

# Reading Motivation, Classroom Climate, and Self-Directed Learning Readiness: A Structural Equation Model in Task Motivation

## ABSTRACT

**Aims:** To determine the best fit model of task motivation among grade 11- TVL Senior high School students.

**Study Design:** Quantitative non-experimental design.

**Place and Duration of Study:** The study was conducted among grade 11- TVL Students in all public schools in Region 10 during the school year 2021-2022.

**Methodology:** The respondents were 420 senior high school students from public schools in in Region 10, Northern Mindanao, Philippines. The respondents were chosen using stratified random sampling. The data were collected using the google forms.

**Results:** The overall results showed that the respondents had a high level of reading motivation, classroom climate, self-directed learning readiness and task motivation. It also showed a significant relationship between three variables such as reading motivation, classroom climate and self-directed learning readiness in the task motivation in terms of student's performance. Among the five models, model 5 best fit in the study.

**Conclusion:** The high level of reading motivation, classroom climate, self-directed learning readiness and task motivation in students' performance, suggests that an eagerness to fulfill classroom tasks successfully. Researcher suggests that, in order to develop student's curiosity, teachers will give texts to read that may find appealing and interesting. Also, in order to lower the level of anxiety in speaking inside and outside the classroom, teachers will give some speech activities like role playing, speech choir debate and many more for students to develop their ability in speaking, On the other hand, students amotivation in doing classroom tasks that will enhance students interest in doing activity in school. More importantly, teachers should give more emphasis and reiterate to students the importance of task motivation in developing academic performance as also interconnected with self-determination theory.

*Keywords: Education, study skills, writing strategies, reading habits, motivation in learning language, structural equation model, Philippines*

## 1. INTRODUCTION

Being successful in any task given by teachers to students as part of the teaching and learning process. It is one of the factors that greatly affects student's high academic performance level especially in terms of learning Filipino language that consider as a challenge face by some students as stipulated in Self Determination Theory [3].

But studies shows that there is a huge problem in students interest in fulfilling and finishing classroom activities objectively that made students academic performance in class became low [16]. Lack of students' eagerness or interest in doing motivational tasks found connected to the result in developing task motivation in students learning [33].

Recently, it is task motivation is important as it reflects to academic performance of students, which also means that high interest of students in learning is directly proportional to its success in doing some classroom activities. That only results students success and high

**Comment [u1]:** This abbreviation should written in full sentences.

**Comment [u2]:** This seems incomplete sences and it need to be re-written.

**Comment [u3]:** Double one should be revomed.

**Comment [u4]:** Amotivation means lack of motivation. How it enhance students interest in doing activity in school. This is great mistake & should re visited.

grades or task motivation level of students. Classroom activities considers as a strong reason that force students to maintain and give directions to do it accurately based on lessons objectives to be achieved [23]. Other studies also mentioned that task motivation is important as it affects student's performance [32] which means students interest is also high.

On the other hand, the purpose of this reaserach is to answer the following , first to determine the level of student's reading motivation, . Second, determine the level of classroom climate. Third, determine the level of self-directed learning readiness. Fourth, determine the level of task motivation of students. Fifth, determine the significant relationship between reading motivation, classroom climate and self-directed learning readiness to task motivation of students. Sixth, factors that best predict the influence of reading motivation, classroom climate and self-directed learning readiness to task motivation. Lastly, determine the best fit model of task motivation of students.

The influence and effects of reading motivation in doing task motivation in transtition and development in any educational level. Measuring one's academic performance and motivation is a great help in order to identify students involvement through self-confidence at its performance itself [5 ]. Some other studies also clarifies that having reading motivation has a great effect in doing motivational task as a benifit in understanding the context as factors like learning to choose, importance and deciding what to do where it shows significance in extrinsic motivation and task motivation [12].

On the other hand, it was also mentioned that classroom climate is complicated in terms of students social experiences in family setting and even in the community that made to be the sole reason of change and lack of motivation in doing classroom academic activities as part of the teaching-learning process[18]. Teachers and students connection in classroom climate have to be develop because it is a great help in honing students talents where students that learn to socialize and participates in any activities inside the classroom [17].

Furthermore, it is inaugurated that classroom climate can help in getting students attention that can convince students to finish any classroom activities [21]. Classroom climate has a great role in easing student's problems as they mingle with other students which may help students social formation [1]. On the other hand, self-directed learning readiness aims to be accurately and widen students learning aside form academic performance as students develops effectiveness and succeed to be motivated in doing motivational tasks. Self-directed learning readiness is a foundation in self-efficacy and task motivation [2]. Self-directed learning readiness and task motivation has an effect on each other.

As mentioned in some studies student has a sense of responsibility and passion for learning as they aimed to learn a lot in school. Ideas and knowledge makes students development to think critically in solving problems found in any motivational activities [20]. It is also specified that self-learning readiness affecting the development and accurateness of the learning process. Having a goal like to have a high academic performance, students' urged to do activities in the classroom perfectly [2]. Task motivation linked to self-directed learning readiness in terms of analyzing its regression in some studies that has 32.5% variance to individual performance.

Determination, volunteerism, trust and reflection in learning has also important effects in students performance between self-directed learning readiness and individual performance in any motivational activities [13].

This study is anchored in relation to task motivation in Self-Determination Theory [3] which was developed in a motivational and influential approach in any field.. Self-Determination

Theory is a successful way of influencing someone to dynamic dimensions that connects motivation and interest in class for students. This is focuses on the level of individual's actions or reflections based on someone's goal [24].

Some theories were also connected to task motivation are Goal-Setting Theory [14] that also focuses on the effectiveness of goal related to interest that has effects on student's academic performance. Difficulty in reaching goals requires intentions to persists in order to succeed [28]. It is consider as challenge to become effective to increase performance level [29].

On the other hand, Bandura's Perceived Self-efficacy (1977) also used in this study which is connected to the beliefs of a students capacity in doing and fulfilling any academic activities in class. Self-efficacy is a positive characteristic of an effective learning that is why if student's performance is high, it is an assurance that performance in learning were developed and successful [21].

Also, Flow Theory by Csizsentmihalyi (1990) explains an academic activities of students gives an optimal level of challenge and interest to allow students control the outcome. Based on the process that may end up with contentment and intense connection resulting to eagerness and motivation in developing performance in class [26]. These theories were used to find the link and influences of reading motivation, classroom climate and self-directed learning readiness to succeed in motivational tasks in order to develop student's performance.

It is investigated in this study the link between the exogenous and endogenous variables namely; reading motivation, classroom climate, self-directed learning readiness and task motivation. Reading motivation is connected to a students' action and reason to do reading. The following are the indicators; curiosity; involvement; recognition and orientation [9]. Classroom climate is also important in the success of the teaching and learning process with the following indicators like; group cohesion, teacher support, task orientation, motivational intensity, desire to learn, Perceived Communicative Competence in L2 inside the Classroom, Communication Anxiety in L2 inside the Classroom, Communication Anxiety in L2 outside the Classroom, WTC in L2 inside the Classroom [25].

On the other hand, self-directed learning readiness also important because its one factor in having students interest in doing activities in school. The indicators are open-mindedness for learning, Perception of themselves as efficient learners, Initiative and freedom for learning, Responsibility for self-learning, Passion for learning, Creativity and Optimism about future [22]. Task motivation or being successful in any classroom activities academically in language particularly is also important. It has the following indicators, Perceived Choice, Relatedness, Intrinsic Motivation, Identified Regulation, External regulation, Amotivation and Intentions to persist [15] as shown in the diagram Fig. 1.

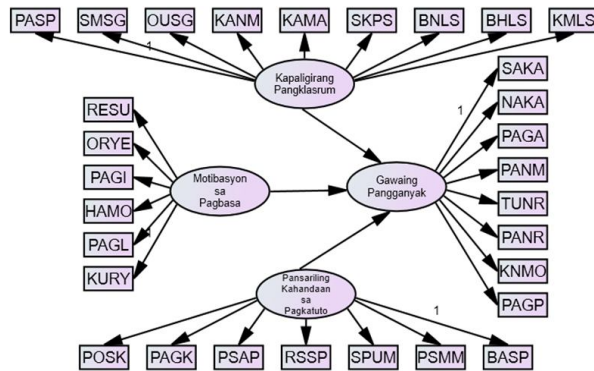


Fig. 1. Conceptual framework of the study

## 2. MATERIAL AND METHODS / EXPERIMENTAL DETAILS / METHODOLOGY

### 2.1 Respondents

The respondents of the study were the enrolled students in Grade 11 taking up Technical and Vocational and Livelihood strand in Senior High schools in all public schools in Region 10 school year 2021-2022. Out of 22, 969 TVL students, only 420 students were selected through stratified random sampling with Slovin 0.05 level of significance. The objective of the study is to determine the level of reading motivation, positive climate, self-directed learning readiness and task motivation of students.

Students that were included in the stratified random technique [27] were students who agreed to be a part of the respondents. Others who wish to backout were given approval. If ever there were problems arise during the conduct of the study, researcher automatically replaced the respondents. Students were not obliged to answer the questionnaire given through google forms. Respondent came from the 13 divisions found in Region 10 such as Cagayan de Oro, Misamis Oriental, Misamis Occidental, Bukidnon, Valencia, Malaybalay, Camiguin, Tangub, El Salvador, Misamis Occidental, Iligan, Oroquieta, Lanao del Norte and Ozamis city. Students from Kinder to Grade 10 will not be included in the study also students in Grade 11 under Humanities and Social Sciences, STEM and GAS students even grade 12 students. During the data collection, healthy protocols were followed.

### 2.2 Research Instrument

This study uses downloaded questionnaire adapted from the web sources and modified by the researcher with the help of 6 validators. The questionnaire were reading motivation, classroom climate, self-directed learning readiness and task motivation.

The first part of the questionnaire is Reading motivation by Hayashi "Japaneses Learners' Motivation for Reading English. (2015) has 43 items. The following are the indicators; curiosity; involvement; recognition and orientation [9]. Second is a study form Japan about Classroom climate by Shimizu Japanese University Students' L2 Communication Frequency in Positive Classroom Climate. (2017) that has 54 items. Items will measured the level in terms of classroom climate throuh its indicators like group cohesion, teacher support, task orientation, motivational intensity, desire to learn, Perceived Communicative Competence in L2 inside the Classroom, Communication Anxiety in L2 inside the Classroom, Communication Anxiety in L2 outside the Classroom, WTC in L2 inside the Classroom [25].

The third part is self-directed learning readiness that has 49 items by Pharaickul Phairachkul, Theerachai, and Narong Mungkung. "Self-Directed Learning Readiness of Industrial Workers". (2011) with the following indicators are open-mindedness for learning, Perception of themselves as efficient learners, Initiative and freedom for learning, Responsibility for self-learning, Passion for learning, Creativity and Optimism about future [22]. Lastly, Task motivation by Ma, Jee Hyun."Autonomy, Competence, and relatedness in L2 Learners' Task Motivation: A Self-Determination Theory Perspective" (2009): 220-221 that has 24 items has the following indicators, Perceived Choice, Relatedness, Intrinsic Motivation, Identified Regulation, External regulation, Amotivation and Intentions to persist [15]. All item statements were given a corresponding score from 1-5.

During the verification of questionnaire, the total mean score was 4.6 which means very good. After the validation, the efficiency of the questionnaires was tested through pilot testing using Cronbach Alpha to assess its accuracy. The pilot testing were done and undergone with Chronbach Alpha reaches 0.972, 0.982, 0.987 and 0.982 respectively was a good result.

Chart 1. List of scale used, description, and interpretation of the data collected in the four variables of the study

Scale	Description	Interpretation
4.20-5.00	Very High	The reading motivation, classroom climate, self-directed learning readiness and task motivation always observed.
3.40-4.19	High	The reading motivation, classroom climate, self-directed learning readiness and task motivation often observed.
2.60-3.39	Moderate	The reading motivation, classroom climate, self-directed learning readiness and task motivation sometimes observed.
1.80-2.59	Low	The reading motivation, classroom climate, self-directed learning readiness and task motivation seldom observed.
1.00-1.79	Very Low	The study skills, writing strategies, reading habits, and motivation in learning a language are never observed.

### 2.3 Research Design and Methodology

This research conducted according to quantitative non-experiment design. In this design, data were gathered statistical, mathematical and numerical analysis based on systematic and empirical analysis [6]. Quantitative causal model used an Structural Equation Model since it data gathered in reading motivation, classroom climate, self-directed learning readiness and task motivation as variables. SEM is a model used to determine the connection between variables through AMOS that showed results from theoretical and practical implications [19]. Data gathering made by the researcher were used to find the best fit model for the study [31].

Analyzing data that affects factors for variables with suggested cut-off value of 0.50 [8] that 0.45 model for safe basis. Having a residual variance and covariance affecting the basis [10]. Results of these components using scale used in determining the model.

After the verifications of questionnaire, gathering of data a lot of process was made in order to secure a certificate form the Univeristy with some attachments like, certificate of appearance and approval has been given with UMERC Protocol No. UMERC-2022-151. Aftersuch, data gathering through google forms with letter of consent done for the pilot testing and afterwards for the final data gathering to all the divisions under Region 10 in grade 11 TVL students. Confidentiality and privacy of answers respondent were remained.

For the analysis of the data, some statistical tools were used like getting the *mean*, to

determine the level of reading motivation, classroom climate, self-directed learning readiness and task motivation. On the other hand, *Standard Deviation* used to know the separate measurement of frequency distribution. . *Pearson Product Moment Correlation* also used to determine the significance effects of variables like reading motivation, classroom climate and self-directed learning readiness to task motivation. *Multiple Regression* also used to determine the significance predictor of task motivation.

The goodness of Fit Statistics for Alternative Models by Analysis of Moment Structure (AMOS). To determine the most appropriate model, all the presented important signs must be aligned with the following criteria. Chi- Square/Degree of Freedom (CMIN/DF)  $0 < \text{value} < 2$ , P Value  $>.05$ , Normative Fit Index (NFI)  $>.95$ , Comparative Fit Index (CFI)  $>.95$ , Goodness of Fit Index (GFI)  $>.95$ , Tucker-Lewis Index  $>.95$ , Root Mean Square Error of Approximation, (RMSEA)  $<.05$ . P-close  $>.50$ .

In the instances when an negative indicators got a high score like anxiety and amotivation, it underwent to a solution that researcher offered a specific activity to make it positive like drill or practice as part of speech activities, debate and doing comical skit that can enhance students in terms of their speaking ability. For ethical considerations, it has been made that fit the research guidelines for the student' safety. The researcher followed standards for the protocol and management of the respondents though questionnaires distributed through google forms.

The researcher choose this study because it's connected to her personal experience. In reaching high level in academic performance of students, task motivation of the student's should be develop. For this reason, the researcher wanted to prove the studies significance. To the next batch of researchers, this study can be use as a guide or sources that may prove the connection of the variables.

### 3. RESULTS AND DISCUSSION

#### 3.1 Level of Reading Motivation of Grade 11 TVL Senior High School Students

Table 1 shows that the results of the study on the level of reading motivation of Grade 11 TVL students of Region 10 has a total mean score of 3.93 means high and has a corresponding *standard deviation* of 0.58 is also high. Though one of the indicators like curiosity is in average but the results remain high. Curiosity in terms of *mean* has 3.37, involvement has 3.73, challenge has 4.05, recognition and instrumental orientation has 4.07, and self-efficacy has 3.91. While Standard deviation in each indicators has 0.67, 0.69, 0.69, 0.76, 0.73 and 0.79 respectively.

This only shows that student's level in reading motivation will be higher when students has the curiosity in reading any text which is suitable for student's need. High reading motivation level of students has an effect in developing task motivation of students especially in doing academic activities or tasks base on context that serves as factor in choosing, giving importance and deciding on which tasks that has a high significance in classroom setting [12].

Table 1. Level of Reading Motivation of Grade 11 TVL Senior High School Students

Indicators	SD	Mean	Descriptive Level
Curiosity	0.67	3.37	Moderate
Involvement	0.69	3.73	High
Challenge	0.69	4.05	High
Recognition	0.76	4.07	High

Instrumental Orientation	0.73	4.07	High
Self-efficacy	0.79	3.91	High
General Mean	0.58	3.93	High

Comment [u5]: Tables should be in APA style and publishable.

Based on the result, reading motivation is link to Self-Determination Theory that focuses on the reflection to oneself based on interest in doing activities and analyze its weakness and interest. Reading motivation has an important role in making academic performance of students higher. According to some tudeis, reading motivation is as involvement of students in identifying activities connected to any academic performance [5].

### 3.2 Level of Classroom Climate of Grade 11 TVL Senior High School Students

Table 2 shows the overall score in Classroom Climate of students that ranges 3.65-4.13 and has a total *mean score* of 3.94 means High. Also Standard Deviation score ranges from 0.76- 0.89 and has a total score of 0.63 also means High. Indicator that has highest *mean score* os Task Orientation that has 4.13 the lowest indicator is Communication Anxiety in L2 outside the Classroom that has 3.65 mean score and has 0.89 Standard Deviation.

Table 2. Level of Classroom Climate of Grade 11 TVL Senior High School Students

Indicators	SD	Mean	Descriptive Level
Group Cohesion	0.81	4.04	High
Teacher Support	0.78	4.12	High
Task Orientation	0.80	4.13	High
Motivational Intensity	0.77	3.90	High
Desire to Learn	0.76	3.97	High
Perceived Communicative Competence in L2 inside the Classroom	0.76	3.97	High
Communication Anxiety in L2 inside the Classroom	0.87	3.79	High
Communication Anxiety in L2 outside the Classroom	0.89	3.65	High
WTC in L2 inside the Classroom	0.80	3.85	High
General Mean	0.63	3.94	High

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Having High score in Communication Anxiety in L2 inside and outside the Classroom has a negative implication but in order to divert the result into positive, if teacher will provide a lot of speech activities that can enhance student's ability to make the anxiety in speaking both outside and inside the classroom premises. This means that student's level in classroom climate is High if instrumental orientation has been disseminated to students properly. In this case, problems related to some issues regarding communication anxiety in L2 outside and inside the classroom and to those who has speaking problems.

Based on the result of the study, classroom climate has High score according to some studies about social experiences of students activities in class [21] that supports Bandura's Self-Efficacy Theory as positive characteristics affecting the effectiveness of learning process. This also affects the development of a good and high level of task motivation in the process [11]. As stated in the results, one's self-efficacy interlinks with attitudes, competence and selection of activities and intentions to persist that continues learning motivation in class. A connection between the students' and teachers in classroom climate should be develop because it can help as good venue for learners that can encourage

them to participate in class [17].

On other studies related to the flow of activities or process that gives satisfactions and intense connection will develop students' academic performance [26]. In addition, contribution of classroom climate to develop student's interest in doing tasks academically is important [21]. Also mentioned in some studies that classroom climate should work hand in hand with students' social interaction to develop camaraderie [1].

### 3.3 Level of Self-directed Learning Readiness of Grade 11 TVL Senior High School Students

Table 3 shows the level of self-directed learning readiness of grade 11 TVL senior high school students. From the table, scores range from 3.91-4.11 mean score and has an overall of 4.02 which means High. Optimism about Future marks as highest with 4.11 mean score while initiative and Freedom for Learning got the lowest mean score of 3.11. Standard Deviation overall total is 0.68 which means High where Open-mindedness for Learning got the highest SD score of 0.83 and Creativity marks the lowest with 0.74 standard deviation that means High.

This also describes the High result in self-volunteerism in doing task in class can greatly help to improve the level of self-directed learning readiness of students. Its one of the reasons in getting high level in initiative and freedom in learning to successfully develop academic performance.

Table 3. Level of Self-Directed Learning Readiness of Grade 11 TVL Senior High School Students

Indicators	SD	Mean	Descriptive Level
Open-mindedness for Learning	0.83	4.07	High
Perceptions of themselves as efficient learners	0.79	4.01	High
Initiative and Freedom for learning	0.75	3.91	High
Responsibility for self-learning	0.75	4.03	High
Passion for learning	0.76	4.08	High
Creativity	0.74	3.95	High
Optimism about Future	0.78	4.11	High
General Mean	0.68	4.02	High

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An overall High result only means that study approves being open-minded for learning, perception in Perceptions of themselves as efficient learners, Initiative and Freedom for learning, responsibility for self-learning, Creativity, Optimism about Future and Creativity based on Deci & Ryan's Self-Determination Theory at Perceived Self-Efficacy Theory. It has been proven that in the process of learning, in order to become successful task and activities that can motivate learners are very important [2]. This has a great role in the success in gaining knowledge of individual's based on responsibility and passion in learning to students who want to add more knowledge. The idea that encourages students to think critically on how to solve problems through activities in the class [20].

### 3.4 Level of Task Motivation of Grade 11 TVL Senior High School Students

Table 4 determines the level of Task motivation in grade 11 TV senior high school student's ranges 3.73 – 4.13 mean score means High. Perceived Choice got the highest score and Amotivation has the lowest with 3.73 which is also High. It also shown that overall standard deviation level is 0.70 means High. An indicator that got the highest standard deviation is Perceived Competence and Amotivation that has 0.85 while the lowest got 0.79 Standard deviation under Perceived Choice and External Regulation

remains High.

This only implies that getting High level in amotivation should be negated through using som strategies like keeping students undergo with some of speech activities in class to remove their lack of motivation in class. This could only happens when teachers should set activities that can enhance student capability in speaking such as debate, oratorical speech and role playing . This should be given imphasis in the sense that it's a great factor in developing the students interest and ability.

Based on the result, complying some classroom activities shows low level in student's performance [16] that is connected to student's interest in task motivation that affects the level of performance [33]. Its also mentioned in some studies the importance of task motivation because it reflects to student's performance in academic field [32]. This proves Self-Determination Theory of Deci & Ryan as a reflection in one's choice that also connected to Locke's & Latham Goal-Setting Theory that focus to an effective objectives amd goal as factors in developing interest in doing such performance [28]. Also considered part of challenge in sharing results on activities given by the teacher as part of teaching and learning process [7].

Table 4. Level of Task Motivation of Grade 11 TVL Senior High School Students

Indicators	SD	Mean	Descriptive Level
Perceived Choice	0.79	4.13	High
Perceived Competence	0.85	3.88	High
Relatedness	0.82	3.95	High
Intrinsic Motivation	0.83	3.93	High
Identified Regulation	0.83	4.02	High
External Regulation	0.79	4.07	High
Amotivation	0.85	3.73	High
Intentions to Persist	0.80	4.05	High
General Mean	0.70	3.97	High

Comment [u8]: Tables should be in APA style and publishable.

### 3.5 Significant Relationship between Reading Motivation and Task Motivation of Grade 11 TVL Senior High School Students

Table 5 shows the data gathered about the significant relationship between Reading Motivation and Task Motivation of Grade 11 TVL Senior High students using *Cronbach's alpha* with 0.406- 0.612 range. A total score of 0.678 that has been High compared to cut-off level only explains that there is a significant relationship between reading Motivation and Task Motivation of students. Based on the correlation and significant relationship, it has a great variance in all the indicators. Only Self-efficacy that has 0.612 has High value and will be accepted based on its hypothesis since it has significant effect between reading motivation and task motivation.

Having significant relations of reading motivation and task motivation shows that tasks or activities inside the classroom will not be realize if students lack motivation in reading. This proves that reading motivations relationship to develop task motivation level, therefore it should given priorities.

From the result itself, significance in task motivation and reading motivation agrees the theory in choosing texts to compensate the right choice of learners on the text based on interest. It shows that perceived choice of students in text has been diagnosed [9]. It has importance and relationship between reading motivation and task motivation for development and transition in any level of education. Measuring students' performance and get motivated can help in determining the involvement of students to any activities. This also includes trust and confidence in doing academic activities that was also mentioned in some

studies that being motivated in reading has an effect in task motivation that can benefit based on contexts and factors like decision-making, choosing texts that has great effect on external motivation and task motivation [12].

Table 5. Significant relationship between Reading motivation and Task Motivation of Grade 11 TVL Senior High School Students

Reading Motivation	Task Motivation of Grade 11 TVL Senior High School Students								
	SAKA	NAKA	PAGA	PANM	TUNR	PANR	KNMO	PAGP	Overall
KURY	.467 .000	.519 .000	.494 .000	.490 .000	.429 .000	.445 .000	.403 .000	.512 .000	.550 .000
PAGL	.357 .000	.361 .000	.346 .000	.357 .000	.313 .000	.301 .000	.328 .000	.412 .000	.406 .000
HAMO	.518 .000	.547 .000	.463 .000	.500 .000	.512 .000	.493 .000	.315 .000	.491 .000	.561 .000
PAGI	.523 .000	.573 .000	.473 .000	.498 .000	.503 .000	.498 .000	.338 .000	.509 .000	.572 .000
ORYE	.529 .000	.544 .000	.471 .000	.467 .000	.458 .000	.474 .000	.293 .000	.473 .000	.541 .000
RESU	.533 .000	.638 .000	.520 .000	.528 .000	.548 .000	.506 .000	.377 .000	.538 .000	.612 .000
Overall	.612 .000	.667 .000	.578 .000	.594 .000	.579 .000	.569 .000	.428 .000	.613 .000	.678 .000

**Legend**

KURY- curiosity (*kuryusidad*)

PAGL-involvement (*paglahok*)

HAMO-challenge (*hamon*)

PAGI-recognition (*pagkilala*)

ORYE-instrumental orientation (*orientasyon*)

RESU-self efficacy (*resulta sa sarili*)

SAKA- Perceived Choice (*sariling kagustuhan*)

NAKA- Perceived Competence (*napansing kakayahan*)

PAGA-Relatedness (*pagkakaugnay*)

PANM- Intrinsic Motivation (*panloob na motibasyon*)

TUNR-Identified Regulation (*tukoy na regulasyon*)

PANR- External regulation (*panlabas na regulasyon*)

KNMO-amotivation (*kawalan ng motibasyon*)

PAGP- intentions to persist (*pagpuprnsige*)

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**3.6 Significant Relationship between Classroom Climate and Task Motivation in Grade 11 TVL Senior High School Students**

On the other hand, analyzing the data to determine the relationship between classroom climate and task motivation was proven in Table 6 where nine indicators under classroom climate and eight indicators from task motivation ranges 0.0337- 0.707 score a total significance score of 0.791. Indicators with lowest significant score is BHLS or Communication Anxiety of L2 outside the Classroom with 0.337 and the highest significant score is SMSG or Teachers Support.

It shows that lowest significance score in Communication Anxiety in L2 outside the Classroom affects the High significance score of Classroom Climate towards Task Motivation. This strong relationship proves the unimportance of Classroom Climate in getting High level in Task motivation. It also determines the significant score is higher than the cut-off 0.05 significance level that shows the strong relationship between classroom climate and task motivation.

However, it was stated that classroom climate is complicated to those students who change or lack of motivation or interest in doing classroom tasks [18]. In making the teaching and learning , successful. In order to encourage students develop social skills to mingle with the group and be part of the process, students were required to be participative in all activities in any tasks [17]. It has also stated that contribution of classroom climate in making classroom

tasks is important [21]. Classroom climate is a factor in order to remove students anxiety experienced in participating activities that can develop social skills [1]. Also stated in some studies that students' choice in speaking inside the classroom, if student has the urge and self-efficacy through communication in order to do any speaking activities in class [25].

Table 6. Significant relationship between Classroom Climate and Task Motivation of Grade 11 TVL Senior High School Students

Classroom Climate	Task Motivation of Grade 11 TVL Senior High School Students								
	SAKA	NAKA	PAGA	PANM	TUNR	PANR	KNMO	PAGP	Overall
PASP	.636 <sup>**</sup>	.684 <sup>**</sup>	.629 <sup>**</sup>	.629 <sup>**</sup>	.587 <sup>**</sup>	.560 <sup>**</sup>	.441 <sup>**</sup>	.585 <sup>**</sup>	.694 <sup>**</sup>
	.000	.000	.000	.000	.000	.000	.000	.000	.000
SMSG	.618 <sup>**</sup>	.709 <sup>**</sup>	.607 <sup>**</sup>	.641 <sup>**</sup>	.651 <sup>**</sup>	.585 <sup>**</sup>	.425 <sup>**</sup>	.608 <sup>**</sup>	.708 <sup>**</sup>
	.000	.000	.000	.000	.000	.000	.000	.000	.000
OUSG	.617 <sup>**</sup>	.694 <sup>**</sup>	.564 <sup>**</sup>	.639 <sup>**</sup>	.626 <sup>**</sup>	.599 <sup>**</sup>	.385 <sup>**</sup>	.544 <sup>**</sup>	.682 <sup>**</sup>
	.000	.000	.000	.000	.000	.000	.000	.000	.000
KANM	.582 <sup>**</sup>	.678 <sup>**</sup>	.587 <sup>**</sup>	.627 <sup>**</sup>	.620 <sup>**</sup>	.563 <sup>**</sup>	.477 <sup>**</sup>	.516 <sup>**</sup>	.680 <sup>**</sup>
	.000	.000	.000	.000	.000	.000	.000	.000	.000
KAMA	.621 <sup>**</sup>	.712 <sup>**</sup>	.601 <sup>**</sup>	.648 <sup>**</sup>	.619 <sup>**</sup>	.583 <sup>**</sup>	.447 <sup>**</sup>	.607 <sup>**</sup>	.707 <sup>**</sup>
	.000	.000	.000	.000	.000	.000	.000	.000	.000
SKPS	.624 <sup>**</sup>	.681 <sup>**</sup>	.583 <sup>**</sup>	.611 <sup>**</sup>	.575 <sup>**</sup>	.568 <sup>**</sup>	.435 <sup>**</sup>	.588 <sup>**</sup>	.681 <sup>**</sup>
	.000	.000	.000	.000	.000	.000	.000	.000	.000
BNLS	.461 <sup>**</sup>	.453 <sup>**</sup>	.434 <sup>**</sup>	.373 <sup>**</sup>	.405 <sup>**</sup>	.415 <sup>**</sup>	.401 <sup>**</sup>	.448 <sup>**</sup>	.495 <sup>**</sup>
	.000	.000	.000	.000	.000	.000	.000	.000	.000
BHLS	.300 <sup>**</sup>	.255 <sup>**</sup>	.288 <sup>**</sup>	.256 <sup>**</sup>	.263 <sup>**</sup>	.216 <sup>**</sup>	.377 <sup>**</sup>	.346 <sup>**</sup>	.337 <sup>**</sup>
	.000	.000	.000	.000	.000	.000	.000	.000	.000
KMLS	.620 <sup>**</sup>	.662 <sup>**</sup>	.631 <sup>**</sup>	.628 <sup>**</sup>	.561 <sup>**</sup>	.556 <sup>**</sup>	.452 <sup>**</sup>	.556 <sup>**</sup>	.682 <sup>**</sup>
	.000	.000	.000	.000	.000	.000	.000	.000	.000
Overall	.709 <sup>**</sup>	.769 <sup>**</sup>	.688 <sup>**</sup>	.703 <sup>**</sup>	.684 <sup>**</sup>	.647 <sup>**</sup>	.539 <sup>**</sup>	.671 <sup>**</sup>	.791 <sup>**</sup>
	.000	.000	.000	.000	.000	.000	.000	.000	.000

Legend:

PASP- Group Cohesion ( pagkakaisa sa pangkat)

SMSG- Teacher Support (suporta mula sa guro)

OUSG- task orientation (oryentasyon ukol sa gawain)

KANM- motivational intensity (kasidhian ng motibasyon)

KAMA- Desire to learn (kagustuhang matuto)

SKPS- Perceived Communicative Competence in L2 inside the Classroom (sariling kakayahan sa pagsasalita sa loob ng silid-aralan)

BNLS- Communication Anxiety in L2 inside the Classroom (balisa habang nagsasalita sa loob ng silid-aralan)

BHLS- Communication Anxiety in L2 outside the Classroom (balisa habang nagsasalita sa labas ng silid-aralan)

SAKA- Perceived Choice (sariling kagustuhan)

NAKA- Perceived Competence (napansing kakayahan)

PAGA- Relatedness (pagkakaugnay)

PANM- Intrinsic Motivation (panloob na motibasyon)

TUNR- Identified Regulation (tukoy na regulasyon)

PANR- External regulation (panlabas na regulasyon)

KNMO- amotivation (kawalan ng motibasyon)

PAGP- intentions to persist (pagpursig)

KMLS- WTC in L2 inside the Classroom (kagustuhang magsalita sa loob ng silid-aralan)

Comment [u10]: All other tables should be in form. This table is very good one.

### 3.7 Significant Relationship between Self-directed Learning Readiness and Task Motivation in of Grade 11 TVL Senior High School Students

On the other hand, in Table 7 data about Significant relationship between Self-Directed Learning readiness and Task Motivation shows the total significance score between 0.553-0.865 determined the high level of significance. Initiative and freedom for leaning has 0.736 significance score ranks the lowest relationship to Task motivation while Passion for Learning has 0.789 ranks the highest significant to task motivation.

Since it has high score compared to cut-off score 0.05, there is a High significant relationship between self-directed learning readiness and task motivation. Its proven that self-directed learning readiness has a great effect in any activities that develop motivation of students. In

some studies, determination, willingness, trust and reflection on learning has an significant influence in task motivation between self-directed learning readiness and individual performance in any task [13]. Also it affects to have lack of self-confidence in performing well in terms of psychological aspects and retention of students [5].

Moreover, it proves some studies determining the great distribution of self-directed learning readiness in learning to widen competence in any learning process that highly contributes in ability in academic activities and task motivation [2].

Table 7. Significant relationship between Self- Directed Learning Readiness and Task Motivation of Grade 11 TVL Senior High School Students

Classroom Climate	Task Motivation of Grade 11 TVL Senior High School Students								
	SAKA	NAKA	PAGA	PANM	TUNR	PANR	KNMO	PAGP	Overall
BASP	.725** .000	.711** .000	.642** .000	.665** .000	.713** .000	.677** .000	.467** .000	.588** .000	.758** .000
PSMM	.743** .000	.750** .000	.661** .000	.691** .000	.690** .000	.660** .000	.474** .000	.638** .000	.775** .000
SPUM	.640** .000	.720** .000	.627** .000	.655** .000	.654** .000	.618** .000	.498** .000	.620** .000	.736** .000
RSSP	.732** .000	.711** .000	.641** .000	.657** .000	.697** .000	.666** .000	.478** .000	.637** .000	.762** .000
RASP	.729** .000	.723** .000	.673** .000	.716** .000	.713** .000	.709** .000	.490** .000	.652** .000	.789** .000
PAGK	.728** .000	.698** .000	.652** .000	.661** .000	.671** .000	.663** .000	.575** .000	.651** .000	.774** .000
POSK	.729** .000	.705** .000	.628** .000	.662** .000	.699** .000	.704** .000	.447** .000	.615** .000	.757** .000
Overall	.813** .000	.812** .000	.731** .000	.761** .000	.782** .000	.760** .000	.553** .000	.711** .000	.865** .000

Comment [u11]: This table should be in APA or publishable form.

Legend:

BASP- Open-mindedness for Learning (bukas ang isipan sa pagkatuto)  
 PSMM- Perception of themselves as efficient learners (persepsiyon sa Sarili bilang mahusay na mag-aaral)  
 SPUM- Initiative and freedom for learning (sariling pagkukusa upang matuto)  
 RSSP- Responsibility for self-learning (responsibilidad sa sariling-pagkatuto)  
 RASP- Passion for learning (pagnanasa sa Pagkatuto)  
 PAGK-Creativity (pagkamalikhain)  
 POSK- Optimism about future (positibo sa kinabukasan)

SAKA- Perceived Choice (sariling kagustuhan)  
 NAKA -Perceived Competence (napansing kakayahan)  
 PAGA-Relatedness ( pagkakaugnay)  
 PANM- Intrinsic Motivation (panloob na motibasyon)  
 TUNR-Identified Regulation (tukoy na regulasyon)  
 PANR- External regulation (panlabas na regulasyon)  
 KNMO-amotivation (kawalan ng motibasyon)  
 PAGP- intentions to persist (pagpupursige)

### 3.8 Significant Influence of Reading Motivation, Classroom Climate, Self-directed Learning Readiness on Task Motivation in of Grade 11 TVL Senior High School Students

Based on the data gathered on the significant influence of reading motivation, classroom climate and self-directed learning readiness towards task motivation, it shows great significant influence in reading motibation as *Sig.0.305* in task motivation while in classroom climate it has (*Sig.0.000*). The table also hows the value in reading motivation as  $b=0.49$ , classroom climate has  $b=0.187$  and self-directed learning readiness has  $b=0.704$  that shows great or strong significance relationship to task motivation.

Table 8 shows the significance influence in reading motivation to task motivation, classroom climate to task motivation and self-directed learning readiness to task motivation proves that

these three variables has strong influence in developing students task motivation in classroom setting. It also signifies the direct relationship of the independent variables such as reading motivation, classroom climate and self- directed learning readiness to its dependent variable, task motivation.

Table 8. Significant influence of Reading Motivation, Classroom Climate and Self-Directed Learning Readiness on Task Motivation in of Grade 11 TVL Senior High School Students

Task Motivation in of Grade 11 TVL Senior High School Students				
Exogenous Variables		$\beta$	$t$	<i>Sig.</i>
Constant	.171		1.446	.149
Reading Motivation	.049	.040	1.027	.305
Classroom Climate	.197	.179	3.527	.000
Self-Directed Learning Readiness	.704	.684	14.778	.000
R	.872			
R <sup>2</sup>	.761			
$\Delta R$	.759			
F	440.360			
P	.000			

Comment [u12]: This table should be in APA style.

From the result of this study, its proven that task motivation has significance relationship in self-directed learning readiness based on the result on relationship and regression analysis of individual's task motivation in academic performance. Self-determination, willingness and self-confidence even reflection of students in learning has significant influence in task motivation between self-directed learning readiness in learning process and individual's performance in class [13].

### 3.9 Best Fit Model for Task Motivation in Grade 11 TVL Senior High School Students

This section highlights the analysis of the relationships between reading motivation, classroom climate, self-directed learning readiness and task motivation in student's academic performance. Five alternative models were tested to achieve the best fit model of task motivation.

Table 9. Summary of the goodness of fit measure of the 5 structural models

Model	P-value (>0.05)	CMIN / DF (0<value<2)	GFI (>0.95)	CFI (>0.95)	NFI (>0.95)	TLI (>0.95)	RMSEA (<0.05)	P-close (>0.05)
1	.000	6.559	.707	.823	.798	.808	.115	.000
2	.000	5.524	.746	.857	.831	.844	.104	.000
3	.000	4.486	.757	.889	.862	.880	.091	.000
4	.000	4.206	.768	.898	.871	.890	.087	.000
5		1.266	.977	.997	.985	.995	.025	.996

**Legend:**

CMIN/DF – Chi-Square/Degrees of Freedom; NFI – Normed Fit Index; GFI– Goodness of Fit Index; TLI -Tucker-Lewis Index; RMSEA – Root Mean Square of Error Approximatio; CFI - Comparative Fit Index

Comment [u13]: Should be in APA style.

Table 9 shows the summary of the goodness of fit measure of the five structural models. Hypothesized Structural Model 1 found in Appendix F shows the direct relationship of exogenous variables namely; reading motivation, classroom climate and self-directed learning readiness and its causal effect to endogenous variable, task motivation. All indices did'nt meet the level of acceptability found in the appendix. Therefore, it is weak and not fit model.

On the other hand, Structural Model 2 shows the relationship of exogenous variables ; reading motivation, classroom climate and self-directed learning readiness and its causal relationship to task motivation. Direct effect of the predictors in endogenous variable, task motivation of students. This model found weak because all indices has not reach the level of acceptability.

Hypothesized Structural Model 3 also shows the direct causal effect of *exogenous* variables; reading motivation, classroom climate and self-directed learning readiness in learning towards task motivation. Direct effects of the predictors in task motivation of students has shown. But all of the indices also did not reach the level of variance therefore, Model 3 is weak and did not fit.

Hypothesized model 4 also shows the direct causal effect of exogenous variables, reading motivation, classroom climate and self-directed learning readiness. It shows direct effect of predictors in task motivation in grade 11 TVL. Also found in appendix, the direct effect of predictors in task motivation. Self-directed learning readiness has great overall effects like 0.706 towards task motivation. Second is classroom climate that has 0.114 towards task motivation. Analysis of model 4 through *good and fitness indices* means that model 4 is not fit model.

On the other hand, Hypothesized Structural Model 5 shows best fitted model based on the data gathered that indicates  $CMIN/DF = 1.266$ ,  $p\text{-value} = 0.000$ ,  $RMSEA = .025$ ,  $p\text{-close} = 0.996$  and *indices* like NFI (0.985), TLI (0.995), CFI (0.997) and GFI (0.977). These *indices* with the exact value of 0.996 means that requirement in *goodness of fit measures* is achieved. Since model 5 is the best fit model of task motivation, it is not an assurance in all models. Therefore, hypothesis is rejected.

Determining the best fit model shows all of the indices are required to be acceptable scores. *Chi-squares/degrees of freedom value* is lower than 2 which has an equivalent of *p-value* that is greater than 0.05. The *root mean square approximation value* should be lower than 0.05 that has *p-value* higher than 0.05. Indices like *normed fit index*, *Tucker Lewis index*, *comparative fit index* at ang *goodness of fit index* is said to be higher than 0.95.

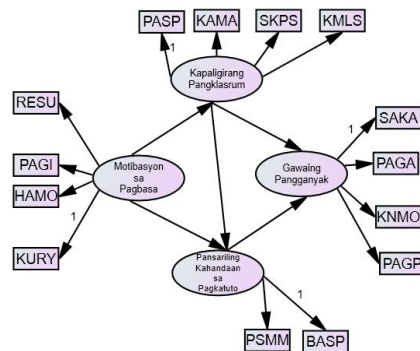


Fig. 2. Best fit model for task motivation in Grade 11 TVL Senior High School Students

Legend:

KURY- curiosity (*kuryusidad*)  
 PAGL-involvement (*paglahok*)

BASP- Open-mindedness for Learning (*bukas ang isipan sa pagkatuto*)  
 PSMM- Perception of themselves as efficient learners (*persepsiyon sa Sarili bilang mahusay na mag-aaral*)

HAMO-challenge (hamon)	SPUM- Initiative and freedom for learning (sariling pagkukusa upang matuto)
PAGI-recognition (pagkilala)	RSSP- Responsibility for self-learning (responsibilidad sa sariling-pagkatuto)
ORYE-instrumental orientation (oryentasyon)	RASP- Passion for learning (pagnanasa sa Pagkatuto)
RESU-self efficacy (resulta sa sarili)	PAGK-Creativity (pagkamalikhain)
PASP-Group Cohesion ( pagkakaisa sa pangkat)	POSK- Optimism about future (positibo sa kinabukasan)
SMGS- Teacher Support (suporta mula sa guro)	SAKA- Perceived Choice (sariling kagustuhan)
OUSG-task orientation(oryentasyon ukol sa gawain)	NAKA- Perceived Competence (napansing kakayahan)
KANM- motivational intensity (kasidhian ng motibasyon)	PAGA-Relatedness( pagkakaugnay)
KAMA- Desire to learn (kagustuhang matuto)	PANM- Intrinsic Motivation (panloob na motibasyon)
SKPS- Perceived Communicative Competence in L2 inside the Classroom (sariling kakayahan sa pagsasalita sa loob ng silid-aralan)	TUNR-Identified Regulation (tukoy na regulasyon)
BNLS- Communication Anxiety in L2 inside the Classroom (balisa habang nagsasalita sa loob ng silid-aralan)	PANR- External regulation (panlabas na regulasyon)
BHLS- Communication Anxiety in L2 outside the Classroom (balisa habang nagsasalita sa labas ng silid-aralan)	KNMO-amotivation (kawalan ng motibasyon)
KMLS- WTC in L2 inside the Classroom (kagustuhang magsalita sa loob ng silid-aralan)	PAGP- intentions to persist (pagpupursige)

The model developed is based on Self-Determination Theory [3] in developing students' academic performance through task motivation. Variables like reading motivation, classroom climate and self-directed learning readiness were also found important in developing one's motivation in doing tasks and academic activities in the teaching and learning process.

Table 10. Direct and indirect effect of the independent variable on the Task Motivation in of Grade 11 TVL Senior High School Students

Variables	Direct Effect	Indirect Effect	Total Effect
Reading Motivation	-	1.102	1.102
Classroom Climate	.333	.527	.860
Self-Directed Learning Readiness	.525	-	.525

#### 4. CONCLUSION

The overall result of the study shows high level in reading motivation, classroom climate, self-directed learning readiness and task motivation. Though it reaches High level, but there is an indicator in reading motivation that has under average level especially curiosity. Which means that students' ability in reading motivation should be develop more when level of curiosity will also be develop. In this way, teachers should give some text to be read by students according to the taste and it interest. Also in classroom climate, there is a variable is found negative and should not get high level like Classroom Anxiety in L2 inside and outside. Instead, teachers should give more speech activities that may enhance students; capabilities to compensate it weakness like giving role play, speech, orations and many more. Also in task motivation, students should develop motivation in doing tasks in the classroom. Amotivation of students will be given priority so that the willingness of students in doing classroom activities in academic aspects will be prioritize.

Self-determination Theory of Deci, Olafsen & Ryan was emphasized in this study as it anchors on it. Giving importance in task motivation to improve academic performance of students is a mere reason so that students will get high grades and perform well. It also explained that participating in class and all tasks can develop student's performance [16].

It was discovered that there was a significant relationship between variable like reading motivation, classroom climate and self-directed learning readiness towards task motivation. So null hypothesis was not accepted. This means that these variables will work hand in hand to develop task motivation of student's base on academic performance. It was also found that Model 5 is the best fit model among the models and it should be the one to use as best fit model in task motivation.

Lastly, researcher suggests that, in order to develop student's curiosity, teachers will give

texts to read that may find appealing and interesting. Also, in order to lower the level of anxiety in speaking inside and outside the classroom, teachers will give some speech activities like role playing, speech choir debate and many more for students to develop their ability in speaking. On the other hand, students amotivation in doing classroom tasks that will enhance students interest in doing activity in school. More importantly, teachers should give more emphasis and reiterate to students the importance of task motivation in developing academic performance as also interconnected with self-determination theory.

## ETHICAL APPROVAL

The researcher followed and complied with all the criteria in conducting the study following the assessment protocol and standardized criteria. Voluntary Participation, Privacy and confidentiality, Informed consent process, Recruitment, Risks, Benefits, Plagiarism, Falsification, Conflict of Interest (COI), Deceit, Permission from Organization/Location and Technology Issues were fully followed as stipulated by the University of Mindanao Ethics Review Committee. Certification was issued to the UMERC researcher with the number UMERC-2022-046 for the implementation of the study.

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Comment [u14]: References should be in APA style.

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