
Reading Attitude and Learning Motivation as Predictors of Reading Comprehension

Original Research Article

ABSTRACT

This study is aimed at investigating the significant relationship between reading attitude, motivation, and reading comprehension in Bunawan District, Davao City public elementary school learners. It employed descriptive-correlational research design which describes the relationship between two or more variables. Primary information was obtained by using adapted survey questionnaires among 250 Grade 6 learners enrolled in S.Y. 2023-2024. Three research instruments were used: the Adults Survey Reading Attitudes Questionnaire (ASRA) adapted by Anugrah, Gardner's Attitude / Motivation Test Battery (AMI), and the Reading comprehension questionnaire adapted from the Philippine Informal Reading Inventory (Phil-Iri). This study utilized Mean, Standard Deviation and correlation analysis through Pearson product-moment correlation. Results revealed that there is a high level of reading attitude and motivation but there is a very low reading comprehension among the respondents. Furthermore, the findings revealed no significant relationship between reading attitude and reading comprehension and only learning motivation is a predictor of reading comprehension. This implies that the respondents have a positive attitude toward reading but it does not affect their reading comprehension. This further implies that students who are motivated to read can improve their reading comprehension. Hence, the respondents with high interest in their reading activity comprehend more than those without interest.

Keywords: *education, reading attitude, reading comprehension, motivation, correlation, Philippines*

1. INTRODUCTION

Reading comprehension is the ability to understand the text and is considered as one of the pillars of reading and it plays a significant role in the total functioning of the community. However, Caliskan and Ulas [1] stated that many countries like the Turkish students do not have reading comprehension skills at the desired level. Miñoza and Montero [2] also discussed that it is a persistent concern that young learners have an issue with reading comprehension. Between all the economies and countries that took part in PISA, the Philippines had a notable percentage of low scorers. In other words, eighty percent of Filipino students fell short of the required reading proficiency. The pupils' deficiency in fundamental reading and comprehension skills is the reason for their low performance in the subjects of science, math, and English, Tomas et al. [3].

Conceivably, the goal of reading is comprehension. The most common assumption regarding reading comprehension is that reading comprehension is the primary aim for proficient readers as stated by Deluao et al. [4]. The success of a learner in school and in life is linked with comprehension, which is an essential part of the reading process Bruggink et al. [5]. Caraig and Quimpo [6] asserted that reading comprehension problems can make it difficult for people to understand the instruction in an examination, pertinent documents like birth certificate, marriage contract, and housing agreement. Low level of reading comprehension persons struggles to be successful in their jobs or school because they have low self-esteem, fear, and cannot communicate well. Given this, the Department of Education (DepEd) has committed to making every student a reader at the grade level by launching the Hamon: Bawat Bata Bumabasa (3Bs Initiatives) and stepping up reading advocacy according to Tomas et al. [7].

However, there are factors which can influence the reading comprehension among young learners. One component of one's self-perception of one's reading skills is one's reading attitude. When combined with other elements that impact a student's learning success or failure, the attitude of reading as a component of the self-processing system will help the development of reading skills. The ability to read is directly correlated with attitudes toward reading. Students who have a positive attitude about reading will actively engage in reading activities, which will enhance their reading comprehension and reading skills according to Tisa et al. [8].

Fang and Schleppegrell [9] state that, "reading

attitude refers to an individual's overall affective response to reading, including their feelings of enjoyment, interest, and confidence in their ability to read". This definition highlights the emotional and motivational aspects of reading attitude that can affect engagement with reading. They further explain that reading attitude has many factors, including previous reading experiences, a background of culture, and individual interests, that shape it into an intricate and multidimensional structure. Attitude is defined by the individual's views about the results or attributes of executing the behavior (behavioral beliefs), weighted by evaluations of those outcomes or features. Consequently, a person who believes that the practice of such behavior will have positive results is more inclined to take it.

Consequently, reading attitudes are influenced by social and cultural contexts in addition to people's subjective reading experiences and perceptions, according to Matthewson's theory of reading attitude. The attitudes toward reading are not rigid or static but rather are influenced by a variety of elements, including prior encounters, interpersonal interactions, and cultural values. Tran and Nguyen [10] states that "reading attitudes are complex and multidimensional constructs, influenced by individual and contextual factors that interact with each other in shaping readers' perceptions of reading". In fact, Matthewson's theory emphasizes the need for a thorough understanding of the various factors that influence reading attitudes.

In fact, the enjoyment of reading can be defined as the positive emotional experience that one derives from reading. It is often characterized by feelings of pleasure, engagement, and satisfaction that result from reading a book or other written material. In fact, Clark and Rumbold [11] further explained that, "enjoyment of reading refers to the extent to which individuals derive pleasure and satisfaction from reading as a leisure activity". Thus, this highlights the voluntary and recreational nature of reading for enjoyment.

However, anxiety and difficulty of reading can be defined as the negative emotional experiences that one may have while reading due to various reasons such as low reading ability, lack of interest, or external pressures. It is defined by Kesici and Erdogan [12] as "reading anxiety is a multidimensional construct that refers to the feelings of worry, apprehension, and tension that individuals may experience while engaging in reading tasks". This definition highlights the emotional and cognitive aspects of anxiety that can affect reading performance. Reading difficulty is referred to as "the subjective experience of encountering obstacles

and challenges while reading, such as struggling to comprehend, decode, or remember text" and it only emphasizes the subjective nature of reading difficulty and the different factors that can contribute to it.

Anent to this, prior studies investigating the connection between reading attitude and comprehension were conducted. According to a survey, the reading attitudes of 36 pupils at Palembang's junior high school were favorably correlated with their reading comprehension. In light of this, Sudirman et al. [13] stated that students in school with a positive attitude about reading are more likely to succeed in their English lessons. In fact, Jiang [14] argued that students with positive attitudes towards reading had higher levels of reading comprehension and performed better on reading tasks than students with negative attitudes. Likewise, he argued that students' reading attitudes were positively associated with their reading comprehension skills, even after controlling for other factors such as IQ and prior reading ability. Overall, these findings suggest that promoting a positive attitude towards reading can be an effective strategy for improving reading comprehension.

Reading motivation is defined as the individual's purpose, values, and beliefs in terms of topics, approaches, or results for reading. There is a positive correlation between reading engagement and motivation to read. This is the result of a strong relationship between reading motivation and continuous reading over a student's academic career, which has been shown to exist. Pupils can progress in any field of study if they can read without difficulty. Students' scholastic achievement, cognitive development, and reading ability are all significantly impacted by their reading motivation. Motivated readers read more, comprehend what they read better, and outperform uninspired readers academically, according to the study of Permatasari and Wienanda [15].

Motivation in education refers to the underlying psychological processes that energize and direct behavior toward learning and academic goals. This definition emphasizes the importance of the internal psychological factors that influence students' engagement in learning activities by Ryan and Deci [16]. Mirasol [17] added that the key factor in the development of language skills is motivation; it is an external force that drives people to success. Motivation is defined as a person's objectives, desires, and intentions. When motivation is placed in the context of reading, it is said that reading is a multidimensional concept, meaning that one's motivation comes from a variety of reasons.

Meanwhile, Toste et al. [18], a meta-study has demonstrated that the relationship between reading

motivation and skills is bidirectional, meaning that reading motivation influences comprehension skills as well as the ability to comprehend written texts. Put differently, it is more likely that children with strong comprehension abilities will be motivated to read, and they will also read more often and like reading more, which will lead to improved reading comprehension skills. Conversely, it's also true that kids who struggle with understanding tend to be less driven to read, which means they read less and have fewer opportunities to improve their comprehension abilities. As a result, their skills are less improved.

Ultimately, the process that offers the spirit of learning, direction, and persistence of behavior, according to Sudirman et al. [19], is the motivation to learn. Instrumental motivation: The desire to learn a language because it will help you achieve particular goals, such as finding a job, passing an exam it will help you get a job, passing an exam, etc. The desire to learn a language to communicate with people from various cultures who speak it is an example of integrative motivation.

Meanwhile, this study is anchored on Lambert and Gardner's motivational theory in 1972 [20] which states that while integrative motivation refers to the desire to learn a second language for social and cultural reasons, such as wanting to integrate into a new community or communicate with people from other cultures, instrumental motivation refers to the desire to learn a second language for practical reasons, such as getting a job or passing an exam. Tuan and Nguyen [21] state that, "instrumental and integrative motivations are two primary types of motivation that drive second language acquisition".

In addition, the Self-Determination Theory by Deci and Ryan in 1985 [22]. This theory defines the concepts of intrinsic motivation and extrinsic motivation. Any aspect of an activity that is perceived as thrilling, fascinating, or fundamentally fulfilling is known as intrinsic motivation. Conversely, extrinsic motivation represents the portion of the behavior that is controlled by incentives and penalties that are imposed from without. It can also be controlled by internal pressure to feel proud of oneself or to stay away from negative emotions like guilt, shame, and anxiety. Thus, intrinsically motivated people do things because they find them interesting or enjoyable, while extrinsically motivated people do things for other reasons. In the context of reading comprehension, students with high motivation to read can improve their reading comprehension and can be positively associated with academic achievement according to Urhahne and Wijnia [23].

What's more, the Transactional Theory of Reading as proposed by Rosenblatt 1978 [24] asserts that a

positive reading attitude is likely to enhance the reader's engagement with the text, and if an individual reads with enthusiasm, interest, and a sense of enjoyment, the readers will understand the reading material. Then the positive attitude can lead to increased motivation to comprehend the text thoroughly. It emphasizes the significance of encouraging positive attitudes and motivations toward reading to improve reading comprehension in addition to teaching decoding and comprehension skills. This can be accomplished by employing tactics like encouraging leisure reading, offering a variety of reading options, and fostering conversations about the worth and significance of reading, O'Sullivan and Dunne [25].

Necessarily, reading comprehension is the accurate measure of reading literacy. Pado et al. [26] asserted that the most reliable indicator of reading proficiency is reading comprehension. To effectively extract meaning from a given piece, comprehension is regarded as the fundamental component of reading. Deluao et al. [27] also discussed that a good reader must be able to show that the most significant outcome of the reading is something they learned. Reading comprehension is regarded as the fundamental component of reading because it facilitates the process of effectively deriving meaning from written material. The most significant outcome of reading is learning something, and a proficient reader must be able to show this. In a similar vein, reading is done for comprehension. The most common presumption for reading comprehension is that it is the main objective for readers who are proficient readers.

Necessarily, Kasmawati [28] argued that the most popular presumption for reading comprehension is that reading comprehension is the goal of reading and the main objective for readers among proficient readers. As the foundation of the reading activity, the reader must understand the context of the reading content. The study aims to determine the relationship between reading attitude and learning motivation as predictors of reading comprehension in public elementary schools of Bunawan District. Specifically, this study seeks to attain the following objectives:

First, to measure the level of students' reading attitude in terms of the activity of reading, enjoyment of reading, and anxiety and difficulty. Second, assess the level of students' motivation in terms of instrumental motivation and integrative motivation. Third, ascertain the level of reading comprehension in terms of literal, interpretive, critical, and applied comprehension. Consequently, this study adopted the following null hypothesis which was tested with .05 level of significance: There is no significant relationship between students' reading attitude and reading comprehension, and there is no significant relationship between learning motivation and

reading comprehension.

Despite the comprehensive studies on the factors that affect reading comprehension, there has yet been a study conducted to determine the relationship between reading attitude and motivation as predictors of reading comprehension specifically in the local setting, Bunawan District. The findings of this study may offer pertinent and practical insights about how to support respondents' development in reading comprehension and help a variety of academic leaders and teachers to reconsider the efficacy of current reading programs to improve reading comprehension. Hence, this context motivates the researcher to study the relationship between these variables.

Ultimately, the result of this study can give adequate data and information throughout the world on the relationship between reading attitude, and motivation as predictors of reading comprehension. This study's findings have the potential to advance literacy, academic success, and critical thinking abilities, promote lifelong learning, and ensure quality education which is beneficial for both individuals and included in the sustainable development goal. This study is essential for the respondents to identify reading barriers, develop effective strategies, improve academic performance, enhance lifelong learning, and bridge educational inequalities. Finally, the study's outcome will offer background information and data to future researchers who wish to investigate other variables when conducting similar studies.

The conceptual framework illustrating the interplay of the variables in the study is shown in Figure 1. The first independent variable of this study is *students' reading attitudes*. *Reading Attitude* refers to an individual's overall affective response to reading, including their feelings of enjoyment, interest, and confidence in their ability to read. This has indicators such as *activity in reading, enjoyment in reading, and anxiety and difficulty in reading*. *Activity in reading* involves several levels of processing, from simple word decoding to in-depth understanding of the text as a whole. *Enjoyment in reading* refers to how much enjoyment and satisfaction people get from reading as a leisure activity. *Anxiety and difficulty in reading* refer to the negative emotional experiences that one might have while reading due to a variety of factors, such as poor reading ability, lack of interest, or external pressures according to Anugrah [29].

In addition, the second independent variable is *motivation*. *Motivation* encourages the person to perform to be successful in learning. It has two indicators such as *instrumental and integrative*. *Integrative motivation* represents the students' readiness or aspiration to represent the target

language community because they want to improve their communication with the linked group. They have high interest, motivation and attitude in learning the target language in this context. *Instrumental motivation* will acquire the target language to improve their social standing or achieve financial rewards, Uglu [30].

Finally, the dependent variable is *reading comprehension*. *Reading comprehension* is defined as a complex and active process that requires an intentional and thoughtful interaction between the reader and the text. It has four indicators: *literal comprehension*, *interpretive comprehension*, *critical comprehension*, and *applied comprehension*. *Literal comprehension* means understanding reading comprehension questions whose answers are provided explicitly in the story. *Interpretive comprehension* means understanding comprehension questions requiring children to look for the answers by reading between the lines. The answers are never directly stated in the text.

Critical comprehension means understanding reading comprehension questions that incorporate analysis, synthesis, and critical thinking by considering both the author's perspective and the reader's perspective. *Applied comprehension* means understanding reading comprehension questions draw the reader's attention to how he uses his plan to visualize the situation, Pado et al. [31].

Finally, Gao and Watkins [32] cited several studies that examined the relationship between motivation and reading attitude. According to one study, students with a positive attitude toward reading had higher levels of intrinsic motivation to read than students who had a negative attitude and that students' reading attitude was positively correlated with their reading motivation, Baker and Wigfield [33].

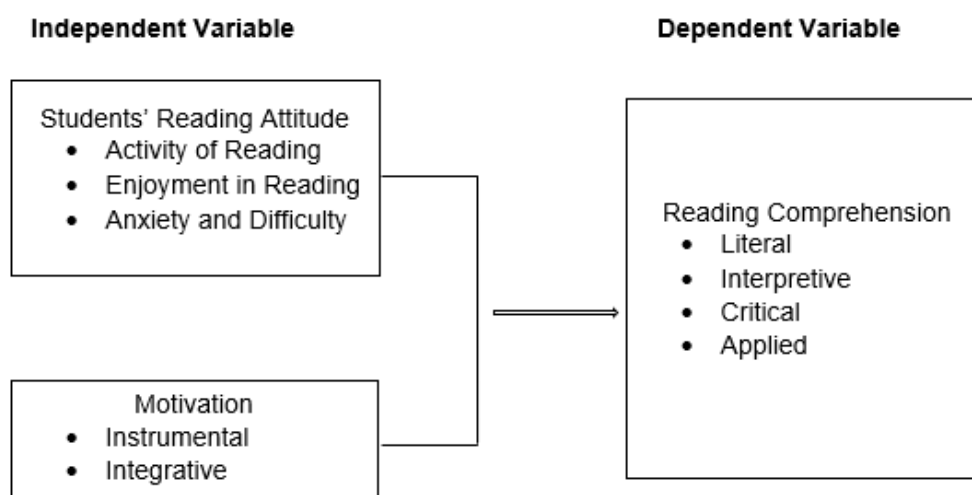


Figure 1. Conceptual Framework of the Study

2. METHODS

2.1 Research Respondents

This study was conducted in the 10 public elementary schools of Bunawan District, Davao City with struggling readers. The 10 schools were coded as schools A, B, C, D, E, F, G, H, and I to address the privacy and confidentiality of the schools. The total population was 1, 073 and the researcher decided to get 23.30% of each group within the population to equally represent the whole population of learners. The computed sample size was 250 Grade 6 respondents across the 10 schools in Bunawan District. The computed sample size per school was distributed using universal random sampling. In this method, Creswell and Creswell [34] defined it as not everyone in the population had been included in the sample, which implies that the selection of a sample where the probability of each being selected is unknown. The researcher utilized this sampling method to exhibit no bias and minimal spread. This is a unique method since it selects respondents at uniform intervals and samples all solutions using a single random value.

The researcher established the criteria for hiring participants, taking into account such elements as the chosen mode of learning and grade level. Meanwhile, this research has its inclusion criteria that included 250 Grade 6 pupils enrolled under Face-to-Face Learning Modality from the 10 elementary public schools in Bunawan District. On the other hand, the exclusion criteria include the Grade 6 learners who were not enrolled learners, under modular and Alternative Delivery Mode (ADM) in the 10 elementary public schools of Bunawan District. Thus, the participants of this study were only Grade 6 students officially enrolled in the Department of Education Learning Information System for S.Y. 2023-2024.

Consequently, one of the withdrawal criteria was that the researcher had violated the respondents' right to privacy and identity confidentiality, which needed to be maintained. The participants were not subject to any penalties or loss of benefits should they choose to withdraw, decline to participate, or end their involvement at any point. It must consider the definition or clarification of the possibility and likelihood of any potential distress or adverse effects, including any cognitive hazards, and what steps have been taken to reduce such risks, as well as the necessary actions to be taken when necessary.

2.2. Materials and Instrument

The study utilized three adapted questionnaires for the collection of data. The first part of the instrument used the Adults Survey Reading Attitudes Questionnaire (ASRA) created by Smith, 1991 and was derived from a questionnaire by Wallbrown, Brown and Engin in 1977. Anugrah [35] who adapted the domain of reading habits and anxiety and difficulty. However, the researcher adapted five statements per indicator. The instrument has indicators such as *activity in reading, enjoyment in reading, and anxiety and difficulty in reading*. A positive attitude toward language, literature, and literacy is defined as having a sense of self as a reader and developing personal preferences for texts to read for pleasure or for educational purposes. *Activity in reading* involves several levels of processing, from simple word decoding to in-depth understanding of the text as a whole Berninger et al. [36]. *Enjoyment in reading* refers to how much enjoyment and satisfaction people get from reading as a leisure activity, Clark and Rumbold [37]. *Anxiety and difficulty in reading* refers to the negative emotional experiences that one might have while reading due to a variety of factors, such as poor reading ability, lack of interest, or external pressures, Kesici and Erdogan [38]. The researcher utilized the reverse scoring for the items under anxiety and difficulty. The instrument underwent a reliability test and yielded a Cronbach Alpha of .74. Therefore, the instrument is reliable and acceptable.

The second instrument used in this study is the original seven-point Likert-scale format of Gardner's Attitude / Motivation Test Battery (AMI), which ranged from "Strongly Agree" to "Strongly Disagree," was modified to create the five-point Likert scale utilized in this study. A few of the questions were used by Ugla [39] in the past to get data on participants' motivation using a 5-point Likert scale. The questionnaire had twenty questions on it. The two primary sections of the questionnaire were instrumental motivation (items 11-20) and integrative motivation (items 1-10). The respondents scored the intended questionnaire on a 5-point Likert scale, where 5 represented the highest score and 1 represented the lowest. A rating system used in questionnaires to gauge respondents' attitudes, beliefs, or perceptions is called a Likert scale. Each scale has an assigned numerical value and descriptive equivalent. The instrument underwent examination reliability that yielded a Cronbach Alpha of .80. Therefore, the instrument was reliable and accepted.

To interpret the data on reading attitude and motivation, the following rating scales were utilized. Means ranging from 4.20-5.00 is described as *Very High*. This implies that the level of reading attitude and motivation of learners are highly manifested. Means from 3.40-3.30 is described as *High*. This implies that the reading attitude and motivation of the students are manifested. Means from 2.60-3.39 is described as *Moderate*. This implies that the reading attitude and motivation of the students are fairly manifested. Means from 1.80-2.59 is described as *Low*. This implies that the reading attitude and motivation of the students are rarely manifested. Means from 1.00-2.59 is described as *Very Low*. This implies that the reading attitude and motivation of the students are never manifested.

The third instrument used the Standardized Reading Comprehension Assessment of the Department of Education, the Philippine Informal Reading Inventory Silent Reading Assessment, Pado et al. [40]. The instrument was developed to support Every Child A Reader Program (ECARP) of the Department of Education (DepEd). Before creating a reading level that is suitable for each student, the test served as a diagnostic tool to ascertain the students' proficiency. Since it was found that this test was standardized, validation and reliability testing were not conducted on it. There are four reading comprehension levels in it.

The data was interpreted using the scaling presented below. The test score of 0.00-2.99 implies *Low* literal, interpretive, critical, and applied reading comprehension skills. This means that the learner has insufficient range/significantly below standards of skills appropriate for the level. In addition, a score of 3.00-4.99 implies *Average*, which means that the learner meets enough of the competency required to perform the task adequately. Similarly, a test score of 5.00 indicates a *High* level of reading comprehension for all levels, which means that the learner fully meets the competency requirement.

On the other hand, the test score of 0.00-5.49 indicates a *Very Low* reading comprehension level where very few questions were answered correctly. Then, a score of 6.50-10.99 implies a *Low* level, meaning that few questions are answered correctly. Also, 11.00-15.99 implies an *Average* level where some questions are answered correctly. Finally, 16.00-20.00 indicates a *High* level of reading comprehension skill which means that most, if not all, of the questions are answered correctly.

The adapted instrument was modified to fit the objective of the study and was validated by the expert validators of the University of Mindanao Professional Schools. There were four internal validators and one external validator who verified the validity of the instrument. Thus, the average

validation rating of expert validators is 4.01 which means very good.

2.3 Design and Procedure

This study utilized a descriptive-correlation research design. This design describes the relationship between two or more variables. This research design involves collecting data on the variables of interest without manipulating or controlling any of them and then analyzing the data to determine if there is a correlation or association between the variables, Ewa [41]. This fits the present study because it measures the strength of correlation or relationship between variables using statistical analysis. Understanding the underlying causes of particular behaviors or outcomes can be aided by knowing the strength and direction of the relationships between the variables that are the subject of this analysis. In this study, the reading attitude of the students and learning motivation were correlated with the student's reading comprehension.

In addition, specific procedures were observed. In doing so, ethical procedures were observed too. To facilitate the collection of data, below are the steps in gathering the data for this study. The researcher submitted the study to UM Research Ethics Committee (UMERC) and secured a certification and approval before the conduct of the study to show that all ethical considerations are properly observed during the study. The researcher sought approval from the Dean of the University of Mindanao Professional Schools to conduct the study. The respondents' involvement was entirely voluntary, and parents or legal guardians were provided an assent form before conducting the study.

Following the standards, the researcher secured an approved permission letter to conduct the study to the Department of Education Division of Davao City addressed to the Schools Division Superintendent (SDS), to the office of the Public Schools District Supervisor (PSDS) and Elementary School Principals (ESP) of Bunawan District. The advisers and subject teachers had been similarly informed about the purpose and process of the study. Then, the researcher secured an assent form and consent form for the respondents. The respondents had a chance to ask questions concerning the study and they had never been coerced into giving consent while the consent has been given freely and voluntarily.

Furthermore, the researcher assured the respondents that their data were protected and kept private and made sure that their rights were upheld at all times during and after the research. The researcher adhered to the Data Privacy Law. The

researcher included the data in printed and electronic reports that were sent to secured channels.

The researcher administered the questionnaire and retrieved all the questionnaires on the same day they had been distributed to ensure the data gathering would be obtained accordingly. After the collection, the interpretation of data was made. The survey lasted for about 30 minutes.

Necessarily, the researcher gives due credit to the writers whose works are included in referencing by citing them, and the use of plagiarism software in this research was highly permitted. The results of the validation of research instruments were based on the experts in this field and the data gathered for this study were equally based on the statistical results provided by a certified statistician to ensure the accuracy and reliability of the statistical techniques utilized in this research. The data gathered had been analyzed and evaluated based on the objectives of the study. The mean, standard deviation, and Pearson product-moment correlation coefficient were the statistical tools used to interpret the data. The respondents' reading motivation, attitude, and comprehension levels were assessed using the mean. In order to ascertain whether a relationship existed between the variables, Pearson product-moment correlation, or Pearson r , was utilized.

Finally, this study was conducted in compliance with the ethical principles before, during, and after the collection of data. The researcher had been compliant with the University of Mindanao Ethics Review Committee (UMERC) with an approved compliance certificate UMERC-2023-202 on May 27, 2023. This implies that all ethical standards had been observed.

3. RESULTS AND DISCUSSION

3.1 Students' Reading Attitude

Presented in Table 1 is the *high* level of reading attitude among Grade 6 students with an overall mean of 4.08 and a standard deviation of .612. The high level could be attributed to the high ratings of enjoyment of reading with a mean of 4.08 ($SD=.612$), followed by the anxiety and difficulty with a mean of 4.06 ($SD=.612$), and lastly the activity of reading with a mean of 4.04 ($SD=.514$). It only indicates that the level of students have a positive attitude towards reading attitude.

This result further implies that in terms of enjoyment of reading, the respondents think that reading is an engaging activity and one of the best ways to learn new things. The hardest part of reading, according to the respondents, is coming across unfamiliar words when it comes to anxiety and reading difficulties. Unlocking the difficult words or presenting vocabulary words with definitions before reading the text can help them comprehend more. In addition, in terms of the activity of reading, the respondents can easily understand the reading text if pictures, charts, and diagrams are included. As a result, it will be difficult for them to comprehend easily the text if there were no visuals included.

However, this result was contradicted to the study of Bakkaloglu and Pilten [42] who argued that reading comprehension levels and reading anxiety are significantly correlated negatively. Students' comprehension of what they read declines or vice versa as their reading anxiety rises. Hence, even if the respondents can hardly understand the text with unfamiliar words which is one of their anxieties and difficulty in reading, they tend to read for academic purpose and have positive attitude toward reading.

Table 1.
Level of Students' Reading Attitude

Indicators	Mean	SD	Descriptive Level
Activity of Reading	4.04	.514	High
Enjoyment in Reading	4.08	.612	High
Anxiety and Difficulty	4.06	.456	High
Overall	4.06	.409	High

Table 2.
Level of Motivation

Variable	Mean	SD	Descriptive Level
Instrumental Motivation	4.11	.480	High
Integrative Motivation	4.01	.532	High
Overall	4.06	.451	High

3.2 Learning Motivation

Displayed in Table 2 is the descriptive statistics in measuring the level of motivation of Grade 6 public school learners of Bunawan District. The overall mean of motivation is 4.06 ($SD=.451$), assessed to be *high*. The high level is reflected to its indicators such as instrumental motivation with a mean of 4.11 ($SD=.480$), and integrative motivation with a mean of 4.01 ($SD=.532$). This implies that the level of motivation of the respondents is highly manifested.

This result implies that the in terms of instrumental motivation, the respondents believed that learning English can lead to greater success and accomplishments in life, which is why they were driven to do so in order to improve their career prospects. They tend to read materials for academic purposes specifically when their teachers demand them to read materials related to their assignments. In terms of integrative motivation, the findings implies that the ability to impart their knowledge to others is another reason why the respondents were inspired to learn English. Consequently, they think that they can have better proficiency and understanding of the reading text.

In like manner, Toste et al. [43] has demonstrated a meta-study that the relationship between reading motivation and skills is in fact bidirectional, meaning that reading motivation influences comprehension skills as well as the ability to comprehend written texts. Put differently, children who possess strong comprehension abilities are more likely to be motivated to read as they will also read more often and like reading more, which will lead to improved reading comprehension skills. Conversely, it's also true that kids who struggle with understanding tend to be less driven to read, which means they read less and have fewer opportunities to improve their comprehension abilities. As a result, their skills are less improved.

3.3 Reading Comprehension

Shown in Table 3 is the descriptive statistics of reading comprehension of the Grade 6 public school learners of Bunawan District. The overall mean is 3.11 ($SD=1.006$) which has a descriptive level of *very low*. However, in terms of interpretive level, the mean is 3.48 ($SD= 1.193$) which means it is average. This was followed by the literal level of 3.46 ($SD= 1.232$) which means it is average, in terms of the critical level that gained a mean of 3.00 ($SD= 1.448$) which has also a descriptive level of average. The very low level could be attributed to the low rating in the applied level of reading comprehension with a mean of 2.49 ($SD= 1.344$). This implies that the Grade 6 learners have very low reading comprehension level where very few questions were answered correctly.

The result further implies that in terms of interpretive, the respondents can respond to questions for which the text contains implicit answers. They can make connections between the text's assertions and what they already know. As a result, the responders deduce word meanings from context. In a similar vein, respondents can provide literal answers to questions whose answers are stated in the text itself. The results suggest that the respondents have an average critical comprehension level, meaning they can evaluate, summarize, and assess the author's ideas from the provided text.

On the other hand, in terms of applied comprehension, the result implies that the respondents have a low level in answering questions that lead to visualizing things based on their scheme. Thus, the very low level of reading comprehension further implies that even if the respondents can decode and read the text, they have difficulty in comprehending it which leads them to have wrong answers in the comprehension questions.

Table 3.
Level of Reading Comprehension

Indicators	Mean	SD	Descriptive Level
Literal	3.46	1.232	Average
Interpretive	3.48	1.193	Average
Critical	3.00	1.448	Average
Applied	2.49	1.344	Low
Overall	3.11	1.006	Very Low

Table 4.
Correlation Analysis of the Variables

Pair	Variables	Correlation Coefficient	p-value	Decision on Ho
IV ₁ and DV	Reading Attitude and Reading Comprehension	0.032	0.620	Failed to reject
IV ₂ and DV	Motivation and Reading Comprehension	0.200	0.002	Rejected

3.4 Correlation between Reading Attitude, Motivation and Reading Comprehension

Exhibited in Table 4 are the results of the relationship between the first independent variable (reading attitude), second independent variable (motivation) and the dependent variable (reading comprehension). The bivariate Pearson correlation was utilized to determine the relationship between the three variables.

The first bivariate correlation analysis between reading attitude and reading comprehension yielded a computed r-value of 0.032 with a probability value of $p < 0.620$, which is not significant at 0.05 level. This indicates that there is no significant relationship between the two variables, implying that reading attitude do not affect the reading comprehension of the respondents. Hence, the null hypothesis of a significant relationship between students' reading attitude and reading comprehension failed to reject.

The second bivariate correlational analysis between motivation and reading comprehension yielded an r-value 0.200 with a probability value of $p < 0.002$, which is significant at 0.05 level. This indicates that there is a positive relationship between the two variables. The null hypothesis of no significant relationship is similarly rejected. Hence, the interrelationship of motivation and reading comprehension can be clarified in the self-determination theory where students with high motivation to read, can improve their reading comprehension and can be positively associated with academic achievement, Urhahne and Wijnia [44].

1. CONCLUSION AND RECOMMENDATIONS

Based on the general findings of the study, the level of Grade 6 students' reading attitude is high. It only implies that students have a positive attitude toward reading. Enjoyment in reading yielded the highest score among the three indicators which indicates that the students believed that reading is one of the best ways to learn new things and it is an interesting

activity. On the other hand, anxiety and difficulty in reading is the second highest indicator suggesting that although students may love to read, their low reading skills cause them to have unpleasant emotional experiences while reading and that the most difficult aspect of reading is coming across new words.

Rank next to anxiety and difficulty in reading is the activity of reading, which implies that students can decode simple words and have a thorough comprehension of the text as a whole. If images, charts, and diagrams are included, the reading text can be easily understood by the respondents.

Moreover, the level of students' motivation is high. It only implies that students are willing to be involved in the reading activities. Students have high instrumental motivation which implies that they have a high interest in improving their social standing because it may result in greater success and accomplishments in life. In addition, they tend to read materials for academic purposes specifically when their teachers demand them to read materials related to their assignments. Integrative motivation yielded a descriptive level of high which indicates that the students were also motivated to learn English because they believe they can read the text more proficiently and comprehend it better because it enables them to impart their knowledge to others.

Conversely, the overall level of reading comprehension is very low which indicates that students are motivated and able to read but they have difficulty in comprehending the text. However, interpretive yielded the highest score among the four indicators with a descriptive level of average which indicates that students read between the lines to answer the questions. Rank next to interpretive is literal comprehension with a descriptive level of average which indicates that students can answer comprehension questions whose answers are explicitly provided in the text. Correspondingly, critical comprehension of students has a descriptive

level of average which indicates that students understand reading comprehension questions that elicit judgment, synthesis, and analysis within the framework of the author's viewpoint. In the same way, applied comprehension has a low descriptive level which indicates that students rarely understand the reading comprehension questions from visualizing things based on their scheme and they have an insufficient range significantly below standards of skills appropriate for their level.

Furthermore, there is no significant relationship between students' reading attitude and reading comprehension which leads to the failure to reject the first hypothesis. This implies that reading attitude hardly affects the reading comprehension of the respondents. On the other hand, there is a positive relationship between motivation and reading comprehension, and the hypothesis is accepted. Based on the findings, only motivation is a predictor of reading comprehension. The results confirm Lambert and Gardner's Motivational Theory in 1972 as well as the Self-Determination Theory by Deci and Ryan in 1985, which motivated individuals to engage more in activities that can improve their reading comprehension. Although the respondents have high level of motivation, their reading comprehension skills need to be developed.

This suggests that school administrators can come up with a well-planned and comprehensive reading program for Bunawan District Elementary Schools to improve the level of reading comprehension of the students. A reading program that focuses on the development of critical and applied skills since these are found to be the most underdeveloped skills of the students. In addition, the enhanced reading program may ensure inclusive and promote life-long opportunities for regular learners as well as for learners who have special needs to embrace inclusive education. The administrators may include in the School Improvement Plan (SIP) a request for a budget allotted to build a functional learning resource center so that this may be a venue for the conduct of the reading remediation for struggling readers.

To help students develop a positive attitude and lessen their reading anxiety, it is equally important to offer them positive reading experiences, motivational activities, and appropriate teaching methods. Teachers may provide other supplementary reading materials and create strategic intervention materials for the learners to be more motivated in reading any text in the classroom. These strategic intervention materials may undergo quality assurance by Department of Education Learning Resource Management System so that it can be assured that these materials pass its qualifications in enhancing the reading comprehension of learners. This study also suggests

that different teaching reading strategies may be applied inside the classroom across all learning areas during the teaching-learning process.

More importantly, the involvement of parents and guardians in providing relevant reading materials at home to let the children be more engaged and develop a good attitude in any reading activity may also be applied. The researcher also suggests that there will be an orientation on the proper way of pronouncing the words to all parents and guardians to help them facilitate their reading activity at home.

Then, the students who are the primary beneficiaries of this study may practice reading and ask for help from peers, teachers, and parents especially when they are having difficulties in visualizing things and even analyzing the text. The researcher also suggests that the students use a dictionary or smartphone with an installed dictionary application so that they can easily search for the meaning of unfamiliar words that they may encounter while reading the text. It is a huge help to lessen their anxiety and difficulty in reading.

Lastly, future researchers may replicate this study considering other variables that may affect the research. Other geographic and industry-specific areas may be included in this study using different instruments and methodologies, which could yield different findings. Future research should consider alternative predictors that could influence the variables and select a sample from multiple grade levels in various schools. Schools and community organizations might find these to be a useful source of additional suggestions and perspectives. To validate the results, a qualitative examination of the study's findings is also advised.

Motivation to learn partially affects Language Learning Problems and Student Engagement. Students can build intrinsic drive for studying in a positive and motivating classroom. Use engaging methods, meaningful activities, and student liberty and choice. External stakeholders could engage with schools to conduct motivational events or seminars that promote education and give role models and mentors to inspire children. Parents may create a positive home environment that values education and encourages students to learn. Discuss language learning and motivational difficulties with teachers. Motivation affects language learning challenges and student involvement. Explore potential moderators or mediators to better understand this relationship. Finally, academic institutions might deploy full language learning and motivation support systems. Language support, counseling, and teacher-counselor-support staff collaboration are examples.

CONSENT

As per international standard, parental written consent has been collected and preserved by the author.

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