proposed. Firstly, implement targeted vocabulary instruction programs to address identified areas for improvement. Secondly, introduce innovative retention techniques and mnemonic devices for long-term effectiveness. Thirdly, promote contextual use of vocabulary in both spoken and written communication. Fourthly, adopt a diverse approach, incorporating reading, flashcards, apps, and other methods. Lastly, integrate activities that foster analytical thinking and the ability to distinguish between evidence and opinions. These recommendations aim to enhance overall vocabulary instruction and language acquisition programs.

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