READING HABITS, STUDY SKILLS, AND STUDENT ENGAGEMENT: A CAUSAL METHOD TO LANGUAGE LEARNING MOTIVATION

ABSTRACT

Aims: The aim of this study is to investigate the most suitable model for language learning motivation among students, utilizing structural equation modeling (SEM) as the foundational design for analyzing the relationships between reading habits, study skills, student engagement, and language learning motivation.
Study design:A descriptive-causal design was employed for this study.
Place and Duration of Study: The study was conducted at the universities of region 12, using a stratified random sampling technique to select 400 students for the academic year 2023-2024.
Methodology:400 students were selected, and data was collected through e-surveys using four questionnaires. The mean, standard deviation, Pearson product-moment correlation, and multiple regression analysis were utilized for data analysis. Reading habits, study skills, and student engagement were found to have a significant relationship with language learning motivation.
Results: It has been discovered that all the variables are at a high level, meaning that the respondents frequently exhibit them.The reading habits, study skills, and student engagement have a significant relationship with their motivation to learn a language. The most suitable model for language learning motivation is Model 5, which indicates attitudes towards studying Filipino, motivational intensity, and the desire to learn Filipino. Factors and behaviors in reading are indicators of reading habits. Choosing the main idea, processing information, test strategies, study aids, concentration, and time management are skills in studying. The student engagement with behavioral, cognitive, and emotional indicators of engagement. This simply indicates that the reading habits, study skills, and student engagement play an important role in the motivation for learning among students in the universities of region 12.
Conclusion: The findings suggest that reading habits, study skills, and student engagement are crucial factors in motivating language learning among students in universities in region 12. Thus, further research is needed to validate the reliability of these predictors.

Keywords: education, reading habits, study skills, student participation, motivation for learning the Filipino language, SEM, Philippines.

1. INTRODUCTION

The problem that students are facing today is the lack of motivation to learn the Filipino language, such as difficulties with grammar and pronunciation, especially in comprehension(Jose and Napil,155). When students lack motivation or have insufficient

motivation, their learning is affected (Nolasco, 8), which causes difficulties for teachers(Araiso, 8216). One reason is the recognition of the English language as a key to a higher socio-economic status and better career opportunities, which is why students and parents value it more than Filipino. The lack of integration of meaningful and engaging content in education in the Filipino language further weakens students' motivation. This kind of mismatch leads students to feel that studying Filipino is a pointless task(Ushioda, 661-682).

Currently, the role of motivation in language learning is crucial, especially for students, as it provides direction on how to learn (Ancheta and Perez, 6-76). In a conducted study, students with intrinsic motivation can achieve higher levels of learning(Yangiboyeva, 30-37). The motivation to learn a language is a complex concept that can be influenced by various factors, such as personality, cultural background, social environment, and personal experiences. It is important for language teachers to recognize the significance of motivation in language learning and to incorporate motivational strategies into their teaching practices. This can lead to more effective and efficient language learning and a higher level of engagement and ownership in the learning process for students (Lalapat, 142-152).

In a study conducted, attention is given to the relationship between reading habits and motivation in language learning. It has been discovered that students commonly use audio-visual tools and reading materials while learning vocabulary (Alan, 200-204). This study also reinforces the idea that it can provide beneficial reading behaviors for each student and vocabulary learning in the context of ESL (English as a Second Language), as well as the integration of student motivation for reading into the curriculum(Gunobgunob-Mirasol, 64-70).

The role of motivational disposition in the pragmatic production of students in their second language. Furthermore, it provides insight into the interaction of motivation in second language acquisition and the learning of pragmatics (Yang andXinxin, 10770). While there is a wide range of literature on motivation in language learning among older students, where limited knowledge about motivation in language learning can be expanded and enriched (Zhang, Jinquan, andHennebry, 102817).

Reading literary works written for young people should be an integral part of education(Ministry of Education and Research, 2019). This indicates that reading can influence language learning, which is also part of the curriculum. The characteristics of language learning levels are defined as: the student expresses themselves using clear and varied language, skills, and coherence, as well as language appropriate to the situation, purpose, and audience in various written and spoken texts (Ministry of Education and Research, 2019).

The results of the study by Luo, Ganakumaran, and O'steen (63-67) provide support for the possibility of using anxiety to enhance motivation in the context of language learning. On the other hand, in the profiles of motivation, differences were observed in the use of strategies, frequency, and proficiency in English (Han, 21582440211008423).

According to the study by Ghelichli, Seyyedrezaei, Barani, and Mazandarani (43-57), the results showed a significant relationship between language learning motivation and each dimension of student engagement, with the highest correlation being cognitive engagement. Furthermore, the analysis of multiple regression indicates that cognitive engagement is the only predictor of motivation in language learning. The learning of language and student engagement are positively and significantly interconnected. The study also showed that

motivation in learning is related to the issues in language learning and student participation(Arcipe and Balones, 1-21).

In a study conducted, attention is given to the variables related to motivation in language learning. A study revealed that the use of the Contextual Teaching and Learning approach is effective in improving students' reading comprehension and motivation to learn (Haerazi and Irawan, 139-146). In relation to this, a study by Prayti and Vikasari (61-76) found that the use of Extending Concept through Language Activities (ECOLA) is effective in enhancing students' reading comprehension and increasing their interest in learning.

This study is anchored in Vygotsky's Social Development Theory, as cited from Saul's article (2024), which states that a child's cognitive development and learning abilities can be guided and supplemented through social interaction. Moreover, language as an essential tool for communication, culture, and behavior is understood through language. It was also emphasized the critical role that language plays in the development of mental activities. In this regard, Garner's Motivation Theory states that motivation has three elements: effort (the effort to learn a language), desire (the wish to achieve a goal), and positive outcome (enjoyment in language learning activities). It was also emphasized in the Schema Theory by Bernales et al. (2008) that the prior knowledge of the reader plays an important role in reading; this became the foundational belief. Every new knowledge gained from reading is added to the existing schema according to this theory.

As a proposition, it indicates the importance of student participation and motivation by discussing how digital tools and resources can be more engaging and relevant to the needs and interests of students. It also examines the possible challenges related to the use of digital tools and resources and provides examples of studies that have shown their positive impact. Overall, the text contains integrations of digital components that can enhance the quality and effectiveness of language learning (Kayumov, 531-535).

In this regard, having high study skills will also increase motivation for learning. The study mentioned (Franca and Napil, 40-59) indicates a high level of study skills, writing strategies, reading habits, and motivation to learn among the participants. This means that it is often only seen in their studies and their level is still not sufficient.

In the diagram, the relationship between reading behavior, study skills, student participation, and motivation in language learning can be seen.

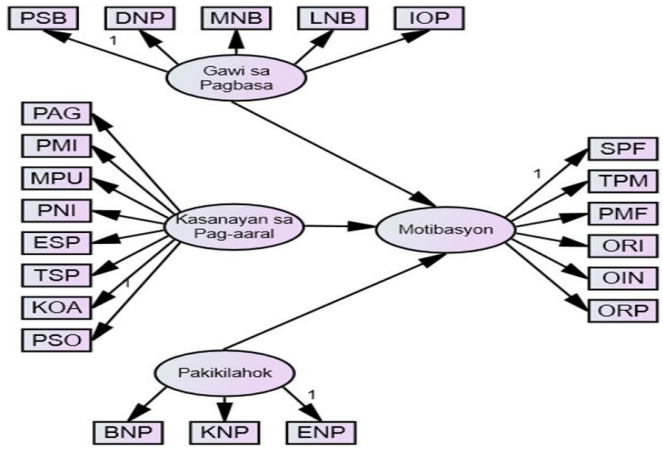

Figure 1. Conceptual Model Showing the Direct Relationship of Latent Exogenous Variables.

However, this study examined the relationship of the non-free variables: reading habits, study skills, and student engagement in the free variable of motivation for language learning. Reading habits with indicators: reading habits, reading frequency, materials read, purpose of reading, time spent on reading; study skills with indicators: time management, concentration, stud aid, test strategies, information processing, motivation, reading, writing; student engagement with indicators: emotional engagement, cognitive engagement, behavioral engagement; and motivation in language learning with indicators: attitudes towards learning Filipino, motivational intensity, desire to learn Filipino, integrative orientation, instrumental orientation, requirement orientation.

This research aims to investigate the most fit model for students' ability in language learning motivation. The aim of this research is to determine the reading habits of students based on the indicators of: reading attitude, reading frequency, materials read, purpose of reading, and time spent on reading. Identify the level of students' study skills based on time management, concentration, study aids, test strategies, information processing, motivation, reading, and writing. Identify the level of student engagement based on emotional engagement, cognitive engagement, and behavioral engagement. Identify the motivation for language learning based on attitudes towards studying Filipino, intensity of motivation, desire to learn Filipino, integrative orientation, instrumental orientation, and requirement orientation. Identify the significant relationship between reading habits, study skills, student engagement, and motivation in language learning. To understand the combined and singular influence of reading habits, study skills, and student engagement on language learning motivation. Identify the most suitable model for language learning motivation.

Although there have been studies mentioned and to the knowledge of the researcher, there have not been many local studies conducted to determine whether there is indeed a relationship between reading habits, study skills, student engagement, and motivation in language learning among students. Thus, the researchers were encouraged to conduct a study to help raise awareness about the various motivations for language learning among students and to achieve the goal of providing quality and high-level education, as well as to enhance the outcomes of its academic programs. Accordingly, this study aims to address the mentioned gaps.

The motivation to learn a language is important for everyone because without it, language study has no direction. This study is important worldwide as it will serve as a foundation for future research related to motivation in learning the Filipino language or foreign languages. The leadership of region 12 and the teachers greatly contribute to creating programs that develop teachers' skills in teaching to inspire and spark students' interest in learning the Filipino language.

This will greatly help the students. Through this study, students will be helped to better understand themselves, especially in terms of motivation for language learning. The leadership of the Commission on Higher Education of Region 12 should implement methods or training to assist Filipino teachers in motivating students to learn the Filipino language. Through this, students will develop an interest in learning the language. In other researchers related to this type of study, this could serve as a basis for their ongoing research. The results of this study can be used for the development of their research.

2. MATERIAL AND METHODS

2.1. Research Design

This study employed a quantitative causal research method using the appropriate Structural Equation Model as it aims to gather various types of quantitative data regarding reading behavior, study skills, student participation, and motivation in language learning as variables. The qualitative research is an explanation that investigates the causes and effects of relationships. To determine the cause, it is important to observe the differences in the variable assumed to cause changes in other variables, and then measure the changes in the other variables. Like this, the method measures and describes the statistics associated with variables at different levels of scale (Ullman and Bentler 661).

Structural Equation Modelling is one of the more complex methods of data analysis, which defines a structure for the covariance between the observed variables, offering an alternative name of covariance structure modeling, thus providing more meaningful and accurate results. This is an advanced multivariate method to analyze multiple relationships simultaneously between variables (Bryne, 73-84).

The data collection of the researcher.First, the researcher searched for adopted survey questionnaires related to their study. Secondly, this was translated by the researcher and returned to the advisor for correction of the translation. When the advisor returns this, the researcher will arrange it for validation by six experts. The researcher submitted a letter requesting permission to conduct a study at the universities. This letter is submitted to the Vice President for Academic Affairs. The first step taken was the management and collection of the questionnaire - upon approval, the overall results of the validation were also included. Researchers should have instruments approved by experts.

For a broader and more meaningful interpretation and study of the data, the researcher used the mean to describe reading habits, study skills, student engagement, and motivation in language learning. The Standard Deviation is used to measure the dispersion of a frequency distribution. Meanwhile, the Pearson Product Moment Correlation was used to determine the significance of the relationship between reading habits, study skills, student engagement, and motivation in language learning, while multiple regression was employed to identify significant predictors of motivation in language learning.

In addition, the structural equation model is necessary to explore the best fit model. In analyzing the factors, it is necessary to conduct an assessment of the elements in the hidden variables that suggested a cut-off value of 0.50, while Ullman and Bentler (2003) used 0.45 in modeling the culture of construction safety. The essence of the examination according to Savalei and Bentler (2010) is to ensure the removal of characteristics that have low correlations with the characteristics of other latent factors in the final SEM. The value of the cut-off is affected by the sample size, but a range of 0.45 to 0.50 is considered appropriate. In addition, this tool was used to identify the model that best fits the organizational capability(Ullman and Bentler, 73-84).

Goodness of Best Fit Statistics for the Alternative Model through Analysis of Moment Structure (AMOS). To determine the fit model, all the presented key indicators must align with the following principles.

List 1 : Summary of Goodness of Fit Measures of the Five Generated Models

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

1	.000	7.449	.750	.814	.792	.792	.124	.000
2	.000	5.107	.810	.883	.859	.867	.099	.000
3	.000	4.381	.809	.904	.880	.891	.090	.000
4	.000	4.360	.810	.904	.880	.891	.090	.000
5	.107	1.242	.978	.997	.985	.995	.024	.997

Legend: CMIN/DF – *Chi Square/Degrees of Freedom* NFI–*Normed Fit Index*
GFI – Goodness *of Fit Index* TLI–*Tucker-LewisIndex*
RMSEA – *Root Mean Square of Error Approximation*CFI–Comparative*FitIndex*

In conducting this study, appropriate research guidelines are essential to complete the ongoing research. The researcher will adhere to and follow all standards in conducting the study in accordance with the assessment protocol and standardized criteria, especially in the management of population and data, but not limited to that. Complete and properly organize all the necessary attachments for submitting the questionnaire, forms, and also consider the ethics involved in the study regarding the confidentiality of the data, consent, and protection of the participants in the conducted research. Once the submitted papers for approval were returned, the researcher was given a Certificate of Approval with UMERC Protocol No. UMERC-2023-524.

2.2. Research Respondents

The selected respondents for this study are 400 students from various universities in Region XII, out of a total of 656 who are officially enrolled in the Filipino subject for First Year in the College for the Academic Year 2023-2024. They come from the University of Sultan Kudarat, General Santos, and North Cotabato. To determine the number of participants, the researcher used the RAOSOFT Sample Size Calculator which indicated 243, but a total of 400 participants were collected. Out of 400 participants, 100 are from School A, 100 from School B, 100 from School C, and 100 from School D.

This type of number is appropriately used in structural equation modeling, especially since the data is ordinal. (Yuan et. al 107-133). The respondents will be selected through stratified random sampling because the population is heterogeneous. (Parsons 1-11). Since this is a proportional percentage, the number of respondents from the universities where the data was sourced is one hundred from various sections.

Their consent to participate in the conducted study is voluntary. Their participation must be authorized with a consent form signed by their parents. The participants also underwent an orientation to gain awareness of the information that would be requested from them related to the conducted study.

First-year college students studying abroad were not participants in the study. Students who are not taking the Filipino subject and have not experienced motivation in learning the language did not participate in the conducted study. Volunteers who wish to participate but do not have their parents' consent, have not submitted a consent form, or are students who did not attend the orientation will not be allowed to participate in the conducted study. Students will be given the freedom to participate. Refusing to participate will not involve a lack of benefits and penalties. They can withdraw their participation at any time and not

continue without any corresponding penalty. They cannot be stripped of their legal privileges, rights, and benefits simply for not continuing to participate in the conducted study.

2.3. Research Instrument

The instrument used in the reading habits study is from "Reading Habits and Their Influence on Academic Achievement Among Students at Asia Pacific International University" by Shameem Ahmed, which includes indicators such as reading attitude; frequency of reading; reading materials; purpose of reading; and time spent on reading. There are a total of thirty-eight items(38). Meanwhile, the study skills are derived from the Study Skill Checklist developed by the Cook Counseling Center at Virginia Tech, which includes indicators for time management, concentration, study aids, test strategies, information processing, motivation, selecting main ideas, and writing. There are a total of sixty-four items (64).

Furthermore, the student engagement comes from UHCL Counseling Services SSCB Suite 3103 (103) with indicators of emotional engagement, cognitive involvement, and behavioral engagement. It has a total of nine items (9). Meanwhile, the motivation for language learning among students comes from Wang, Yan. "A Survey of the Foreign Language Learning Motivation among Polytechnic Students in China." Journal of Language Teaching & Research, 1.5 with indicators of attitudes towards learning Filipino, motivational intensity, desire to learn Filipino, integrative orientation, instrumental orientation, and requirement orientation. There are a total of twenty-nine items (29).

The four questionnaires used a 5-Point Likert Scale, with the highest description rated at 4:20-5:00, meaning that thisreading habits, study skills, student engagement, and motivation in language learning is always demonstrated. A high description with a duration of 3:40-4:19, where reading habits, study skills, student engagement, and motivation in language learning are often demonstrated.

It is just about average, with a score of 2:60-3:39, which means that occasionally, the reading habits, study skills, student engagement, and motivation for language learning are demonstrated. This indicates a ratio of 1:80-2:59, which is interpreted as rarely demonstrating reading habits, study skills, student engagement, and motivation in language learning. And the last is the lowest score of 1:00-1:79, which is interpreted as never demonstrating reading habits, study skills, student engagement, and motivation in language learning.

The questions were revised to include only those related to the study. The first draft was presented to the research advisor for comments and suggestions. To be valid, it was endorsed by six expert validators. Afterwards, the pilot testing was conducted using Cronbach Alpha and was reviewed by a statistician to ensure the validity of the items. Likert-type scales were also used to calculate and present the Cronbach's alpha coefficient for the internal consistency reliability of any scale or subscale used.

In the analysis of the data, summated scales or subscales were used instead of individual items. The reading habits has a Cronbach's alpha of .933, study skills of .950, student engagement of .788, and motivation for language learning among students of .938, which indicates that they are all excellent. Additionally, the mean score obtained from the six validators is 4.41, which means that the questions are very good and valid.

3. RESULTS AND DISCUSSION

3.1. Reading Habits of Students

Table 1 shows the reading habits levels of first-year college students in universities in region 12, measured according to reading attitude, reading frequency, materials read, purposes of reading, and time spend on reading, with an overall mean score of 3.68 and a standard deviation of 0.53, indicating a high descriptive level, which means that reading attitude is often observed among students.

Table 1. Levels of Reading Habits

Indicators	SD	Mean	Descriptive Label
Reading Attitude	0.65	4.06	High
Reading Frequency	0.73	3.47	High
Materials Read	0.68	3.38	Moderate
Purpose of Reading	0.61	4.33	Very High
Time Spend on Reading	0.88	3.19	Moderate
Total	**0.53**	**3.68**	**High**

The highest reading practice is the indicator of the purpose of reading, with a mean score of 4.33 and a standard deviation of 0.61. This means that this reading activity is always observed in students. This also helps in gathering new knowledge and expanding the imagination of each student. Meanwhile, the materials read indicated and the time spend on reading have a moderate descriptive level with mean scores of 3.38 and 3.19, and standard deviations of 0.68 and 0.88. This means that this activity of reading is sometimes observed in students.

In the study by Franca and Napil (40-59), it is greatly beneficial for students to know the purpose of their reading, such as creating new ideas, discovering different perspectives, shaping their identity, improving their studies, and expanding their imagination. In relation to this, in the study by Pham (15-44), it was indicated that students' reading behavior and comprehension are interconnected. It has been proven that reading comprehension is successful when students' reading habits are developed, thus it is important to maintain this.

Furthermore, the highest level of description is the goal of reading, which aids in the acquisition of new knowledge and the expression of feelings in each student. This is supported by the study of Theriault (15-22), which shows the importance of students' reading goals as part of their learning. In relation to this, a study by Tegmark (100-118) revealed a significant potential among readers to engage in regular reading activities through careful and critical comprehension.

In this study, the time spent on reading is at a moderate descriptive level to enhance this indicator, supported by the research of Locher, Franziska, and Maximilian (57-77), which indicates that the time spent on reading and comprehension should increase as people age. The students' ability to comprehend what they read in the post-test significantly increased from the pretest. The results show that the students' reading skills have improved due to the allocation of sufficient time for reading (Huda, Hafizh Nurul, and Siti DrivokaSulistyaningrum, 102-113).

3.2.Study Skills of the Students

Table 2 shows the level of study skills of college students in the universities of Region XII, measured according to time management, concentration, study aids, test strategies, information processing, motivation, selection main ideas, and writing, with an overall mean score of 3.93 and a standard deviation of 0.54. This means that the skill of studying is often observed in students.

Table 2. Levels of Study Skills

Indicators	SD	Mean	Descriptive Label
Time Management	0.68	3.89	High
Concentration	0.61	3.93	High
Study Aids	0.64	3.92	High
Testing Strategies	0.60	3.97	High
Information Processing	0.62	3.96	High
Motivation	0.67	3.83	High
Selection of Main Ideas	0.62	4.01	High
Writing	0.62	3.89	High
Total	**0.54**	**3.93**	**High**

The overall result of this table has a high descriptive level, indicating that the students agreed on the items related to their study skills across all indicators: time management, concentration, study aids, test strategies, information processing, motivation, selection of main ideas, and writing, with mean scores of 3.89, 3.93, 3.92, 3.97, 3.96, 3.83, 4.01, and 3.89, and standard deviations of 0.68, 0.61, 0.64, 0.60, 0.62, and 0.67. This simply means that students often demonstrate their studying skills.

The high level of practice in terms of skill development is supported in the study by Stevens (365-379), providing initial support for the use of appropriate teaching methods to cultivate students' reasoning about the main ideas in the content and the structures that have not yet been taught. According to the study by Allred and Cena (27-35), it shows that students value the freedom to choose texts, which leads to an increase in their confidence and appreciation for reading. In addition, dedicating time in class for reading and discussing in literature circles has helped students have a more positive reading experience than others.

In this study, motivation has a low mean score of 3.83 with a descriptive level of high. When motivation and study skills are improved, the GPA they can achieve is higher (Dayupay et al., 2246-2264). In the study by Ritonga and Ramadhani (10-17), they discussed ways to enhance the quality of motivation in the learning of respondents: (1) learning materials should still be provided before assigning homework, (2) learning through face-to-face visuals, (3) the assignment of homework provided methods for work, (4) choose materials using language that is easy to understand.

3.3. Student Engagement

Table 3 presents the level of participation of first-year college students in the Universities of Region 12, measured according to emotional engagement, cognitive engagement, and behavioral engagement, with an overall mean score of 4.11 and a corresponding standard deviation of 0.60. This means that participation is often seen among students.

Table 3. Levels of Student Engagement

Indicators	SD	Mean	Descriptive Label
Emotional Engagement	0.86	3.89	High
Cognitive Engagement	0.67	4.27	Very High
Behavioral Engagement	0.67	4.31	Very High
Total	**0.60**	**4.11**	**High**

The study revealed that student participation is highest in terms of cognitive and behavioral engagement, with mean scores of 4.27 and 4.31, both having a standard deviation of 0.67. This means that participation is always seen among students. Meanwhile, it is only high in emotional engagement with a mean score of 3.75 and a standard deviation of 0.86. This means that participation is often seen among students.

For Tani, Mario, Mohamed Hani Gheith, and Ornella Papaluca(91-20), they support the importance of analyzing and strengthening the reasons for participation (facilitators) while alleviating the reasons for non-participation (barriers) to enhance student involvement in academic activities. Whereas Perry (12) realized the importance of improving student participation through modern teaching methods with the help of teachers to create a genuine learning experience.

This study presents a framework that promotes the integration of emotional engagement and online learning. This conceptual paper emphasizes the analysis of teachers' roles in the emotional engagement of students and highlights the importance of emotional engagement of students in higher education (Prayogo et al., 2023). The integration of emotional, cognitive, and behavioral strategies in online teaching can enhance student engagement and learning experiences in the virtual classroom (Pentaraki and Burkholder, 1-21).

3.4. Motivation in Language Learning of Students

The study presents the level of motivation in language learning among first-year college students taking Filipino in universities in region 12, measured according to the attitudes towardslearning Filipino, motivation intensity, desire to learn Filipino, integrative orientation, instrumental orientation, and requirement orientation, based on an overall mean score of 4.13 with a standard deviation of 0.64. This means that motivation to learn the Filipino language is often seen among students.

Table 4. Levels of Motivation in Language Learning

Indicators	SD	Mean	Descriptive Label
Attitudes towards Learning Filipino	0.76	4.12	High
Motivation intensity	0.70	3.95	High
Desire to Learn Filipino	0.74	4.12	High
Integrative Orientation	0.76	4.23	Very High
Instrumental Orientation	0.79	4.05	High
Requirement Orientation	0.79	4.34	Very High
Total	**0.64**	**4.13**	**High**

The study also revealed that the highest integrative orientation and requirement orientation of the students were based on a total mean score of 4.23 and 4.34, with a standard deviation of 76 and 0.79. This means that students always show motivation learning the Filipino language. Meanwhile, their attitudes towards learning Filipino, intensity of motivation, desire to learn Filipino, and instrumental orientation have mean scores of 4.12, 3.95, 4.12, and 4.05, with standard deviations of 0.76, 0.70, 0.74, and 0.79. This means that motivation to learn the Filipino language is often seen among students.

The indicators that received the highest mean were need orientation and integrative orientation. The results of the study are related to the research of Vakilifard, Khaleghizadeh, and Golpour(417-443) that integrative and extrinsic motivation, in that order, are the most important forms of motivation among the participants. The study of Franca and Napil (40-59) also proved that there is a high level of motivation among senior high school students in learning the Filipino language, but it is important for students to use Filipino in their daily lives so that they can become more fluent in communication.

The results of the study showed that every aspect of the psychosocial learning environment has a significant relationship with the intensity of student engagement. Three out of six aspects, which include work orientation, student participation, and teacher support, significantly influenced the intensity of student motivation(Dhaba, 433-437). The intensity of motivation served as a mediating factor and showed a slightly positive effect on the relationship between integrative orientation, instrumental orientation, and attitudes towards the learning situation in achieving success in the Chinese language(Hutagalung, Fong Peng Chew, and Tan Chor Ter, 937-956).

3.5. Significant Relationship Between Reading Habits and Motivation in Language Learning

Table 5 shows a significant relationship between reading habits and language learning motivation among first-year students in universities in region 12, with a total r-value of .559 and a corresponding probability value of .000, which is much lower than the .05 significance level set in this study. In that case, the hypothesis is rejected and aligns with the alternative hypothesis that there is a significant relationship between reading behavior and the language learning motivation of students. The correlation coefficient r .559 indicates a strong relationship between reading behavior and motivation for language learning in the universities of region 12.

In a more precise explanation, the results show that all reading behavior indices have a significant relationship with language learning motivation, with a p-value lower than .05 and an overall r-value of .606 for reading purpose, .500 for reading behavior, .440 for reading frequency, .341 for reading material, and .282 for allocated reading time. It can be seen in Table 5 that all the indicators for each variable are interconnected. There is a significant relationship between the two variables.

In the study by Chaudhary (79-88), teachers need to focus on teaching students effective reading measures in order to appreciate the importance of second language reading practice. This will help change the negative perception of secondary language training and highlight its importance in achieving their dreams, becoming better readers, attaining high percentages in assessments, and meeting various educational and professional life needs.

Table 5. Significant Relationship Between Reading Behavior and Motivation in Language Learning

Reading Habits	Motivation in Language Learning						
	MPF	TPM	PMF	ORI	OYI	ORP	**Overall**
Reading Attitude	.545**	.462**	.494**	.370**	.319**	.346**	**.500****
	.000	.000	.000	.000	.000	.000	**.000**
Reading Frequency	.406**	.437**	.482**	.361**	.263**	.290**	**.440****
	.000	.000	.000	.000	.000	.000	**.000**
Materials Read	.294**	.339**	.331**	.293**	.251**	.222**	**.341****
	.000	.000	.000	.000	.000	.000	**.000**
Purpose of Reading	.454**	.474**	.538**	.556**	.481**	.557**	**.606****
	.000	.000	.000	.000	.000	.000	**.000**
Time Spend on Reading	.228**	.310**	.280**	.215**	.210**	.187**	**.282****
	.000	.000	.000	.000	.000	.000	**.000**
Total	**.496****	**.528****	**.550****	**.460****	**.392****	**.408****	**.559****
	.000	**.000**	**.000**	**.000**	**.000**	**.000**	**.000**

Legend:

RA-reading attitude
RF-reading frequency
MR-materials read
POR-purpose of reading
TSOR-time spend on reading
TM-time management
CON-concentration
SA-study aid
TS-test strategy
INFP-information processing
MOT-motivation
SMI-selecting main ideas
WRI-writing
EE-emotional engagement
CE-cognitive engagement
BE-behavioral engagement
ATLE-attitude towards learning English
MI-motivational intensity
DLE-desire to learn English
INTO-integrative orientation
INSO-instrumental orientation
RO-requirement orientation

3.6. Significant Relationship Study Skills Habits and Motivation in Language Learning

Table 6 shows the relationship between study skills and language learning motivation among students in universities in region 12, with a total r-value of .675 and a p-value of .000 (significant), which is much lower than the .05 significance level set in this study. In that case, the hypothesis is rejected and aligns with the alternative hypothesis that there is a significant relationship between study skills and motivation in language learning.

In presenting the details of the data on study skills, there is a significant correlation with the language learning of students in the universities of region 12, with an overall p-value below 0.5 and an r-value of .489 in time management, .538 in concentration, .580 in study assistance, .616 in test strategies, .644 in information processing, .490 in motivation, .656 in selecting the main idea, and .606 in writing. As a result, there is a significant relationship between study skills and learning motivation among students in universities in region 12.

Table 6. Significant Relationship Between Study Skills Habits and Motivation in Language Learning

Study Skills Habits	Motivation in Language Learning						
	MPF	TPM	PMF	ORI	OYI	ORP	**Overall**
Time Management	.353**	.469**	.446**	.434**	.377**	.394**	**.489****
	.000	.000	.000	.000	.000	.000	**.000**
Concentration	.431**	.481**	.487**	.467**	.435**	.419**	**.538****
	.000	.000	.000	.000	.000	.000	**.000**
Study Aids	.446**	.534**	.553**	.515**	.426**	.465**	**.580****
	.000	.000	.000	.000	.000	.000	**.000**

Testing Strategies	.503** .000	.539** .000	.579** .000	.524** .000	.478** .000	.491** .000	**.616** .000**
Information Processing	.465** .000	.569** .000	.608** .000	.579** .000	.497** .000	.538** .000	**.644** .000**
Motivation	.344** .000	.443** .000	.422** .000	.424** .000	.434** .000	.408** .000	**.490** .000**
Selection of Main Ideas	.468** .000	.562** .000	.590** .000	.638** .000	.514** .000	.544** .000	**.656** .000**
Writing	.401** .000	.551** .000	.533** .000	.546** .000	.530** .000	.502** .000	**.606** .000**
Total	**.498** .000**	**.608** .000**	**.617** .000**	**.603** .000**	**.541** .000**	**.550** .000**	**.675** .000**

Legend:

RA-reading attitude	*SMI-selecting main ideas*	*RA-reading attitude*	*SMI-selecting main ideas*
RF-reading frequency	*WRI-writing*	*RF-reading frequency*	*WRI-writing*
MR-materials read	*EE-emotional engagement*	*MR-materials read*	*EE-emotional engagement*
POR-purpose of reading	*CE-cognitive engagement*	*POR-purpose of reading*	*CE-cognitive engagement*
TSOR-time spend on reading	*BE-behavioral engagement*	*TSOR-time spend on reading*	*BE-behavioral engagement*
TM-time management	*ATLE-attitude towards learning English*	*TM-time management*	*ATLE-attitude towards learning English*

This result is supported by the findings of the study by Napil et al. (40), which showed a high level of proficiency in learning, writing methods, reading habits, and motivation in studying the Filipino language. Moreover, Nur'azizah, Rizqiyah, Budi Utami, and Budi Hastuti (1842) also proved that there is a positive and significant relationship between students' critical thinking skills, motivation to learn, and academic success. There is a significant relationship between learning styles, methods of language learning, and students' motivation to learn English. The way of learning a language has a greater influence than learning styles (Barruansyah, 49-62).

3.7. Significant Relationship Between Student Participation and Motivation in Language Learning

Table 7 shows a significant relationship between student participation and language learning motivation among students in universities in region 12, with a total r-value of .677 and a p-value of .000 (significant), which is much lower than the .05 significance level set in this study. The overall correlation coefficient was shown to be .728 at a significance level of .05. This means that there is a significant relationship between student participation and motivation in language learning among students in universities in region 12.

Certainly, when the indicators of student participation are related to language learning motivation, it was found that all indicators are correlated, with cognitive participation at .719, behavioral participation at .622, and emotional participation at .489, and a p-value significantly lower than the .05 level of significance set. This indicates that student participation expresses a significant relationship with the motivation for language learning among students.

Table 7. Significant Relationship Between Student Participationand Motivation in Language Learning

Student Participation	Motivation in Language Learning						
	MPF	TPM	PMF	ORI	OYI	ORP	**Overall**
Emotional	.466**	.496**	.475**	.370**	.349**	.327**	**.489****
Participation	.000	.000	.000	.000	.000	.000	**.000**
Cognitive	.538**	.615**	.634**	.659**	.566**	.626**	**.719****
Participation	.000	.000	.000	.000	.000	.000	**.000**
Behavioral	.531**	.537**	.555**	.530**	.441**	.549**	**.622****
Participation	.000	.000	.000	.000	.000	.000	**.000**
Total	**.617****	**.662****	**.665****	**.615****	**.539****	**.590****	**.728****
	.000	**.000**	**.000**	**.000**	**.000**	**.000**	**.000**

Legend:

RA-reading attitude	*SMI-selecting main ideas*	*RA-reading attitude*
RF-reading frequency	*WRI-writing*	*RF-reading frequency*
MR-materials read	*EE-emotional engagement*	*MR-materials read*
POR-purpose of reading	*CE-cognitive engagement*	*POR-purpose of reading*
TSOR-time spend on reading	*BE-behavioral engagement*	*TSOR-time spend on reading*
TM-time management	*ATLE-attitude towards learning English*	*TM-time management*
CON-concentration	*MI-motivational intensity*	*CON-concentration*
SA-study aid	*DLE-desire to learn English*	*SA-study aid*

The important relationship between student participation and motivation in language learning has shown a positive significant correlation between self-regulated language learning and three dimensions of student engagement, namely behavioral, cognitive, and agentic (Wang, Jianhua, Xi Zhang, and Lawrence Jun Zhang, 950652). Related to the study by Ghelichli, Yahya, Seyyed Hassan Seyyedrezaei, and Zari Sadat Seyyedrezaei (1-19) on the main reasons for student participation and motivation in language learning, the main reasons include the teacher's behavior, the teacher's personality, and the students' behavior for student participation, as well as the teacher, self, and parents for motivation in language learning. The results are expected to be beneficial for language teachers, language learners, and material developers. In the study by Ghelichli, Yahya, Seyyed Hassan Seyyedrezaei, Ghasem Barani, and Omid Mazandarani (43-57), it was indicated that cognitive engagement is the primary predictor of motivation in language learning.

3.8. Significant Influence of Reading Habits, Study Skills, and Student Engagement on Language Learning Motivation

Table 8 shows the significant influence of reading habits, study skills, and student participation on the language learning motivation of first-year college students in universities in region 12, with an F-value of 189.228 and a corresponding p-value of 0.000, which is much lower than the .05 significance level set in this study. It can be observed from the data that the adjusted R2 is .577, which means that 57.7% of the variation in students' motivation for language learning is explained by the regression. The difference of 42.3% may be related to other factors not included in the current study.

Table 8. Significant Influence of Reading Habits, Study Skills, and Student Engagement on Language Learning Motivation

Motivation in Language Learning				
Exogenous Variables	*B*	B	*T*	*Sig.*
Constant	.423		2.603	.010

Reading Habit		.163	.137	3.108	.002
Skills in Learning		.247	.209	3.753	.000
Participation of Students		.521	.494	10.128	.000
R	.760				
R^2	.577				
∆R	.574				
F	189.228				
P	.000				

***Legend*:**

RH- Reading Habits
SK- Study Skills
SE- Student Engagement

The presentation shows that the standard coefficient of student engagement is high, with a beta of .494. This indicates that the greatest influence on the language learning motivation of students in the universities of region 12 is compared to reading skills at .209 and reading habits at .137, in that order.

The results showed that the students have reading and learning skills (Abid, Nisar, Alghamdi, and Kumar, 1020269) found a positive relationship between reading skills, learning, and academic success in English. However, the results are helpful, while reading and study skills have only a moderate impact on academic success. Related to the results of the study by Lasisi and Abdulmajeed (5), it showed a significant effect of training on learning skills and interventions across different abilities in the reading skills of students. The interventions have a positive effect on students' participation and reading activities, demonstrating the potential of appropriate educational strategies to enhance academic behaviors.

3.9 Generated Structural Models

This section presents the relationship of the variables in the study. Five generated models were tested for the most suitable language learning model for first-year college students. The models were evaluated based on the provided fit indices and served as the basis for accepting or rejecting the model.

The generated Structural Model 1, which can be found in Appendix F on page 70, shows the direct relationship between endogenous and exogenous variables. In Appendix F, Table 9, the results show that student participation is a strong representation of their factors with the highest beta values of (.685), followed by reading behavior (beta = .274) and study skills (beta = .188). Table 10 shows the exogenous variables, reading habits, study skills, and student participation, and unexpectedly, the motivation for language learning among students with a P-value of >0.05. In addition, Table 9 shows that the goodness of fit results indicate that the model fit values do not fall within the range of the standards indicated by CMIN/DF < 2, GFI, CFI, NFI, TLI < 0.95, and RMSEA > 0.05 with P-Close < 0.05. It simply means that the model is not suitable for the data.

The generated Structural Model 2, found in Appendix F on page 71, expresses the differences between the exogenous variable of study skills and student participation, as well

as the causal association between exogenous and endogenous variables. As seen in Table 9, the data shows that student participation is strongly reflected by their primary factors, with the highest beta values (1.004), student reading habits (beta = .516), and study skills (beta = -.290NS). Meanwhile, Table 9 shows that the exogenous variable does not significantly affect the language learning motivation of students, with a P-value of > 0.05. GFI, CFI, NFI, TLI >0.95 with RMSEA <0.05 and P-Close >0.05. This means that the model demonstrates something very difficult.

The generated Structural Model 3 found in Appendix F, page 72, represents a change from earlier models, illustrating the relationship between students' study skills and reading behaviors, as well as the correlational relationships between reading habits and student participation in language learning motivation. As shown in Table 9, it demonstrates that student participation strongly reflects the factors, with the highest beta values (1.042) followed by reading behavior (beta = .342). The data also showed that the exogenous variable does not significantly affect the language learning motivation of students, with a P-Value of >0.05. The results of the goodness of fit also showed that the values were not within the range of the criteria of the indices, as indicated by CMIN/DF<2, GFI, CFI, NFI, TLI <0.95, and RMSEA<0.05 with P-Close >0.05.

Generated in Structural Model 4 found in Appendix F page -73, this is another change in the model from the earlier models that shows the lack of relationship among the three endogenous variables. However, the exogenous variables, reading habits, study skills, and student participation have a strong correlation with the endogenous variable, motivation for language learning. As shown in Table 9, it indicates that student participation is strongly influenced by their factors, with the highest beta value (1.048), followed by study skills (beta = .622) and reading habits (beta = .362). Aside from this, Table 9 shows that the exogenous variables do not significantly affect the motivation to participate of students, with a P-Value of >0.05. The results of the goodness of fit also showed that the values were not within the range of the criteria of the indices, as indicated by CMIN/DF<2, GFI, CFI, NFI, TLI <0.95, and RMSEA<0.05 with a P-Close >0.05. This means that the model did not meet the required standards.

3.10. The Most Suitable Model for Language Learning Motivation

The figure 2 explains the standard estimates of the five Developed Models. Model 5 illustrates the interrelationships among latent exogenous variables, reading behaviors, study skills, and student participation, as well as their direct causal relationship with the latent endogenous variable, which is the language learning motivations of students in universities in region 12. As seen in model 5, the most suitable model for reading behavior, study skills, and student participation consists of exogenous variables that have a direct relationship with student participation motivation. The model also demonstrated the connection of these three exogenous variables. The study skills have a direct relationship with the reading habits and participation of students. Furthermore, reading behavior is also directly related to student participation.

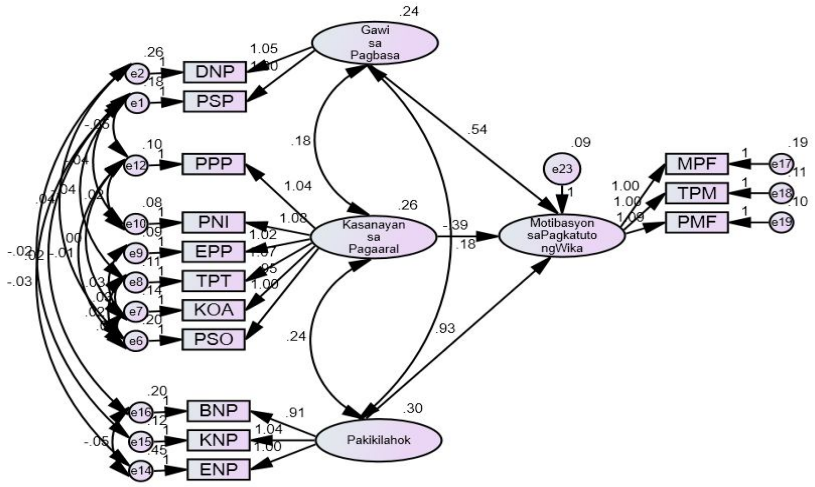

Figure 2. Best Fit Model on Language Learning Motivation of College Students

In addition, as shown in Figure 2, two out of five indicators of reading behavior, specifically reading habits and reading frequency, remained significant indicators of language learning motivation among first-year college students in universities in region 12. While study skills are five out of eight indicators, particularly information processing, test strategies, study aids, concentration, and time management, it was found that they affect students' motivation in language learning. On the other hand, the participation of students has maintained all three of its indicators, namely: behavioral engagement, cognitive engagement, and emotional engagement, which have a significant influence on the motivation for language learning among students. Based on the results, it can be inferred that the motivation for language learning among first-year college students in universities in region 12 is best grounded in reading habits measured in terms of reading behavior and frequency; study skills particularly information processing, test strategies, study aids, concentration, and time management; and student engagement, specifically behavioral engagement, cognitive engagement, and emotional participation.

In addition, the Generated Structural Model 5 shows the direct causal relationship of the exogenous variable to the endogenous variable. The endogenous variable of motivation in language learning among students was measured through attitudes towards studying Filipino, intensity of motivation, desire to learn Filipino, integrative orientation, and need orientation. However, the model only showed three out of its six indicators that remained stable as motivation for students' language learning, including attitudes towards studying Filipino, the intensity of motivation, and the desire to learn Filipino. The material indicators being read, the purpose of reading, and the allocated time for reading practices, motivation, selection of the main idea, and writing in study skills and integrative orientation, instrumental orientation, and needs orientation in the motivation for language learning of students have been recorded because their beta and P-values did not meet the desired outcomes.

This section presents an analysis of the relationships between reading behavior, study skills, and student participation in the motivation for learning the Filipino language among students. Five alternative models were tested to achieve the best-fitting model of organizational communication satisfaction.

Table 9.Goodness of Fit Measures of Structural Best Fit Model

INDEX	CRITERION	MODEL FIT VALUE
P-value	> 0.05	.107
CMIN/DF	0 < value < 2	1.242
GFI	> 0.95	.978
CFI	> 0.95	.997
NFI	> 0.95	.985
TLI	> 0.95	.995
RMSEA	< 0.05	.024
P-Close	> 0.05	.997

Legend:

CMIN/DF	**-**	Chi-Square/Degrees of Freedom
GFI	**-**	Goodness of Fit Index
CFI	-	Comparative Fit Index
NFI	-	Norm Fit Index
TLI	**-**	Tucker-Lewis Index
RMSEA	**-**	Root Means Square of Error Approximation
P-close	**-**	P of Close Fit

The analysis of Model 5 as shown using goodness of fit indices: Chi-Square divided by degrees of freedom (MIN/DF) is 1.242; the Normed Fit Index (NFI) is .985; the Tucker-Lewis Index (TLI) is .995; the Comparative Fit Index (CFI) is .997; the Goodness of Fit Index (GFI) is .978; the Root Mean Square Error of Approximation (RMSEA) is .024; and the P Close Fit (Pclose) is .997. The goodness of fit results for model 5 are highly acceptable because all the indices met the established standards against the obtained fit values of the model. These indices meet the requirements of goodness of fit measures. In addition, this is an indication that the development of model 5 is a very good fit model.

In identifying the most suitable model, all included indices must be within acceptable ranges. The value of chi-square/degrees of freedom should be less than 5 with a corresponding p-value greater than 0.05. The root mean square error approximation value should be less than 0.05, and its corresponding P close value should be greater than 0.05. Other indices such as the normed fit index, Tucker-Lewis index, comparative fit index, and goodness of fit index should be higher than 0.95.

4. CONCLUSION AND RECOMMENDATIONS

The use of the structural model approach strengthened this study as the analysis was aligned with the sequential process of the specific model. The results showed that reading habits, study skills, student participation, and motivation for language learning are at a high level, indicating that the respondents in their first year at universities in region 12 agree with and frequently demonstrate the specified items in this variable.

There is a significant relationship between reading behavior variables, reading habits, and student participation in the motivation for language learning among students. Therefore, the null hypothesis was not accepted. Among the five examined models, model 5 has the most consistent index and indicates that the data is the most suitable. In other words, this was recognized as the most suitable model. The goodness of fit result for model 5 is highly

acceptable because all the indices met the established standards against the obtained values of the most suitable model.

Thus, the study aligns with Vygotsky's Social Development Theory, as quoted from Saul's article (2024), which states that a child's cognitive development and learning abilities can be guided and supplemented through social interaction. Furthermore, language as an essential tool for communication, culture, and behavior is understood through language. It was also emphasized the critical role that language plays in the development of mental activities. This was proven by the results of the study that a high level of reading behavior, study skills, and student participation has a significant influence on the motivation to learn the Filipino language in the first year of college at universities in region 12.

Based on the results of the study, the researcher suggests the following recommendations. For reading practices, to achieve the highest level of motivation, it is essential to create an environment that fosters interest and enjoyment in reading. The use of meaningful materials such as age-appropriate books that align with their interests helps encourage them to read more often. In addition, the implementation of educational programs and interventions, such as "Every Child Reads," can provide the proper support and training needed to improve their reading skills and comprehension.

The use of collaborative learning strategies that encourage active participation and cooperation is important. The formation of groups based on skill levels helps to accelerate their learning and prevent knowledge gaps. Modern technologies and materials that align with their interests should also be included to make the learning process more engaging. Through the continuous support of teachers and parents, their motivation and learning skills can be improved.

In the student’s engagement, it is important to create a positive classroom environment that encourages active involvement. The use of interactive activities, such as discussions, games, and projects, can help maintain the interest and attention of every student. It is also important to value opinions and ideas so that they feel their contributions are significant. By consistently providing feedback and recognizing their efforts, students will be more motivated to engage and give their best selves.

We will also achieve the highest level of students' ability in language learning motivation by providing meaningful activities based on each student's interests and experiences. The support and guidance from teachers and parents provide inspiration and motivate one to strive harder. Through active participation and collaborative learning, the learning process will become more vibrant and effective.

Finally, conducting a study related to the motivation of students in learning the Filipino language to identify the most influential predictor in this area and serve as a basis for future research.

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