

# READING MOTIVATION AND READING COMPREHENSION OF SENIOR HIGH SCHOOL LEARNERS: A DESCRIPTIVE-CORRELATIONAL APPROACH

---

## ABSTRACT

This study aimed to determine the relationship between reading motivation and reading comprehension among learners from one of the secondary schools in Malita, Davao Occidental. This quantitative study utilizes a descriptive-correlational design to describe the relationship between reading motivation and reading comprehension. The study's respondents are the 251 senior high school learners enrolled in the school year 2022-2023. According to the findings of this study, all domains of reading motivation, particularly grade-compliance, social, and curiosity, are described as highly motivated. Meanwhile, involvement, recognition, and efficacy are described as "Motivated." Competition and work avoidance are described as "Moderately motivated." This indicates that the respondents' overall level of reading motivation is "motivated," meaning they have less interest in reading. Furthermore, the overall reading comprehension level is interpreted as moderate, implying that the learners understand the text and can respond accurately to some questions based on the text. In conclusion, learners' reading motivation has no significant correlation to reading comprehension. As a result, it is recommended that further studies focusing on other factors that impact the learners' reading comprehension be conducted.

*Keywords: Reading Motivation, Reading Comprehension, Senior High School, Critical-Evaluative, Inferential, Literal, Philippines*

## 1. INTRODUCTION

### 1.1 BACKGROUND OF THE STUDY

Reading comprehension can be a challenge for many learners worldwide and has been attributed to various factors such as low inference-making skills, vocabulary, low motivation, grammar boundaries [12], and poor critical thinking skills [27]. Almost all learners find it challenging to understand the meaning of the text they read because they are unfamiliar with the existing vocabulary. Hasibuan (2018) stated that there are various reasons why they cannot complete reading assignments, including a lack of vocabulary, a failure to grasp the main idea, a lack of interest in the text, and previous difficulties with reading comprehension.

However, the lack of motivation for reading is also a growing problem in the school system [23]. Learners who believe reading is difficult are likely to negatively affect reading, leading to avoidance of reading [8,45,46,47,48]. If texts and topics do not conform to learners' interests, they become less motivated in reading.

According to the 2019 Program for International Learner Assessment [15], the Philippines scored the lowest in reading comprehension. Rimando (2021) disclosed that learners' present reading literacy rate significantly impacts the educational system as it poses questions about the country's education quality. The ravages caused by the COVID-19 pandemic greatly affected the learners' learning on top of the lags they had already experienced. In this case, learners who have not developed this skill find it difficult to study autonomously because they

cannot understand what they read optimally, nor can they read any text, generating apathy towards this activity. Therefore, reading comprehension remains one of the essential linguistic processes to advance learning [24].

The K-12 program of the Department of Education (DepEd) is designed to help learners become 21st-century learners and be globally competitive. One of the skills that learners must develop is reading comprehension, which is an important gateway to the other competencies [28]. According to Mazariegos (2022), learners at this level are expected to be able to read texts specifically, reading levels "literal, inferential, and critical." To be good readers and improve their reading skills, learners do not need to read texts just for reading. They must learn to obtain, infer, question, and critically analyze information.

Reading motivation predicts reading volume and directly predicts reading comprehension performance [12]. It means that the more motivation learners have, the more books they read and the more they understand what has been read. In addition, Schutte and Malouff (2007) stated that motivation is an essential factor that supports learners in reading more, and it has a significant relationship with reading and understanding texts. Similarly, many researchers have been well aware of the importance of motivation in target language learning and how motivation improves comprehension among language learners [2]. This study has been conducted in every country across the globe; however, what makes this study unique is that it was conducted after the ravages caused by COVID-19, which affected the learners' ability to learn because of poor reading comprehension.

Furthermore, the study has not been conducted in Malita, Davao Occidental. Therefore, the researchers sought to investigate the relationship between reading motivation and reading comprehension of Senior High School learners from one of the public secondary schools in the province of Davao Occidental, making this study an instrument for filling the research gap as a source of information, particularly in the field of education. Hence, the study would be most valuable for the education sector, which gives a complete premium to the continuity of education.

## **1.2. OBJECTIVES OF THE STUDY**

This study sought to evaluate and assess the relationship between learners' reading motivation and reading comprehension.

Specifically, this study aimed to:

1. Determine the level of reading motivation of the respondents in terms of:
  - 1.1. Grade – Compliance;
  - 1.2. Involvement;
  - 1.3. Social;
  - 1.4. Competition;
  - 1.5. Work Avoidance;
  - 1.6. Curiosity;
  - 1.7. Recognition; and
  - 1.8. Efficacy.
2. Determine the level of reading comprehension of the respondents in terms of:
  - 2.1. Literal;
  - 2.2. Inferential; and
  - 2.3. Critical.
3. Determine the relationship between reading motivation and reading comprehension of the respondents

## 2. MATERIAL AND METHODS

This descriptive-correlational design study was conducted at one of the public secondary schools in Malita, Davao Occidental, with 251 senior high school learners, who were identified using stratified random sampling, enrolled for the school year 2022-2023. Data were collected using the Motivation for Reading Questionnaire (MRQ), which consists of thirty-two questions, adapted from the study of Wigfield and Guthrie (1997) as cited by Watkins et al. (2003) to measure reading motivation, and the Reading Comprehension Test adapted from Mendoza (2021), assessing literal, inferential, and critical-evaluative reading comprehension. Further, permission to conduct the study was obtained from school authorities. The collected data were coded, tabulated, analyzed, and interpreted using mean, percentage, and Pearson-r correlation analysis.

## 3. RESULTS AND DISCUSSION

### 3.1. The Level of Reading Motivation of the Respondents

Table 1 shows the respondents' reading motivation level in terms of grade compliance, involvement, social, competition, work avoidance, curiosity, recognition, and efficacy.

The result of this study shows that the overall level of reading motivation has a mean of 2.90, described as motivated, implying that the respondents were interested in reading. This means that a person's current motivation to read can be defined as the extent of their intention to read a specific text in a given situation. The result of the study supports the findings of Savaşkan (2022) that the analysis of the mean high school learner scores in all dimensions demonstrated that their motivation was generally above the motivated level, which means that the high school learners were motivated to read. It is suggested that to increase learners' reading motivation, teachers should provide interesting reading materials to create enthusiasm for reading in learners and make them more interested in reading. According to Manuas et al. (2022), learners are highly motivated to read, which may be because, according to their responses to the questionnaire, they were highly motivated to read in English, which is different from the result of the current study.

**Table 1.** Level of Reading Motivation of the Respondents

<b>PARTICULAR</b>	<b>MEAN</b>	<b>SD</b>	<b>DESCRIPTION</b>
1.1. Grades Compliance	3.28	0.56	Motivated
1.2. Involvement	3.15	0.54	Motivated
1.3. Social	2.80	0.67	Motivated
1.4. Competition	2.47	0.69	Moderately Motivated
1.5. Work Avoidance	2.34	0.67	Moderately Motivated
1.6. Curiosity	3.36	0.62	Highly Motivated
1.7. Recognition	3.20	0.69	Motivated
1.8. Efficacy	2.90	0.61	Motivated
<b>Level of Reading Motivation</b>	<b>2.90</b>	<b>0.36</b>	<b>Motivated</b>

The results show that the respondents' reading motivation in grade compliance has an overall mean of 3.28, interpreted as motivated, which means that the respondents are interested in reading. The statement "In comparison, it is important to be a good reader" got the highest mean of 3.41, interpreted as highly motivated, meaning that the respondents are exceedingly interested in reading. While the statement "The learners always try to finish their reading on time" got the lowest mean of 3.13, interpreted as motivated, it means that the respondents were interested in reading.

The result of the current study is similar to the study of Kirchner et al. (2017), wherein participants reported relatively in motivated levels. The dimensions of reading motivation rated as motivated were reading compliance and reading for grades. This supports the study of Manan (2017), which states that motivation in reading is affected by why someone does or avoids the reading activity. This study argues that grades-compliance determines learners' reading motivation. This differs from Sharma et al. (2013), who reported assessing reading compliance decisions among undergraduate learners who specifically reported the factors influencing their decisions to comply with their assigned course readings.

In terms of involvement, it has an overall mean of 3.15, interpreted as motivated, which means that the respondents were interested in reading, and a person's current motivation to read can be defined as the extent of their intention to read a specific text in a given situation. The statement "The learners enjoy story or fiction books" has the highest mean of 3.22, interpreted as motivated, indicating that the respondents were interested in reading. The statement "The learners read because they have to" got the lowest mean of 3.03, meaning the respondents were also interested in reading. This result supports the study of Dakhi et al. (2018), who discovered that the learners in Indonesia are motivated readers. Torres (2010), as supported by another study by Dakhi et al. (2018), suggests that giving learners choices and allowing group discussion motivates them to read. Responding to these highlights the learners' involvement in reading.

Further, the result shows that the levels of reading motivation of the respondents in terms of social has an overall mean of 2.80, interpreted as motivated, which means that the respondents were interested in reading and a person's current motivation to read can be defined as the extent of their intention to read a specific text in a given situation. The statement "The learners talk to their friends about what they are reading" has the highest mean of 3.06, interpreted as motivated, which implies that the respondents were interested in reading. While the statement "The learners and their friends like to exchange books to read." got the lowest mean of 2.60, interpreted as motivated, it means that the respondents were also interested in reading.

This study supports the claim of Alvarado et al. (2019), who revealed that the learners are more than willing to tell their families about the books, textbooks, magazines, articles, and other items they read. The social motivation for reading relates to the interpersonal and community activities involving the learners. Children who like to share books with peers and participate responsibly in a community of learners have the likelihood of becoming intrinsically motivated readers. This attitude is of paramount importance because social motivation increases both the amount of reading and the achievement of reading.

In terms of competition, the result shows an average mean of 2.47, interpreted as moderately motivated, which implies that the respondents have less interest in reading. The statement "The learners like to finish their reading before other learners" got the highest mean of 2.64, interpreted as motivated, meaning the respondents were interested in reading. On the other hand, the statement "The learners like being the only one who knows the answer" got the lowest mean of 2.22, interpreted as moderately motivated, which means that the respondents have less interest in reading.

The current study's result is similar to that of Chumacero et al. (2016), who found that competition has a positive, statistically significant, and economically relevant educational impact on private and public schools, confirming the urgency of competition. This finding supports Alvarado et al.'s (2019) claim that every grade schooler wants to be recognized as best in reading. They are also willing to work harder in reading to perform better than their friends.

Moreover, the results show that the respondents' reading motivation in terms of work avoidance has an overall mean of 2.34, interpreted as moderately motivated, which means that the respondents have less interest in reading. The statement "The learners do not like reading something with difficult words" got the highest mean of 2.47, interpreted as moderately motivated, which implies that the respondents have less interest in reading. While the statement "The learners do not like if there are too many people in the story" has the

lowest mean of 2.23, it is interpreted as moderately motivated, which means that the respondents still have less interest in reading. This finding is similar to the study of Alvarado et al. (2019), whose findings, according to them, mirror the present condition of the entire Philippine society. Based on their study, learners do not like to read out loud in class for fear of being ridiculed or made fun of, especially when they commit mistakes in pronouncing words or phrases. This is why the children hesitate to read English material sources inside the class to avoid errors. Hence, many learners from the elementary to tertiary levels need more confidence to read or present their reports in front of their classmates, thus qualifying themselves as poor readers.

The results also show that the respondents' reading motivation level in terms of curiosity has an overall mean of 3.36, interpreted as highly motivated, which means that the respondents were exceedingly interested in reading. The statement "The learners like to read about new things" got the highest score of 3.45, interpreted as highly motivated, which means that the respondents were exceedingly interested in reading. On the other hand, the statement "The learners like it when the questions in books make them think" has the lowest mean of 3.28, interpreted as highly motivated and implies that the respondents were exceedingly interested in reading.

The findings of this study support the findings of Alvarado et al. (2019), who revealed that most learners are curious about reading about genuinely engaging items, such as the ecosystem of living things, relating to factors surrounding the environment, knowing themselves, and adventure stories, to mention a few. It encourages teachers and parents to be cautious in providing appropriate reading materials to elementary learners so that the latter will continuously increase their interest in reading books and magazines suitable for their tender age. In addition, Dakhi et al. (2018) state that the respondents support the idea that curiosity is a determinant factor in their reading motivation.

In addition, the results show that the level of reading motivation of the respondents in terms of recognition has an overall mean of 3.20, interpreted as motivated, which implies that the respondents were interested in reading and have personal goals, values, and views about the topics, procedures, and outcomes of reading. The statement "The learners like hearing the teacher say they read well" got the highest mean of 3.32, interpreted as highly motivated, which means that the respondents were exceedingly interested in reading. While the statement "The learners like being the best at reading" has the lowest mean of 2.98, interpreted as motivated, it implies that the respondents were interested in reading. This result supports the study of Alvarado et al. (2019), which shows that most respondents like being recognized as good readers. The preference made by the learners denoted that recognition remained a critical motivating factor for them to read more. Learners tend to read more and are considered motivated readers since they will most likely want to be recognized. This differs from the study of Wimolmas and Institute (2013), which states that integrative motivation, defined as the desire to be a part of recognized reading in the English language, has the lowest mean score and is considered a moderate level of motivation. According to the findings, recognition did not predict motivation to read more among learners.

Additionally, the results show that the level of reading motivation of the respondents in terms of efficacy has an overall mean of 2.90, interpreted as motivated, which implies that the respondents were interested in reading and have personal goals, values, and views about the topics, procedures, and outcomes of reading. The statement "The learners are good readers, and they believe they will do well in reading next semester" got the highest mean of 3.09, interpreted as motivated, which means that the respondents were interested in reading. On the other hand, the statement "The learners learn more from reading than most learners" has the lowest mean of 2.77, interpreted as motivated, which means that the respondents were interested in reading.

The learners rated motivated in this study's findings are presumptuously believed to do well in the following semester. This supports the study of Alvarado et al. (2019), who revealed that the main reason learners are motivated to read is to obtain higher grades at the end of the school year. Besides, they also promised to do well in reading in the ensuing year. Accordingly, reading motivation is often cited as essential for all learners to become proficient

readers [4]. Furthermore, this result is consistent with that of Wiltgen (2011), as cited by Alzu'bi et al. (2021), which indicated that reading efficacy is positively correlated with motivation; highly motivated learners read more, and this positively affects their reading skills and strategies, which, in turn, affects their beliefs about themselves as readers and thus their self-efficacy in reading.

### 3.2. The Level of Reading Comprehension of the Respondents

Table 2 shows the respondents' reading comprehension level in terms of literal, inferential, and critical. The result of the current study shows that the respondents' overall level of reading comprehension has a mean of 29.18, interpreted as moderate, which implies that the learners understand the text and can respond accurately to some questions based on the text.

**Table 2.** Level of Reading Comprehension of the Respondents

INDICATORS	MEAN	DESCRIPTION
Literal	17.95	Moderate
Inferential	6.55	Low
Critical	4.69	Moderate
<b>Level of Reading Comprehension</b>	<b>29.18</b>	<b>Moderate</b>

This study supports the study of Rodriguez Sua (2021), which revealed that using cognitive strategies facilitated comprehension of a text, allowing readers to activate their schemata, understand the main ideas, and understand new vocabulary from reading a passage in short stories. It also provided useful strategies that could improve the reading comprehension of forty ninth-grade learners using short stories. This is opposite from the study of Sari et al. (2020), which shows that the reading comprehension level of grade 7 learners of SMP Negeri 06 Rejang Lebong is still low. This is indicated by the low level of reading comprehension ability, which is only limited to the level of understanding of the meaning of the written text. However, learners are expected to understand written meaning and develop and interpret meanings that are appropriate to the type of text, poses, and situations.

In addition, Suárez (2015) said that understanding is the main purpose of reading. Secondary school learners are expected to have developed their understanding of reading. They will be asked to understand, analyze, synthesize, and evaluate a wide range of data. However, Munsod-Fernandez (2021) suggests that to develop and achieve a high level of reading comprehension, the first thing that educators must do is assess their learners' reading ability. Furthermore, the study claims that reading is a crucial subject in the learning system since it is an indicator that establishes that what is read is understood by the learners. Hence, the reading ability of learners is a clear manifestation of learning. In other words, failure to read and comprehend means that the learners also failed to learn.

The result shows that the level of reading comprehension of the respondents in terms of literal has an overall mean of 17.95, interpreted as moderate, which tells that the respondents understand the definition of the words, the context of the writing, and the main idea of the passage but are uncertain about their ability to respond accurately to some of the questions based on the text. This study considerably supports Munsod-Fernandez (2021), who found that Grade 11 GAS strand learners got 70%, with verbal interpretation of outstanding literal level of reading comprehension, which implicates a higher level of literal interpretation of the text they have read which requires learners to combine pieces of information to make inferences about the author's intent and message.

However, the study of Sari et al. (2020) opposes the current study as it noted that learners still need to understand the literal meaning well and have problems with reading

comprehension. It was also found that learners' understanding of the literal meanings of words is still lacking. Learners still have difficulty explaining the contents of the text they are reading. Understanding texts literally is a basic skill in reading comprehension. Learners are expected to understand written meaning and develop and interpret meanings that are appropriate to the type of text, poses, and situations. Difficulties in explaining and understanding meaning literally can be caused by the lack of discipline of learners to read [31]. The present study's findings also agree with McMaster et al. (2015), who found that comprehension tasks are highly text-dependent, requiring a literal understanding of the text.

On the other hand, the result of this study shows that respondents' reading comprehension level in terms of inferential has an overall mean of 6.55, which is interpreted as low. This means that the respondents were struggling to understand the underlying meaning of the text and were uncertain about their ability to respond accurately to some of the questions based on the text. This study supports Munsod-Fernandez (2021), who found that 43% of Grade 11 GAS B learners have a fair inferential reading comprehension level. Accordingly, Kendeou et al. (2014) state that readers who are weak in making inferences almost inevitably fail to comprehend all but the simplest texts because they are unable to identify meaningful connections that lend coherence to their text representations.

Moreover, the result that shows respondents' reading comprehension level in terms of critical has an overall mean of 4.69, which is interpreted as moderate. This means that the respondents were able but uncertain to respond with personal judgments and ideas about the content of the textbook material, using past knowledge and thoughts on the subject. This study considerably supports the study of Zin et al. (2014), which shows that the learners lacked the required critical skills, particularly when they were required to identify the writer's purpose and the main idea in the text. However, the study of Munsod-Fernandez (2021) is different from the result of the current study, in which, according to his study, learners in grade 11 General Academic Strands have 42%, or a verbal interpretation of Fair in Critical-Evaluative level, indicated as low in critical-evaluative level of reading comprehension. The fact that learners have low results in critical-evaluative levels in reading comprehension, Fernandez (2021) suggests that teachers must guide the learners in understanding the text material that they will be using when reading and must be given specific and easy tasks when reading a text for them to be guided accordingly. Furthermore, the present study's findings contradict Aballe et al.'s (2024) finding that the learners' reading comprehension level is high, showing that the learners have great understanding and reading comprehension skills. However, the study by Aballe et al. was conducted on elementary learners.

### 3.3. Relationship Between Reading Motivation and Reading Comprehension of the Respondents

Table 3 shows the relationship between the respondents' reading motivation and reading comprehension. In this table, the overall r-value is 0.29, which implies that the level of reading comprehension and reading motivation has a low correlation, which means that there is a low increase or decrease in the correlation between reading motivation and reading comprehension. It has a p-value of 0.64, which is more than 0.05 level of significance; hence, the result provided sufficient evidence to conclude that there is no significant relationship between reading motivation and reading comprehension of the respondents, thereby accepting the null hypothesis.

**Table 3.** Relationship between Reading Motivation and Reading Comprehension of the Respondents.

INDICATORS	r-VALUE	DESCRIPTION	p-VALUE	INTERPRETATION
Grades Compliance	0.19	Positive Slight Correlation	0.00	Significant
Involvement	0.24	Low Positive Correlation	0.00	Significant
Social	-0.02	Negative Slight Correlation	0.67	Not Significant

Competition	-0.23	Negative Low Correlation	0.00	Significant
Work Avoidance	-0.12	Negative Slight Correlation	0.04	Significant
Curiosity	0.19	Positive Slight Correlation	0.00	Significant
Recognition	0.05	Positive Slight Correlation	0.42	Not Significant
Efficacy	-0.08	Negative Slight Correlation	0.19	Not Significant
<b>Reading Motivation</b>	<b>0.29</b>	<b>Positive Low Correlation</b>	<b>0.64</b>	<b>Not Significant</b>

This result is similar to the study of Takase (2012), as cited by Ahmadi (2017), where, based on their findings, there are no significant correlations between reading motivation and text comprehension among EFL learners in Japan. The present study's findings oppose the claims of Ahmadi (2017), who suggested the significant consequences of the study, which are that learners should be motivated to increase their reading comprehension ability and become proficient readers. Ahmadi (2017) concluded that learners with high motivation would read more than learners with lower motivation.

Further, Grade Compliance has an r-value of 0.19, which implies a slight positive correlation, which means a slight increase or decrease in the correlation between reading motivation and reading comprehension. This means that as the learners' motivation in terms of grade compliance increases, their reading comprehension also increases. It has a p-value of 0.00, which is less than 0.05 level of significance; therefore, it is concluded that there is a significant relationship between grade compliance and reading comprehension of the respondents, thereby rejecting the null hypothesis. The result opposes the findings of the study of Law (2008), as cited by Schiefele et al. (2012), stating that the bivariate correlation between extrinsic motivation (grades-compliance) and reading comprehension was not significant. However, the study supports the other study by Schiefele et al. (2012), which states that when entering home literacy, parents' support, and both children's and parents' perceptions of instructional practices into a regression model, reading motivations' grades-compliance contributed significantly to reading comprehension.

On the other hand, based on the table below, reading motivation involvement has an r-value of 0.24, which implies a low positive correlation, which means that as this reading motivation increases, the level of reading comprehension of the respondents increases as well. Also, the p-value is 0.00, which is less than 0.05 level of significance. Although it has a low correlation to the reading comprehension of the respondents since its p-value is less than 0.05 level of significance, it indicates that both variables have a significant relationship, therefore rejecting the null hypothesis. Meanwhile, the reading motivation curiosity has an r-value of 0.19, which implies a slight correlation to the reading comprehension of the respondents, which means that there is a slight increase or decrease in the correlation between reading motivation and reading comprehension. While the p-value is 0.00, which is less than 0.05 level of significance, interpreted as significant, it means that there is a significant relationship between the reading motivations' curiosity and the reading comprehension of the respondents. Based on the results of this study, both indicators have a significant relationship with reading comprehension.

This argues with the study of Logan et al. (2014), who were particularly interested in exploring whether intrinsic reading motivation, which consists of curiosity and involvement, explains more variance in reading comprehension in low-ability readers than in high-ability readers. Based on their findings, reading motivations' curiosity and involvement were not significant predictors, although they correlated significantly with comprehension [20].

The reading motivations' competition has an r-value of -0.23, which entails a low negative correlation, which means that as the level of reading motivation increases, the reading comprehension level decreases. Also, it has a p-value of 0.00, which is less than 0.05 level of significance, which means that it has a significant relationship with reading comprehension. The reading motivations' social has an r-value of -0.02, implying a slight negative correlation, which means a slight increase or decrease in the correlation between reading motivation and reading comprehension. Moreover, it has a p-value of 0.67, more than 0.05 level of significance, which means that it has no significant correlation to the reading comprehension of the respondents.

This study argues for the findings of Bakkaloğlu et al. (2023), in which, according to the analysis results, the correlation coefficients of self-efficacy and the reading motivation sub-dimensions are competition and social. It can be said that there is a 'moderate' positive relationship between the learners' reading motivation and their reading comprehension. However, Law (2008) claims in his findings that there is no significant relationship between extrinsic reading motivation (which involves social and competition) and reading comprehension. Nevertheless, Schiefele et al. (2012) reiterated that these sub-factors of reading motivation have contributed significantly and negatively to reading comprehension.

The reading motivations' work avoidance has an r-value of -0.12, which entails a slight negative correlation, which means that as the level of reading motivation increases, the reading comprehension level decreases. It has a p-value of 0.04, which is less than 0.05 level of significance, indicating a significant relationship between the two. According to Kryptos et al. (2015), avoidance is a key characteristic of adaptive and maladaptive fear. This partly coincides with the findings of Dakhi and Damanik (2018) that learners tend to perceive work avoidance as not the determinant of their reading motivation.

Meanwhile, the reading motivation recognition has an r-value of 0.05, implying a slight correlation to the reading comprehension of the respondents, which means that there is a slight increase or decrease in the correlation between reading motivation and reading comprehension. It has a p-value of 0.42, interpreted as not significant since the p-value obtained is more than 0.05 level of significance. According to Dakhi et al. (2018), recognition of reading is the desire of language readers' achievements to be recognized by teacher or peer approval. In their findings, the learners' perception of reading recognition forms a similar pattern. It was found that 2.78% of the participants strongly disagreed, 28.89% disagreed, 59.44% agreed, and 8.89% strongly agreed. It is indicated that learners' perceptions of reading recognition significantly correlate to reading comprehension, which contradicts the current study's result.

In terms of efficacy, it has an r-value of -0.08, which entails a slight negative correlation, which means that as the level of reading motivation increases, the level of reading comprehension decreases. It has a p-value of 0.19, which is more than 0.05 level of significance, which is interpreted as not significant. Therefore, it has no significant correlation to the reading comprehension of the respondents. This study corroborates the study of Carroll and Fox (2017), who argued that self-efficacy was associated with word reading, not with reading comprehension. Accordingly, Yoğurtçu (2013) states the significance of self-efficacy, which includes richer cognitive interactions and experiences. In addition, readers will be able to access an effective, interactive, strategic, quick, and prehensile capacity for reading comprehension.

Most of the domains of reading motivations are in some way significantly correlated to reading comprehension, and some of their domains are not significantly correlated. Nevertheless, the overall result of the relationship between reading motivation and reading comprehension is not significantly correlated. This suggests that learner's motivation to read is not affected by how they comprehend and understand the underlying text. Accordingly,

Ahmadi et al. (2017) concluded that learners with high motivation would read more than learners with lower motivation. Overall, it became clear that reading motivation could positively impact learners' reading comprehension but does not totally affect and correlate with reading comprehension. It is suggested that instruction in reading motivation is a feasible tool to enhance learners' reading comprehension. Learners benefit most from explicit reading instruction supplemented by practice in reading motivation activities [3]. Nevertheless, Carroll and Fox (2017) argue that reading motivation is associated with word reading and not with reading comprehension, which indicates that reading motivation does not significantly affect and correlate with reading comprehension. Thus, there is no significant relationship between the respondents' reading motivation and reading comprehension.

#### **4. CONCLUSION**

Based on the result of the study, it is concluded that the learners' level of reading motivation is motivated, implying that the respondents are interested in reading. Also, the respondents' overall reading comprehension level is moderate, indicating that learners understand the text and can respond accurately to some questions based on the text. Further, it was found that there is no significant relationship between the learners' reading motivation and reading comprehension. However, grade compliance, one of the indicators of learners' reading motivation and comprehension, has a slight positive correlation and was found to have a significant relationship. With this, it is suggested that teachers may give extra grade credit to students who read more to increase their reading comprehension. Also, the result shows that involvement and reading motivation have a low positive correlation and a significant relationship. It is recommended that school administrators add more stories and fictional books in their libraries to encourage the learners to read more.

Additionally, based on the findings, competition, one of the indicators of reading motivation, and reading comprehension have a negative low correlation and are found to have a significant relationship. This indicates that as learners' level of competition increases, their reading comprehension decreases. With this, it is recommended that teachers avoid competitions that encourage learners to compete with their classmates. Also, work avoidance and reading comprehension have a slight negative correlation and significant relationship. Thus, it is recommended that parents should encourage their children to read more to enhance their vocabulary. In addition, curiosity and reading comprehension have a positive slight correlation and significant relationship. This indicates that as learners get more curious, their reading comprehension increases. Hence, teachers should provide reading materials that activate learners' curiosity to read. It is also recommended that future researchers conduct other studies to explore other factors that enhance learners' reading comprehension, including learners' reading engagement.

#### **Disclaimer (Artificial intelligence)**

The authors hereby declare that generative AI technologies such as Large Language Models, etc. have been used during writing or editing of manuscripts. This explanation will include the name, version, model, and source of the generative AI technology and as well as all input prompts provided to the generative AI technology

Details of the AI usage are given below:

1. Quillbot was used to paraphrase certain phrases; and
2. Grammarly was used to check the coherence of the paragraphs.

## REFERENCES

1. Aballe, S. J. F., Agcal, J. M. M., & Canoy, F. T. (2024). Exploring the correlation between English proficiency and reading comprehension among elementary learners in the Philippines. *Asian Journal of Education and Social Studies*, 50(6), 548–555. <https://doi.org/10.9734/ajess/2024/v50i61431>
2. Ahmadi, M., & Hairul, I. (2012). Reciprocal teaching as an important factor of improving reading comprehension. *Journal of Studies in Education*, 2(4), 153–173.
3. Ahmadi, M. (2017). The impact of motivation on reading comprehension. *International Journal of Research in English Education*, 2(1), 1–7. <https://doi.org/10.18869/acadpub.ijree.2.1.1>
4. Alvarado, E., & Adriatico, C. (2019). Reading motivation vis-s-vis academic performance. *Open Journal of Social Sciences*, 7(6), 92–106. <https://doi.org/10.4236/jss.2019.76007>
5. Alzu'bi, E., & Attiat, M. (2021). Language teacher practices predicting learners' reading self-efficacy: Jordanian learners' participation in PISA 2018. *Cypriot Journal of Educational Sciences*, 16(6), 3213–3231. <https://doi.org/10.18844/cjes.v16i6.6542>
6. Bakkaloğlu, S., & Pilten, G. (2023). Examining the relationship between reading motivation and reading comprehension self-efficacy perception. *International Journal of Psychology and Educational Studies*, 10(1), 144–158.
7. Carroll, J., & Fox, A. (2017). Reading self-efficacy predicts word reading but not comprehension in both girls and boys. *Frontiers in Psychology*, 7, 2056. <https://doi.org/10.3389/fpsyg.2016.02056>
8. Chapman, W., & Tunmer, E. (2014). Development of young children's reading self-concepts: An examination of emerging subcomponents and their relationship with reading achievement. *Journal of Educational Psychology*, 87, 154–167.
9. Chumacero, R., Mardones, J., & Paredes, D. (2016). Competition pressures and academic performance in Chile. *Estudios de Economía*, 43(2), 217–232.
10. Dakhi, S., & Damanik, I. T. S. (2018). Learners' motivation in reading English text: A qualitative study in EFL context. *Journal of English Teaching*, 4(2), 81. <https://doi.org/10.33541/jet.v4i2.832>
11. Dakhi, S., & Damanik, I. (2018). Learners' motivation in reading English text: A qualitative study in EFL context. *Indonesian Journal of English Language Teaching and Applied Linguistics*, 5(2), 2021. Retrieved from <https://www.ijeltal.org>
12. Elbro, C., & Buch-Iverson, I. (2013). Activation of background knowledge for inference making: Effects on reading comprehension. *Scientific Studies of Reading*, 17(6), 435–452. <https://doi.org/10.1080/10888438.2013.774005>
13. Guthrie, J. T., Wigfield, A., Metsala, J. L., & Cox, K. E. (1999). Motivational and cognitive predictors of text comprehension and reading amount. *Scientific Studies of Reading*, 3(3), 231–256. <https://doi.org/10.1207/s1532799xssr03033>
14. Hasibuan, S. F. (2018). The implementation of trading place strategy to improve the learners' ability in reading comprehension of report text at eight grade of Mts S. Al-Husna Marindal Medan academic year 2018/2019. *Aicll: Annual International Conference on Language and Literature*, 1(1), 131–139. <https://doi.org/10.30743/aicll.v1i1.19>

15. Juan, R. S. (2019). Philippines lowest in reading comprehension among 79 countries. Philstar. Retrieved from <https://qa.philstar.com/headlines/2019/12/03/1974002/philippines-lowest-reading-comprehension-among-79-countries>
16. Kendeou, P., Van Den Broek, P., Helder, A., & Karlsson, J. (2014). A cognitive view of reading comprehension: Implications for reading difficulties. *Learning Disabilities Research & Practice*, 29(1), 10–16.
17. Kirchner, E., & Mostert, M. (2017). Aspects of the reading motivation and reading activity of Namibian primary school readers. *Cogent Education*. <https://doi.org/10.1080/2331186x.2017.1411036>
18. Kryptos, A. M., Effting, M., Kindt, M., & Beckers. (2015). Avoidance learning: A review of theoretical models and recent developments. *Frontiers in Behavioral Neuroscience*, 9. <https://doi.org/10.3389/fnbeh.2015.00189>
19. Law, Y. (2008). The relationship between extrinsic motivation, home literacy, classroom instructional practices, and reading proficiency in second-grade Chinese children. *Research in Education*, 80(1), 37–51. <https://doi.org/10.7227/rie.80.4>
20. Logan, S., Medford, E., & Hughes, N. (2014). The importance of intrinsic motivation for high and low ability readers' reading comprehension performance. *Learning and Individual Differences*, 21(1), 124-128. <https://doi.org/10.1016/j.lindif.2010.09.01>
21. Manan, M. (2017). The correlation between learner's motivation in reading English textbooks and their achievement in reading comprehension. *Semantic Scholar*. <https://www.semanticscholar.org/paper/The-correlation-between-learners>
22. Manuas, M. J., Tatipang, D. P., & Pratasik, G. (2022). Reading motivation of tenth grade learners at SMA Advent UnklabAirmadidi. *Journal of English Culture, Language, Literature and Education*, 10(1), 226–238. <https://doi.org/10.53682/eclue.v10i1.4402>
23. Maria, R. (2021). Word recognition and reading skills to improve reading comprehension. *Journal of Foreign Language Teaching and Learning*, 6(1). <https://doi.org/10.18196/ftl.v6i1.10174>
24. Mazariegos, L. (2022). How was reading comprehension affected due to the pandemic? *Observatory*. Available: <https://observatory.tec.mx/edu-bits2/reading-comprehension-effects-due-to-the-pandemic/>
25. McMaster, K., Espin, C., & Van Den Broek, P. (2015). Making connections: Linking cognitive psychology and intervention research to improve comprehension of struggling readers. *Learning Disabilities Research & Practice*, 29(1), 17–24.
26. Mendoza, (2021). Lack of reading motivation in learners – Youth Voices. Retrieved January 23, 2023, from <https://www.youthvoices.live/lack-of-reading-motivation-in-learners>
27. Mohseni, F., Seifoori, Z., & Ahangari, S. (2020). The impact of metacognitive strategy training and critical thinking awareness-raising on reading comprehension. *Cogent Education*, 7(1), 1720946. <https://doi.org/10.1080/2331186X.2020.1720946>
28. Munsod-Fernandez, R. (2021). Assessment of reading comprehension levels among grade 11 senior high school learners: Towards the development of proposed K-12 context appropriate instructional tool. *International Journal of Advanced Research*, 9(1), 431–466. <https://doi.org/10.21474/ijar01/12313>
29. Rimando, A. P. (2021, January 20). Low reading comprehension impacts PH education quality. *The Manila Times*. <https://www.manilatimes.net/2021/01/21/campus-press/low-reading-comprehension-impacts-ph-education-quality/830118/>

30. Rodriguez Sua, M. (2021). Cognitive strategies for developing learners' reading comprehension skills using short stories. Retrieved from <https://revistas.ucsc.cl/index.php/rexe/article/view/912/763>
31. Sari, M. H., Susetyo, Noermanzah, Wardhana, D. E. C., & Kusumaningsih, D. (2020). Understanding the level of learners' reading comprehension ability. <https://doi.org/10.31219/osf.io/mr62t>
32. Savaşkan, V. (2022). The analysis of reading motivation of high school learners based on certain variables. *Education Quarterly Reviews*, 5(1), 343–352.
33. Schiefele, U., Schaffner, E., Möller, J., & Wigfield, A. (2012). Dimensions of reading motivation and their relation to reading behavior and competence. *Reading Research Quarterly*, 47(4), 427–463. <https://doi.org/10.1002/rrq.030>
34. Schutte, S., & Malouff, J. (2007). Dimensions of reading motivation: Development of an adult reading motivation scale. *Reading Psychology*, 28, 469–489.
35. Schiefele, U., Schaffner, E., Möller, J., Wigfield, A., Nolen, S., & Baker, L. (2012). *Reading Research Quarterly*, October/November/December 2012, Vol. 47, No. 4 (October/November/December 2012), pp. 427–463. International Literacy Association and Wiley. <https://www.jstor.org/stable/23317751>
36. Sharma, A., Van Hoof, B., & Pursel, B. (2013). An assessment of reading compliance decisions among undergraduate learners. *Journal of the Scholarship of Teaching and Learning*, 13(4), 103–125. <https://files.eric.ed.gov/fulltext/EJ1017123.pdf>
37. Suárez-Coalla, P., & Cuetos, F., Álvarez-Cañizo (2015). The role of reading fluency in children's text comprehension. *Frontiers in Psychology*, 6, Article 1810.
38. Takase, A. (2012). The impact of extensive reading on reluctant Japanese EFL learners.
39. Torres, K. (2010). Factors that influence learners' motivation to read across grade levels.
40. Watkins, M. W., & Coffey, D. Y. (2003). Reading motivation: Multidimensional and intermediate. *Journal of Educational Psychology*, 2004.
41. Wigfield, A., & Guthrie, J. T. (1997). Relations of children's motivation for reading to the amount and breadth of their reading. *Journal of Educational Psychology*, 89(3), 420–432. <https://doi.org/10.1037/0022-0663.89.3.420>
42. Wiltgen, B. J., & Provencio, I., Warthen, D. M., & I. (2011). Light enhances learned fear. *Proceedings of the National Academy of Sciences*, 108(33), 13788–13793. <https://doi.org/10.1073/pnas.1103214108>
43. Wimolmas, R., & Institute, M. (2013). A survey study of motivation in English language learning of first year undergraduate learners at Sirindhorn International Institute of Technology (SIIT), Thammasat University.
44. Yoğurtçu, K. (2013). The impact of self-efficacy perception on reading comprehension on academic achievement. *Procedia: Social & Behavioral Sciences*, 70, 375–386. <https://doi.org/10.1016/j.sbspro.2013.01.075>
45. Zin, Z. M., Bee, E. W., & Rafik-Galea, S. (2014). Critical reading ability and its relation to L2 proficiency of Malaysian ESL. *Journal of Language Teaching, Linguistics and Literature*/3L, 20(2), 43–54. <https://doi.org/10.17576/3l-2014-2002-04>

45 HERSBACH, STEPHANIE, EDDIE DENESSEN, AND MIENKE DROOP. 2014. "READING COMPREHENSION INSTRUCTION PRACTICES IN SIERRA LEONE". JOURNAL OF EDUCATION, SOCIETY AND BEHAVIOURAL SCIENCE 4 (8):1038-57. [HTTPS://DOI.ORG/10.9734/BJESBS/2014/9468](https://doi.org/10.9734/BJESBS/2014/9468).

46 MAGSALIN, CAMILLE NADINE T. 2023. "AN EXPLORATION OF STUDENTS' CURRENT READING HABITS AND SKILLS". SOUTH ASIAN JOURNAL OF SOCIAL STUDIES AND ECONOMICS 20 (3):70-92. [HTTPS://DOI.ORG/10.9734/SAJSSE/2023/V20I3714](https://doi.org/10.9734/SAJSSE/2023/V20I3714).

47 PEARSON PD, GALLAGHER MC. THE INSTRUCTION OF READING COMPREHENSION. CONTEMPORARY EDUCATIONAL PSYCHOLOGY. 1983 JUL 1;8(3):317-44.

48 PARIS SG, OKA ER. CHILDREN'S READING STRATEGIES, METACOGNITION, AND MOTIVATION. DEVELOPMENTAL REVIEW. 1986 MAR 1;6(1):25-56.

UNDER PEER REVIEW