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

ABSTRACT

Aims: To determine the best fit model of task motivation among grade 11-Technical Vocational Livelihood 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 Region 10, Northern Mindanao, Philippines. The respondents were chosen using stratified random sampling. The data were collected using 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: reading motivation, classroom climate, and self-directed learning readiness in task motivation in terms of student performance. Among the five models, model 5 best fits the study.
Conclusion: The high level of reading motivation, classroom climate, self-directed learning readiness, and task motivation in students' performance suggests an eagerness to fulfill classroom tasks successfully. Researcher indicates that to develop students' curiosity, teachers will give texts to read that they may find appealing and exciting. Also, to lower 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 classroom tasks will enhance students' interest in doing activities in school. More importantly, teachers should emphasize 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

It is successful in any task given by teachers to students as part of the teaching and learning process. It is one factor that significantly affects students' high academic performance levels, especially in learning the Filipino language. It is considered a challenge some students face, as stipulated in Self Determination Theory [3].

But studies show a huge problem with students' interest in fulfilling and finishing classroom activities objectively, which makes students' academic performance in class low [16]. Lack of students' eagerness or interest in doing motivational tasks was found to be connected to developing task motivation in students learning.

Recently, task motivation has been important as it reflects the academic performance of students, which also means that the high interest of students in learning is directly proportional to their success in doing some classroom activities. That only results in students' success and high grades or task motivation. Classroom activities consider 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 essential as it affects students' performance [31] which means students' interest is also high.

On the other hand, the purpose of this research is to answer the following, first, to determine the level of students' reading motivation. Second, to assess the level of classroom climate. Third, determine the level of self-directed learning readiness. Fourth, evaluate the level of task motivation of students. Fifth, determine the significant relationship between reading motivation, classroom climate, and students' self-directed learning readiness to task motivation. Sixth, factors that best predict the influence of reading inspiration, 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 transition and development at any educational level. Measuring one's academic performance and motivation is a great help in identifying students' involvement through self-confidence in their performance itself [5]. Some other studies also clarify that having reading motivation has a significant effect in doing motivational tasks as a benefit 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 a family setting and even in the community, made to be the sole reason for the 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 developed because it is a great help in honing students' talents when they learn to socialize and participate in any classroom activities [17].

Furthermore, it is inaugurated that classroom climate can help get students' attention and convince them to finish any classroom activities [21]**.** Classroom climate has a significant role in easing students' 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 accurate and widen students learning aside from academic performance as students develop practical and succeed in being motivated to do motivational tasks. Self-directed learning readiness is a foundation for self-efficacy and task motivation [2]. Self-directed learning readiness and task motivation affect each other.

As mentioned in some studies, students have a sense of responsibility and passion for learning as they aim to learn a lot in school. Ideas and knowledge make students development to think critically in solving problems found in any motivational activities [20]. It is also specified that self-learning readiness affects the growth and accuracy of the learning process. Having a goal like high academic performance, students are urged to do activities in the classroom perfectly [4]. Task motivation is linked to self-directed learning readiness in analyzing its Regression in some studies with a 32.5% variance in individual performance.Determination, volunteerism, trust, and reflection in learning also have essential effects on students' performance between self-directed learning readiness and individual performance in motivational activities [13].

This study is anchored to task motivation in Self-Determination Theory [3] which was developed in a motivational and influential approach in any field. Self-Determination Theory successfully influences someone to dynamic dimensions that connect motivation and interest in class for students. It focuses on the level of an individual's actions or reflections based on someone's goal [24].

Some theories that are also connected to task motivation are Goal-Setting Theory [14], which also focuses on the effectiveness of goals related to interest that affects a student's academic performance Difficulty in reaching goals requires intentions to persist to succeed [27]. It is considered a challenge to become adequate to increase performance level [28].
On the other hand, Bandura's Perceived Self-efficacy (1977), also used in this study, is connected to the beliefs of a student's capacity to do and fulfilling any academic activities in class. Self-efficacy is a positive characteristic of practical learning, which is why if a student's performance is high, it is an assurance that performance in education was developed and successful [21].

Also, Flow Theory by Csikszentmihalyi (1990) explains the academic activities of students give an optimal level of challenge and interest to allow students to control the outcome. Based on the process, that may end up with contentment and intense connection resulting in eagerness and motivation to develop performance in class [26]. These theories were used to find the link and influences of reading inspiration, classroom climate, and self-directed learning readiness to succeed in motivational tasks to develop students' 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 explanation is connected to a student's action and reason to do reading. The following are the indicators; curiosity; involvement; recognition, and orientation [9]. Classroom climate is also essential 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 is also important because it's one factor in having students interested 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 the future [22]. Task motivation or success in any classroom activities, academically in language particularly, is also essential. 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.

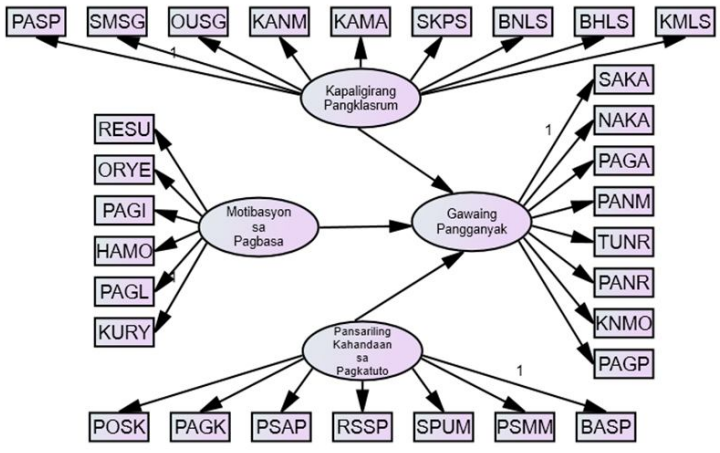

Fig. 1. Conceptual framework of the study

2. MATERIAL AND METHODS

2.1 Respondents

The study's respondents were the enrolled students in Grade 11 taking up the Technical and Vocational and Livelihood strand in Senior High schools in all public schools in Region 10 for the 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 study's objective is to determine the level of reading motivation, favorable 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 wished to back out were approved. If ever there were problems arising during the conduct of the study, the researcher automatically replaced the respondents. Students were not obliged to answer the questionnaire given through google forms. Respondents 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, students in Grade 11 under Humanities and Social Sciences, STEM and GAS students, and even grade 12 students. During the data collection, healthy protocols were followed.

2.2 Research Instrument

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

The first part of the questionnaire is about Reading motivation by Hayashi, "Japanese Learners' Motivation for Reading English (2015) has 43 items. The following are the indicators; curiosity; involvement; recognition, and orientation [9]. Second is a study from Japan about Classroom climate by Shimizu Japanese University Students' L2 Communication Frequency in Positive Classroom Climate that has 54 items. Items measured the level in terms of classroom climate through 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, which has 49 items by Pharaickul Phairachkul, Theerachai, and Narong Mungkung. "Self-Directed Learning Readiness of Industrial Workers" with the following indicators 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 the future [22]. Lastly, Task motivation by Ma, Jee Hyun. Autonomy, Competence, and relatedness in L2 Learners' Task Motivation: A Self-Determination Theory Perspective has 24 items 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 questionnaire verification, the mean score was 4.6, which is 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 was done and undergone with Chronbach Alpha reaching 0.972, 0.982, 0.987, and 0.982, respectively, 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	Reading motivation, classroom climate, self-directed learning readiness, and task motivation are always observed.
3.40-4.19	High	Reading motivation, classroom climate, self-directed learning readiness, and task motivation are often observed.
2.60-3.39	Moderate	Reading motivation, classroom climate, self-directed learning readiness, and task motivation are sometimes observed.
1.80-2.59	Low	Reading motivation, classroom climate, self-directed learning readiness, and task motivation should be 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 was conducted according to a quantitative non-experiment design. This design gathered data from statistical, mathematical, and numerical analyses based on systematic and empirical analysis [6]. The quantitative causal model used a Structural Equation Model since the 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, showing results from theoretical and practical implications [19]. Data gathering made by the researcher was used to find the best fit model for the study [30].

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

After the questionnaire verification, data was gathered to secure a certificate from the university with some attachments like a certificate of appearance, and approval was given with UMERC Protocol No. UMERC-2022-151. After such, data was gathered through google forms with a letter of consent for the pilot testing and afterward for the final data gathering to all the divisions under Region 10 in grade 11 TVL students. The confidentiality and privacy of the answers respondent remained.

For the data analysis, 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* is used to know the separate measurement of frequency distribution. *Pearson Product Moment Correlation* was also used to determine the significant effects of variables like reading motivation, classroom climate, and self-directed learning readiness to task motivation. *Multiple Regression* was also used to determine the considerable predictor of task motivation.

The goodness of Fit Statistics for Alternative Models by Analysis of Moment Structure (AMOS). All the presented important signs must be aligned with the following criteria to determine the most appropriate model. Chi-Square/Degree of Freedom (CMIN/DF) 0 < 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 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 a comical skit that can enhance

students in terms of their speaking ability. Ethical considerations it has been made that fit the research guidelines for the student's safety. The researcher followed standards for the protocol and management of the respondents through questionnaires distributed through google forms.

The researcher chose this study because it's connected to her personal experience. In reaching a high level of academic performance of students, task motivation the students should be developed. For this reason, the researcher wanted to prove the study's significance. To the next batch of researchers, this study can be used as a guide or source that may establish 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 have a total mean score of 3.93 means high, and a corresponding *standard deviation* of 0.58 is also high. Though one of the indicators, like curiosity, is average, the results remain high. Curiosity in terms of *mean* has 3.37, involvement has 3.73, the challenge has 4.05, recognition and instrumental orientation has 4.07, and self-efficacy has 3.91. At the same time, Standard Deviation in each indicator has 0.67, 0.69, 0.69, 0.76, 0.73, and 0.79, respectively.

It only shows that students' level of reading motivation will be higher when they are curious to read any text suitable for their needs. The high reading motivation level of students affects the development task motivation of students, especially in doing academic activities or tasks based on the context that serves as a factor in choosing, giving importance, and deciding on which studies have a high significance in a 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

Based on the result, reading motivation links to the Self-Determination Theory, which focuses on the reflection of oneself based on interest in doing activities and analyzes weaknesses and interests. Reading motivation has a vital role in increasing students' academic performance. According to some studies, reading motivation is the 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 from 3.65-4.13 and has a total *mean score* of 3.94 means High. Also, the Standard Deviation score ranges from 0.76- 0.89 and has a total score of 0.63 also means High. An indicator that has the highest *mean score* is Task Orientation, which has 4.13. The lowest indicator is Communication Anxiety in L2 outside the classroom, with a 3.65 mean score and 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

Having a High score in Communication Anxiety in L2 inside and outside the Classroom has negative implications. Still, to divert the result into a positive, the teacher will provide many speech activities that can enhance students' ability to make the anxiety in speaking both outside and inside the classroom premises. It means that students' level in classroom climate is High if instrumental orientation has been disseminated to students properly. In this case, problems related to communication anxiety in L2 outside and inside the classroom and those with speaking problems.

Based on the result of the study, classroom climate has a 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 the learning process. It 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 continue learning motivation in class. A connection between the students and teachers in the classroom climate should be developed because it can help as a suitable venue for learners to encourage them to participate in class [17].

Other studies related to the flow of activities or process that gives satisfaction and intense connection will develop students' academic performance [26]. In addition, the contribution of classroom climate to building students' interest in doing tasks academically is essential [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 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 have an overall of 4.02 which means High. Optimism about the Future marks as highest with a 4.11 mean score, while initiative and Freedom for Learning got the lowest mean score of 3.11. The standard deviation overall total is 06.8, which means High, where Open-mindedness for Learning got the highest SD score of 0.83 and Creativity marks the lowest with a 0.74 standard deviation which means High.

It also describes the High result in self-volunteerism in doing the task in class can

significantly help improve students' self-directed learning readiness. It's one of the reasons for getting a high level of initiative and Freedom in learning to develop academic performance successfully.

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

An overall High result only means that the 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 the Future, and Creativity based on Deci & Ryan's Self-Determination Theory at Perceived Self-Efficacy Theory. It has been proven that to become successful, tasks and activities that can motivate learners are essential [2]. It has a significant role in gaining knowledge of individuals based on responsibility and passion in learning to students who want to add more knowledge. The idea encourages students to think critically about solving problems through class activities [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 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 shows that the overall standard deviation level is 0.70 means High. An indicator that got the highest standard Deviation is Perceived Competence and Amotivation, which has 0.85, while the lowest got 0.79 Standard deviation under Perceived Choice and External Regulation remains High.

It implies that getting a High level of motivation should be negated by using some strategies like keeping students with some speech activities in class to remove their lack of motivation in class. It only happens when teachers should set activities that can enhance student capability in speaking, such as debate, oratorical speech, and role-playing. It should be emphasized because it's a significant factor in developing the student's interests and abilities.

Based on the result, complying with some classroom activities shows a low level of student performance connected to students' interest in task motivation which affects the level of performance [16]. It also mentioned some studies on the importance of task motivation because it reflects student performance in the academic field [31]. It proves the Self-Determination Theory of Deci & Ryan as a reflection of one's choice that is also connected to Locke's & Latham's Goal-Setting Theory, which focuses on practical objectives and goals as factors in developing interest in doing such performance [28]. Also considered part of the challenge is sharing the results of activities given by the teacher as part of the 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
Motivation	0.85	3.73	High
Intentions to Persist	0.80	4.05	High
General Mean	0.70	3.97	High

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 a 0.406- 0.612 range. A total score of 0.678 is high compared to the cut-off level and only explains a significant relationship between reading Motivation and Task Motivation of students. Based on the correlation and meaningful relationship, it has a significant variance in all the indicators. Only Self-efficacy with 0.612 has a High value and will be accepted based on its hypothesis since it has a considerable effect between reading and task motivation.

Having significant relations between reading motivation and task motivation shows that tasks or activities inside the classroom will only be realized if students have motivation in reading. It proves that reading motivations relationship develop task motivation levels. Therefore, it should give priorities.

From the result, the significance of task motivation and reading motivation agrees with the theory of choosing texts to compensate for the right choice of learners based on interest. It shows that the perceived intention of students in the text has been diagnosed [9]. It has an important relationship between reading motivation and task motivation for development and transition at any level of education. Measuring students' performance and getting motivated can help in determining the involvement of students in any activities. It also includes trust and confidence in doing academic activities. Some studies also mentioned that being motivated in reading affects task motivation that can benefit based on contexts and factors like decision-making, choosing texts that have a significant 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*	.519*	.494**	.490**	.429**	.445**	.403**	.512**	.550**
	.000	.000	.000	.000	.000	.000	.000	.000	.000
PAGL	.357	.361**	.346**	.357**	.313**	.301**	.328**	.412**	.406**
	.000	.000	.000	.000	.000	.000	.000	.000	.000
HAMO	.518**	.547**	.463**	.500**	.512**	.493**	.315**	.491**	.561**
	.000	.000	.000	.000	.000	.000	.000	.000	.000
PAGI	.523**	.573**	.473**	.498**	.503**	.498**	.338	.509**	.572**
	.000	.000	.000	.000	.000	.000	.000	.000	.000
ORYE	.529**	.544**	.471**	.467**	.458**	.474**	.293**	.473**	.541**
	.000	.000	.000				.000	.000	.000

				.000	.000	.000			
RESU	.533**	.638**	.520**	.528**	.548**	.506**	.377**	.538**	.612**
	.000	.000	.000	.000	.000	.000	.000	.000	.000
Overall	.612**	.667**	.578**	.594**	.579**	.569**	.428**	.613**	.678**
	.000	.000	.000	.000	.000	.000	.000	.000	.000

Legend

KURY- curiosity *(kuryusidad)*
PAGL-involvement *(paglahok)*
HAMO-challenge *(hamon)*
PAGI-recognition (pagkilala)
ORYE-instrumental orientation (oryentasyon)
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 (pagpuprsige)

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 range 0.0337-0.707 score a total significance score of 0.791. The indicator with the lowest significant score is BHLS, or Communication Anxiety of L2 outside the Classroom, with 0.337, and the highest is SMSG, or Teachers Support.

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

However, it was stated that classroom climate is complicated for those students who change or lack motivation or interest in doing classroom tasks [18]. In making teaching and learning successful, to encourage students to develop social skills to mingle with the group and be part of the process, students were required to participate in all activities in any task [17]. It has also stated that the contribution of classroom climate in making classroom tasks is essential [21]. Classroom climate is a factor in removing students' anxiety experienced in participating in activities that can develop social skills [1]. Also stated in some studies show that students choose to speak inside the classroom if a student has the urge and self-efficacy through communication 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**	.684**	.629**	.629**	.587**	.560**	.441**	.585**	.694**
	.000	.000	.000	.000	.000	.000	.000	.000	.000
SMSG	.618	.709**	.607**	.641**	.651**	.585**	.425**	.608**	.708**
	.000	.000	.000	.000	.000	.000	.000	.000	.000
OUSG	.617**	.694**	.564**	.639**	.626**	.599**	.385**	.544**	.682**
	.000	.000	.000	.000	.000	.000	.000	.000	.000
KANM	.582**	.678**	.587**	.627**	.620**	.563**	.477	.516**	.680**
	.000	.000	.000	.000	.000	.000	.000	.000	.000

KAMA	.621**	.712**	.601**	.648**	.619**	.583**	.447**	.607**	.707**
	.000	.000	.000	.000	.000	.000	.000	.000	.000
SKPS	.624**	.681**	.583**	.611**	.575**	.568**	.435**	.588**	.681**
	.000	.000	.000	.000	.000	.000	.000	.000	.000
BNLS	.461**	.453**	.434**	.373**	.405**	.415**	.401	.448**	.495**
	.000	.000	.000	.000	.000	.000	.000	.000	.000
BHLS	.300**	.255**	.288**	.256**	.263**	.216**	.377**	.346**	.337**
	.000	.000	.000	.000	.000	.000	.000	.000	.000
KMLS	.620**	.662**	.631**	.628**	.561**	.556**	.452**	.556**	.682**
	.000	.000	.000	.000	.000	.000	.000	.000	.000
Overall	.709**	.769**	.688**	.703**	.684**	.647**	.539**	.671**	.791**
	.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 (pagpuprsige)
KMLS- WTC in L2 inside the Classroom (kagustuhang magsalita sa loob ng silid-aralan

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

On the other hand, Table 7 data about the Significant relationship between Self-Directed Learning readiness and Task Motivation shows a total significance score between 0.553-0.865, determined by the high significance level. Initiative and Freedom for learning have a 0.736 significance score and rank the lowest relationship to Task motivation, while Passion for Learning has 0.789 and ranks the highest significance to task motivation.

Since it has a high score compared to a cut-off score of 0.05, there is a High significant relationship between self-directed learning readiness and task motivation. It's proven that self-directed learning readiness significantly affects any activities that develop students' motivation. In some studies, determination, willingness, trust, and reflection on learning greatly influence task motivation between self-directed learning readiness and individual performance in any task [13]. Also, it affects a 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 to 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**	.711**	.642**	.665**	.713**	.677**	.467**	.588**	.758**
	.000	.000	.000	.000	.000	.000	.000	.000	.000
PSMM	.743	.750**	.661**	.691**	.690**	.660**	.474**	.638**	.775**
	.000	.000	.000	.000	.000	.000	.000	.000	.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

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 (pagpuprsige)

3.8 Significant Influence of Reading Motivation, Classroom Climate, Self-directed Learning Readiness on Task Motivation in 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 a great considerable impact in reading motivation as *Sig.0.305* in task motivation while in the classroom climate; it has (Sig.0.000). The table also shows 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 significant influence of reading motivation on task motivation, classroom climate on task motivation, and self-directed learning readiness on task motivation proving that these three variables strongly influence student task motivation in a 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 Grade 11 TVL Senior High School Students

Task Motivation Grade 11 TVL Senior High School Students				
Exogenous Variables		β	*t*	*Sig.*
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^2	.761			
∆R	.759			

F	440.360			
P	.000			

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

3.9 Best Fit Model for Task Motivationin 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 students' 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 five structural models

Model	P-value (>0.05)	CMIN / DF (0<value<2)	GFI (>0.95)	CFI (>0.95)	NFI (>0.95)	TLI (>0.95)	RMS (<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

Table 9 summarizes the goodness of fit measure of the five structural models. Hypothesized Structural Model 1 shows the direct relationship of exogenous variables: reading motivation, classroom climate, and self-directed learning readiness, and its causal effect on the endogenous variable, task motivation. All indices didn't meet the level of acceptability found in the appendix. Therefore, it is weak and does not fit the model.

On the other hand, Structural Model 2 shows the relationship between exogenous variables, reading motivation, classroom climate, and self-directed learning readiness and its causal relationship to task motivation. The direct effect of the predictors in an endogenous variable, task motivation of students. This model was found weak because all indices have yet to 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 toward task motivation. Direct results of the predictors in task motivation of students have been shown. But all of the indices also did not reach the level of variance. Therefore, Model 3 is weak and does 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 the direct impact of predictors in task motivation in grade 11 TVL. The direct effect of predictors in task motivation. Self-directed learning readiness has significant overall effects like 0.706 towards task motivation. Second is classroom climate, which has 0.114 towards task motivation. Analysis of model 4 through *good and fitness indices* means that model 4 is not a fit model.

On the other hand, Hypothesized Structural Model 5 shows the best-fitted model based on

the data gathered that indicates CMIN/DF= 1.266, *p-value* = 0.000, RMSEA = .025, *p-close*= 0.996 and *indices* like NFI (0.985), TLI (0.995), CFI (0.997) and GFI (0.977). These *indices* with the exact 0.996 mean that the requirement in the *goodness of fit measures* is achieved. Since model 5 is the best fit model of task motivation, it is only an assurance in some models. Therefore, the hypothesis is rejected.

Determining the best fit model shows that all indices must be acceptable scores. *The chi-squares/degrees of freedom value* is lower than two, with an equivalent p-value greater than 0.05. The *root means square approximation value* should be lower than 0.05, with a p-value higher than 0.05. Indices like the *normed fit index, Tucker Lewis index, and comparative fit index* at ang *goodness of fit index* are said to be higher than 0.95.

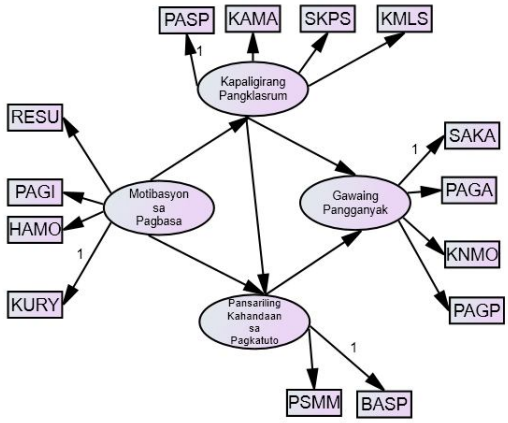

Fig. 2. Best fit model for task motivation in Grade 11 TVL Senior High School Students

Legend:

KURY- curiosity *(kuryusidad)*

PAGL-involvement *(paglahok)*

HAMO-challenge *(hamon)*

PAGI-recognition (pagkilala)

ORYE-instrumental orientation (oryentasyon)
RESU-self efficacy *(resulta sa sarili)*
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)*
KMLS- WTC in L2 inside the Classroom *(kagustuhang magsalita sa loob ng silid-aralan)*

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 *(pagpuprsige)*

The model developed is based on the 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 significant in developing one's reason for 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 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 a high level of reading motivation, classroom climate, self-directed learning readiness, and task motivation. Though it reaches a high level, there is an indicator in reading motivation that is under average, especially curiosity. It means that students' reading motivation skills should be developed more when their level of curiosity is also set. In this way, teachers should give some text to be read by students according to their tastes and interest. Also, in the classroom climate, a variable is harmful 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 for their weaknesses, like giving role play, speech, orations, and many more. Also, in task motivation, students should develop motivation to do tasks in the classroom. The motivation of students will be given priority so that the willingness of students to do classroom activities in academic aspects will be prioritized.

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

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

Lastly, the researcher suggests that to develop students' curiosity, teachers will give texts to read that they may find appealing and exciting. Also, to lower 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 classroom tasks will enhance students' interest in doing activities in school. More importantly, teachers should emphasize and reiterate to students the importance of task motivation in developing academic performance as also interconnected with self-determination theory.

ETHICAL APPROVAL AND CONSENT

The researcher followed and complied with all the study criteria, following the assessment protocol and standardized measures. Voluntary Participation, Privacy and confidentiality, Informed consent process, Conflict of Interest (COI), Permission from Organization/Location, and Technology Issues were thoroughly 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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