

Students' Reading Motivation in Relation to Their Reading Comprehension Skills

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Abstract— Students' motivation to read texts can become a factor that improves their comprehension skills. This study examines students' reading motivation in relation to their reading comprehension skills. The descriptive-correlational research design was employed in this study. It was conducted in one of the institutions in Misamis Occidental offering Junior High School. The respondents are the 129 Grade 9 & 10 Junior High School students who were chosen through simple random sampling. The researcher-made Reading Motivation Questionnaire and Reading Comprehension test were used to gather the data. Mean, Standard Deviation, and Pearson Product Moment Correlation Coefficient were the statistical tools used in the study. Results revealed that the student's motivation level in terms of personal desires was very high. They were also highly motivated in terms of personal preference, getting a reward, and avoiding punishment. On the other hand, the students' reading comprehension was very satisfactory in terms of literal and application levels and satisfactory in inferential and critical levels. The level of motivation in terms of personal desires was highly correlated with students' reading comprehension skills in terms of critical level. Moreover, personal desires and avoiding punishment significantly correlated with the inferential reading comprehension level. Hence, students' motivation level can directly influence their comprehension skills development.

Keywords— Application, Critical, Extrinsic Motivation, Inferential, Intrinsic Motivation, Literal, Reading Comprehension Skills, and Reading Motivations.

I. INTRODUCTION

Reading is a fundamental language skill that requires the brain to comprehend and interpret written symbols. Once mastered, reading becomes a crucial tool for analyzing, interpreting, and understanding information. (Kusdemir & Bulut, 2018). Reading is a complex activity involving word recognition, comprehension, fluency, and motivation. It can help anyone better understand a text and improve overall reading comprehension (Tusmagambet, 2020).

On the other hand, motivation is the core of human beings' aspirations and achievements. Thus, motivation is crucial to succeeding in educational matters, and without a fighting spirit, nothing is possible in education and real life. The learning process is an endless lifelong process. To continuously achieve high motivation is crucial. Motivation is the force that encourages students to face all tough and challenging circumstances. Motivation is a huge scope to cater to (Gopalan et al., 2017).

According to Schunk and DiBenedetto (2020), motivation refers to processes that instigate and sustain goal-directed activities. Motivational processes are personal/internal influences that lead to outcomes such as choice, effort, persistence, achievement, and

environmental regulation. Motivation is one of the important factors which impact greatly on language learning. Reading motivation is one of the most important factors that receive a special focus in foreign language teaching. (Ahmadi, 2017).

Reading motivation is an important factor that can predict reading performance (Kanonire, 2020). Children's motivation to read strongly predicts their reading comprehension (Troyer et al., 2019). Reading motivation is an important factor that supports students to read more, and it has a significant relationship with reading and understanding texts.

Accordingly, many researchers have been aware of the importance of motivation in target language learning and how motivation improves comprehension among language learners. Reading may contribute to the acquisition of reading literacy and may foster integral human development (Kröner et al., 2021).

Successful reading comprehension demands complex cognitive skills and motivation to make meaning from text. Research on reading motivation and engagement can inform policy to improve reading achievement (Barber & Klauda, 2020).

In psychology, the two main types of motivation are intrinsic and extrinsic (Li, 2021). Accordingly, intrinsic motivation is defined as a person's desires and needs. To understand intrinsic motivation, we must first understand what it means for something to be intrinsic. The word "intrinsic" means that something is inherent by nature. It is sometimes called "inner," which refers to something from within (Li, 2021). Learners, for example, would study more if they were given to choose their courses of action and had a personal interest in what they were learning about. Furthermore, having the freedom to choose one's path improves learning abilities and intrinsic motivation; psychologists explain that at the start of their development, children are very active, curious, playful, and always motivated for a long time in a variety of situations without any reward because they are allowed to do the actions they want to do over and over. Intrinsic motivation positively impacts human development more than other elements because it elaborates inner interests, abilities, adaptations, and indicators critical to social and cognitive development.

Intrinsic motivation is defined as behavior motivated by internal rewards. Put another way, an individual's motivation to engage in a particular behavior comes from within since it is intrinsically rewarding. If someone is reading because they are interested in psychology and want to learn more about motivation, they are acting on intrinsic motivation. "When we behave without visible external incentives, this is known as intrinsic motivation." "We simply enjoy the activity or see it as an opportunity to learn, explore, and actualize our potential." "Intrinsic motivation refers to the cause of why we perform certain activities for inherent pleasure or satisfaction.

On the other hand, extrinsic motivation involves engaging in an activity to receive external rewards or avoid punishment. Extrinsic motivation refers to doing something not because you enjoy it but because you want to earn extrinsic rewards or avoid punishment. This type of motivation is the exact opposite of intrinsic motivation. Using extrinsic motivation to drive human behavior is pervasive in daily life. If you read this article because you need the information to prepare for an exam or write a paper, you are extrinsically motivated (Li, 2021).

Intrinsic motivation is most often operationalized in the literature as the motivation to approach a task out of sheer interest in the activity and excitement about the challenges ahead. However, extrinsic motivation is the

motivation to do something for some external goal, some incentive outside of the task itself, such as an impending evaluation or the promise of a reward (Hennessey, 2019).

Students can be intrinsically or extrinsically motivated in reading text. Reading comprehension is one of the skills that must be very important at a high educational level. It is one of the skills that must be improved and applied to children, whether in school or the home environment, because it is the basis for success in this life and the next. Its goal is to understand the meaning of the text rather than attempting to extract meaning from single words or sentences. It is the mental representation of a text's meaning when paired with the readers' prior knowledge (St. Asriati, 2018).

Ozdemir and Akyol (2019) state that reading comprehension is important in lifelong learning. It is an interactive process between the reader and the text. Students need reading comprehension skills at all educational levels and for all school subjects. Reading comprehension is one of the most complex cognitive activities humans engage in. An early and sustained focus on developing background knowledge, vocabulary, inference, and comprehension monitoring skills across development will be necessary to improve comprehension (Elleman & Oslund, 2019).

Reading comprehension is not a skill someone learns and can apply in different reading contexts. It is one of the most complex activities that readers engage in regularly, and the ability to comprehend depends on a wide range of knowledge and skills. Despite a common view about comprehension, several lines of inquiry have recognized the true complexity of reading comprehension for some time. One individual may have multiple levels of comprehension ability depending upon what they are reading and why they are reading it. Reading comprehension is background knowledge; it provides a framework for organizing incoming information and guides the reader as a text is read. Not only does knowledge improve comprehension, but comprehension allows the reader to build new knowledge (Catts, 2022).

According to Alessa (2019), reading comprehension is reading text easily and efficiently for meaning. There are levels of reading comprehension that can be taught to children. Literal comprehension occurs at the surface level when a reader/viewer acknowledges what they can see and hear. The details are stated and clear for anyone

to identify. Literal comprehension is often called 'on the page' or 'right there' comprehension. It is the simplest form of comprehension.

Inferential comprehension requires the reader/viewer to draw on their prior knowledge of a topic and identify relevant text clues (words, images, sounds) to make an inference. Inferential comprehension is often called 'between the lines' or 'think and search' comprehension. Inferential comprehension is necessary to connect ideas in a text meaningfully (Clinton et al., 2020).

Critical comprehension requires readers to judge what they are reading based on evaluating several text-grounded factors, such as the quality of the writing, the determination that it is a fact, not an opinion, the objectivity of the author, and whether the text is believable. It means reacting critically to what is being read. It establishes a relationship between the reading content material and personal values, attitudes, and standards (Din, 2020).

Application comprehension concerns itself with why the author says what he or she says. This high level of comprehension requires the reader to use some external criteria from his/her own experience to evaluate the quality, values of the writing, the author's reasoning, simplifications, and generalizations.

To conclude, literal, inferential, critical, and applied comprehension is what makes a skilled, strong reader. This skill must be learned and developed. It does not just happen. With that thought in mind, it has also been shown that strong readers make good writers. Sustained exposure to the English language does allow for an expanded vocabulary and knowledge of correct grammar usage. When this is combined with literal, inferential, critical, and applied comprehension, it enables writers to express themselves better.

In this study, the author meticulously delineates the concepts of reading motivation and reading comprehension. By elucidating the distinct types of reading motivation, the paper aims to bolster reading comprehension skills among students. The research delves into pivotal aspects of augmenting reading comprehension through motivation, probing deeply into the intricacies of this relationship. The study meticulously analyzes students' levels of reading motivation, aiming to discern its impact on their reading comprehension abilities. Furthermore, the research seeks to ascertain whether motivated students exhibit

accelerated progress in comparison to their less motivated counterparts.

Theoretical Framework

This study is anchored on the following model and theory: Bandura's Social Cognitive Theory (1986) and the Expectancy-Value Theory of Vroom (1964).

Social cognitive theory is a learning theory developed by the renowned Stanford psychology professor Albert Bandura. The theory provides a framework for understanding how people actively shape and are shaped by their environment. In particular, the theory details the processes of observational learning and modeling and the influence of [self-efficacy](#) on the production of behavior ([Vinney, 2019](#)).

Motivation is a term that describes the processes that lead to and sustain goal-directed behavior. Personal/internal influences that lead to outcomes such as choice, effort, persistence, achievement, and environmental regulation are known as motivational processes.

Motivation has been a significant aspect of social cognition theory, from the early modeling research to the contemporary conceptualization of agency. Goals and self-evaluations of progress, self-efficacy, social comparisons, values, result expectations, attributions, and self-regulation are all-important internal motivational processes. Diversity and culture, methodology, and long-term impacts of interventions are among the difficulties the theory faces. Additional recommendations for future research on settings, conceptual clarity, and technology are included at the end of the essay (Schunk et al., 2020).

The theory could also be applied towards motivation in reading as a child not only imitates a model's behavior but when the consequences of their performances are rewarding, the child is likely to continue performing the behavior or if the consequences were punishing hence, the child will stop doing it, or the child will find ways to avoid it.

The reinforcement can be external or internal and positive or negative, but the important factor is that it will usually change a person's behavior. A child will behave in a way that it believes will benefit them or avoid discipline. Students are more likely to be motivated to read if the classroom provides a fun and encouraging environment, especially regarding reading instruction and materials.

Expectancy value theory suggests that if students value active learning, believe they can successfully participate in active learning, and perceive a low cost to doing active learning, they will make a choice to engage deeply in active learning activities (Cooper et al., 2017). In terms of their expectancies, values, and out-of-school reading habits, expectancy-value theory looked at how motivational variables predicted changes in reading behavior and achievement across the transition (Menard et al., 2018). Motivation is affected by several factors, including reinforcement for behavior, but especially also students' goals, interests, and sense of self-efficacy and self-determination. The factors combine to create two general sources of motivation: students' expectations of success and the value that students place on a goal. Viewing motivation in this way is often called the expectancy-value model of motivation (Wigfield & Eccles, 2002; Wigfield et al., 2004).

According to expectancy-value theory, how much a student value the task could have an impact on their motivation to complete it, and furthermore, it could impact their success when they do the task. Hence, this theory could be applied to this study as it is to learn about students' motivations in relation to their reading comprehension. In order for a student to be more engaged in reading, there must be set expectancies for them to value. If they are studying in a classroom in which they do not expect success, or if they find it not interesting, they are less likely to perform well. Thus, to ensure students' expectations for success, there must be rewards, incentives, or consequences set in the classroom.

The two theories mentioned relating to the study upbringing the effectiveness of motivation with regards to the enhancement of reading comprehension.

Conceptual Framework

Reading motivation refers to an individual's personal goals, values, and beliefs regarding the topic, processes, and outcome of the reading (Guthrie & Wigfield, 2000). It aids performance and understanding of one's reading comprehension while also serving as a useful tool for improving students' reading comprehension. Personal preference, personal desire, getting a reward, and avoiding punishment are the different kinds of students' reading motivations. Intrinsic motivation is made up of two elements: personal preference and personal desire. It is a personal viewpoint, quality, or something that belongs to and is associated with a single person rather than a group of people. Extrinsic

motivation is defined as receiving a reward or avoiding punishment. It is a person's external action and behavior.

Reading comprehension approaches assist in improving text comprehension, increasing detail memory, increasing concentration, increasing personal involvement, promoting critical thinking, and encouraging active reading. Teachers ask students about broad facts, specific details, primary ideas, inferences, sequences, convergent concepts, and divergent topics to measure different levels of knowledge. Literal, inferential, critical, and application are the four levels of reading comprehension. Literal deals with the stated facts in the text, such as data, specifics, dates, traits, and settings. Inferential is concerned with building facts in the text: predictions, sequence, and settings. Critical focus on the judgment of text based on fact or opinion, validity, appropriateness, comparison, cause, and effect. Lastly, the application looks to respond to a text based on the author's language, values, imagery, style, and purpose.

Objectives of the Study

This study determined the level of students' reading motivation and reading comprehension skills at Misamis University, Ozamiz City, during the school year 2021-2022. The specific objectives were to:

1. Determine the level of students' reading motivation in terms of personal preference, personal desires, getting a reward, and avoiding punishments.
2. Determine the level of students' reading comprehension skills in terms of literal, inferential, critical, and application; and
3. Explore the significant relationship between the students' reading motivation and their reading comprehension skills.

II. METHODOLOGY

2.1 Research Design

The descriptive-correlational research design was employed in this study. According to Nora (2021), a descriptive correlational study is a study in which the researcher is primarily interested in describing relationships among variables without seeking to establish a causal connection.

This design was used to determine students' motivation for reading. This was also used in determining the relationship of their reading motivation to their reading comprehension skills.

2.2 Research Setting

This study was conducted at Misamis University, specifically in the JHS Department located in H.T. Feliciano Street Aguada, Ozamiz City, Mindanao, Philippines. It was founded in 1929 under its former name Misamis Institute. Later in 1955, it was renamed Misamis Colleges, and in 1977, it became a university. The Junior High School Department aims to become a leading secondary school in the region that produces graduates who are academically prepared for college and who can be gainfully employed. With its present location, Misamis University has become an urban and modern university sharing in the development, growth, and success of the region and continues to strengthen its reputation as a provider of exceptional education.

2.3 Research Respondents

The respondents of the study were 129 students from the Grade 9 & 10 Junior High School students of Misamis

Response		Continuum		Interpretation
5 – Always (A)	-	4.20-5.00	-	Very High (VH)
4 – Often (O)	-	3.40-4.19	-	High (H)
3 – Sometimes (S)	-	2.60-3.39	-	Moderately High (MH)
2 – Rarely (R)	-	1.80-2.59	-	Low (L)
1 – Never (N)	-	1.00-1.79	-	Very Low (VL)

Reading Comprehension Test. This researcher-made test was drawn out based on the researchers’ readings and reviews of four short paragraphs entitled My Friend Liz, Good Deed, A Period Without Teacher, and Our School Library that were taken from the Grade 9 English book (A Journey through English 9).

University who were chosen through simple random sampling. The selection of the respondents was based on the following criteria: (1) Junior High School students who are enrolled in the SY 2021-2022; (2) students who are taking English subjects; and (3) students who gave their full consent as respondents of the study.

2.4 Research Instruments

The following instruments were used in this study:

Reading Motivation Questionnaire (Appendix A). This 5-point Likert scale instrument was used to determine the students’ motivation for reading. The instrument contains 20 indicators with four constructs, namely: personal preference, personal desires, gaining a reward, and avoiding punishment.

In interpreting the level of reading motivation, the following scale was used:

The questionnaire contains 40 items. It was divided accordingly into ten items, each from the following four levels of comprehension: literal, inferential, critical, and application. The reading comprehension skills of the students were interpreted using the following scale

Continuum

9-10	-	Outstanding
8	-	Very Satisfactory
7	-	Satisfactory
6	-	Fairly Satisfactory
0-5	-	Did not meet the expectation

2.5 Data Collection

Data collection began after the Dean of the College of Education, Misamis University, gave his approval and permission to conduct the study. Once the permit was obtained, the researchers prepared a consent letter for the participants. Respondents were informed of the study’s importance. Since the face-to-face handling of questionnaires is not allowed due to pandemic restrictions, the researcher then created a soft copy survey in Google form format containing the questions

and sent it to all the respondents using Microsoft Teams 365 and Messenger as the main online platform. Finally, the data gathered were tallied through Excel and computed digitally. The results were presented in tabular forms for analysis and subsequent interpretation of data.

2.6 Ethical Considerations

Before the conduct of the study, approval from proper authorities was first secured (from the advisers of the subject and the Dean of the College of Education). The

purposes of the research were clearly explained to the respondents, and the researcher uploaded an informed consent form to all respondents who agreed to be part of this research. The informed consent forms with reflected respondents' signatures were sent back to the researcher to represent the respondents' voluntary participation.

All participants can withdraw from, or leave, the study at any point without feeling an obligation to continue. The researcher makes certain that there are no negative consequences or repercussions to their refusal to participate. After all, they're taking the time to help them in the research process, so the researcher respects their decisions without trying to change their minds. The researcher also ensured that no respondents were subjected to harm in any manner. Respect for the dignity of all respondents was the prime priority of this research.

The protection of the data privacy of the respondents was emphasized. There was no information on the respondents in this study that could be used to identify them. All data is presented in generalized formats to prevent data privacy violations. Any type of communication was done with honesty and sincerity, and any kind of misleading information, as well as the biased depiction of primary data results, was avoided.

The study was conducted during the outbreak of the COVID-19 pandemic. To prevent the spread of the deadly virus and conform to the mandated health protocol guidance issued by the Inter-Agency Task Force on Emerging Infectious Diseases (IATF-EID or simply the IATF), no part of the study involved face-to-face conversation with the respondents. All communication and distribution of the questionnaires were done on online social media platforms.

2.7 Data Analysis

The study used the following statistical tools in analyzing the data gathered.

Mean and standard deviation. These were used in determining the student's motivation for reading.

Frequency and Percentage were used to determine the level of students' reading comprehension.

Pearson Product – Moment Correlation Coefficient. This was used in determining the relationship between the students' reading motivation, in their reading comprehension.

III. RESULTS AND DISCUSSION

Students' Reading Motivation

Data in Table 1 revealed that, in general, the students' reading motivation was high ($M = 4.08$; $SD = 0.63$). The students had a high level of motivation when they were reading according to their personal desires, personal preferences, avoiding punishment, and gaining a reward. According to the result, students were very highly motivated to read, as evidenced by the highest rating on personal desires ($M = 4.30$; $SD = 0.65$). This means that the students are highly motivated when they are reading to expand their knowledge, improve their communication skills, develop their vocabulary, and acquire a full picture of the things they haven't seen.

In addition, results also showed that their motivation is high when they are reading according to their personal preference ($M = 4.08$; $SD = 0.54$), when avoiding punishment ($M = 3.88$; $SD = 0.70$), and when gaining a reward ($M = 3.94$; $SD = 0.63$). They are highly motivated when what they are reading matches the things they like, thus, their preference. In terms of reading to avoid punishment, they are motivated to read to avoid consequences such as getting low remarks and low performance in class. Furthermore, students also are motivated to read when it is beneficial for them and when they gain a reward, such as reading, to gain new skills and improve their grades.

Motivation and the learning process have a deep connection. Motivation is the core of human beings aspirations and achievements. Thus, motivation is crucial to succeed in educational matters (Gopalan et al., 2017). Without learners' motivation, there is no pulse and no life in the class. When learners learn to incorporate direct approaches to generate motivation in their learning, they will become happier and more successful learners (Takaloo & Ahmadi, 2017).

A major component of reading in subject areas is the motivation to engage with the text in different and specific ways (Neugebauer & Gilmour, 2020). People's motivation to pursue a particular goal depends on situational incentives and personal preferences, as well as interactions between these two factors (Jutta & Heinz, 2018). Intrinsic reading motivation seems to be essential for the development of reading achievement (Miyamoto, 2017). Student motivation is a necessary catalyst for reading achievement; therefore, educators need to determine how to motivate reluctant readers, including students reading below grade level (Gilson et al., 2018).

Students' motivation in reading is crucial because it allows them to change their behavior toward reading. As we are constantly responding to the changes in our environment that sometimes hinder or lower the students' appetite to read, we need motivation as a factor to boost their engagement in reading materials and instructions. Letting them read according to their personal desire and preference is found as a helpful tool in motivation as to perform them is a reward in itself. Setting consequences can also motivate them as they

will try to avoid punishments. Praise, rewards, or incentives also have a positive effect on student reading motivation, especially when the rewards are relevant to the learning goals and the praise is specific and sincere. These, however, should be reserved especially for reading activities that are not interesting. Through these methods, students will be more passionate about reading as they try to read not by being forced but by being motivated.

Table 1. Students' Reading Motivation (n = 129)

Constructs	M	SD	Remarks
Personal Preference	4.08	0.54	High
Personal Desires	4.30	0.65	Very High
Getting a Reward	3.94	0.63	High
Avoiding Punishments	3.88	0.70	High
Overall Preference	4.08	0.63	High

Note: Reading Motivation Scale 4.20-5.0 (Very High); 3.40-4.19 (High); 2.60-3.39 (Moderately High); 1.80-2.59 (Low); 1.0-1.79 (Very Low)

Students' Reading Comprehension Skills

Table 2 showed that two of the four reading comprehension skills, namely, literal (M=8.68; SD=1.96) and application (M=8.27; SD=2.39), received a very satisfactory remark. This indicates that the students were able to answer the questions by having a basic understanding of a text, including facts and information that are directly stated, and students were able to reflect and apply their understanding to real-life situations.

However, inferential (M=7.64; SD=2.35) and critical (M=7.10; SD=2.23) received satisfactory remarks implying that the students were able to combine their literal understanding of the text with their own knowledge and intuitions to make inferences. Also, the students were able to move beyond the text to consider what they think and believe in relation to the message in the text and critically analyze its content.

Reading comprehension is one of the most complex cognitive activities in which humans engage, making it difficult to teach, measure, and research (Elleman & Oslund, 2019). Adequate reading comprehension skills are essential for educational success and adult well-being (Lervåg, 2017). Reading comprehension has an important place in lifelong learning. It is an interactive process between the reader and the text. Students need reading comprehension skills at all educational levels and for all school subjects (Özdemir et al., 2019). Comprehension skills are important to help students

reach deeper meaning in the text. There is surface-level comprehension, which is important, but going into deeper meaning is the ultimate goal (McDonnell, 2022).

One of the goals of education is to develop learners with strong reading and comprehension skills (Jomocan & Legaspi, 2020). Numerous things in our day-to-day lives depend on comprehension. Whether they be road signs, sounds, spoken words, and written texts, so much depend on our ability to understand and interpret the things around us (Basmo, 2022). In the reading process, visible symbols must be perceived and interpreted in the brain. All of these depend on reading comprehension skills. Thus, the evaluation of reading comprehension is one of the subjects to which great importance is attached (Bulut, 2018). Reading comprehension demonstrates your ability to understand, interpret, analyze, and infer written information. Your overall communication skills, critical thinking skills, attention to detail, your decision-making ability, and even your ability to concentrate can all be assumed from your ability to understand what you read (Goddies, 2021).

Although many students can read, the act of reading and the act of comprehending or understanding what you read are two different things. When students have strong reading comprehension skills, they are able to apply their reading in meaningful ways. Based on the result, respondents were able to understand and comprehend well on their reading. The students have a basic understanding of the story. They are being able to pull

out the literal answers that are right there in the text. They were also able to make inferences, taking the information from the text and using their background knowledge to come to the answer. Students critically connect the meaning of one sentence to the meaning of another and use their opinions and judgment to answer the questions. In addition, they were able to make connections based on their own life and reflect on their understanding, and formulate ideas to apply to real-life

situations. In agreement with Kampen (2020), Reading Comprehension doesn't just happen all at once — it's a lifelong process that students build on as they grow. Thus, every student deserves the chance to build reading comprehension skills, and teachers must reinforce students with continual learning and encouragement. As students build reading comprehension skills, they'll have an opportunity to find joy and meaning in their reading.

Table 2. Reading Comprehension Skills (n=129)

Constructs	M	SD	Remarks
Literal	8.68	1.96	Very Satisfactory
Inferential	7.64	2.35	Satisfactory
Critical	7.10	2.23	Satisfactory
Application	8.27	2.39	Very Satisfactory

Skills Scale: 9-10 (Outstanding); 8-8.9 (Very Satisfactory); 7-7.9 (Satisfactory); 6-6.9 (Fairly Satisfactory); 5 and below (Did not Meet Expectation)

Relationship between the Students' Reading Motivation and their Reading Comprehension Skills

Data in Table 3 showed that the students' reading motivation in terms of personal desires has a weak relationship (r-value = 0.26) in relation to their reading comprehension at the critical level; nevertheless, it is still found to be highly significant (p-value = 0.00). This indicates that when a student is motivated to read according to their personal desires, it helps them in developing their reading comprehension skill at the critical level.

Results also showed that students' reading motivation in accordance with their personal desire has a very weak relationship (r value=0.19) to their reading comprehension skill at the inferential level; however, it is found to be significant (p value=0.03). In addition, students' reading motivation in accordance with avoiding punishment has a very weak relationship (r value=0.18) to their reading comprehension skill at the inferential level, yet it is found to be significant (p value=0.05). These show that when the students are motivated to read according to their personal desire and in avoiding punishment, it is beneficial to the development of their reading comprehension skills at the inferential level.

Furthermore, the remaining constructs of the students' reading motivation are found to have a very weak (Very Weak=0.01-0.19) relationship and are not significant (Not Significant=p>0.05) to the student's reading comprehension skills. This implies that although the overall preference of the students' reading motivation is

high (M=4.08; S=0.63), it doesn't affect nor is found to be significant to the student's reading comprehension skills even though their reading comprehension skills were found to be both satisfactory (Satisfactory=7-7.9) and very satisfactory (Very Satisfactory=8-8.9).

This contradicts the findings of Toyer et al. (2019) that children's motivation to read is a strong predictor of their reading comprehension, and Indrayani (2021) that motivation in reading can affect the worst reading comprehension. Nevertheless, motivation in reading is still essential if we want to help our students develop and build their habit and appetite to read. It is very important for engaging learners in reading activities.

Table 3. Relationship between the Students' Reading Motivation and their Reading Comprehension Skills (n=129)

Constructs	r value	Relationship Strength	p-value	Remarks
Personal Preference				
Literal	0.06	Very Weak	0.50	Not Significant
Inferential	0.05	Very Weak	0.55	Not Significant
Critical	0.07	Very Weak	0.45	Not Significant
Application	0.08	Very Weak	0.36	Not Significant
Personal Desires				
Literal	0.15	Very Weak	0.08	Not Significant
Inferential	0.19	Very Weak	0.03	Significant
Critical	0.26	Weak	0.00	Highly Significant
Application	0.15	Very Weak	0.08	Not Significant
Getting a Reward				
Literal	0.05	Very Weak	0.58	Not Significant
Inferential	0.12	Very Weak	0.19	Not Significant
Critical	0.00	No Relationship	0.96	Not Significant
Application	0.06	Very Weak	0.50	Not Significant

Getting a Reward				
Literal	0.05	Very Weak	0.58	Not Significant
Inferential	0.12	Very Weak	0.19	Not Significant
Critical	0.00	No Relationship	0.96	Not Significant
Application	0.06	Very Weak	0.50	Not Significant
Avoiding Punishments				
Literal	0.04	Very Weak	0.62	Not Significant
Inferential	0.18	Very Weak	0.05	Not Significant
Critical	0.01	Very Weak	0.89	Not Significant
Application	0.10	Very Weak	0.25	Not Significant

Note: Relationship Strength Scale: 1.00 (Perfect); 0.80-0.99 (Very Strong); 0.60-0.79 (Strong); 0.40-0.59 (Average); 0.20-0.39 (Weak); 0.01-0.19 (Very Weak); 0.00 (No Relationship)

Probability Value Scale: ** $p < 0.01$ (Highly Significant); * $p < 0.05$ (Significant); $p > 0.05$ (Not significant)

Chapter 4

IV. SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Students' reading motivation in relation to their reading comprehension skills. This study is conducted to examine students' reading motivation that improves their reading comprehension skills and to see if they progressed faster than those who were less motivated. This study is anchored on Bandura's social cognitive theory (1986) and the Expectancy-Value Theory of Vroom (1964). The objectives of the study are to; (1) determine the level of students' reading motivation in terms of personal preference, personal desires, getting a reward, and avoiding punishments, (2) determine the level of students' reading comprehension skills in terms of literal, inferential, critical, and application; and (3) explore the significant relationship between the students' reading motivation and their reading comprehension skills. The descriptive-correlational research design was employed in this study. This was conducted at Misamis University, specifically in the Junior High School Department, and the 129 students from the Grades 9 & 10 were the respondents who were chosen through simple random sampling. A Reading Motivation Questionnaire on a 5-point Likert scale was used to determine the students' motivation in reading. The instrument contains 20 indicators with four constructs: personal preference, personal desires, gaining a reward, and avoiding punishment. Furthermore, Researcher-made tests were used to determine the student's level of reading comprehension skills.

Findings

This study yielded the following salient findings:

1. Students had a very high level of reading motivation in terms of personal desires, a high level of personal

preference, getting a reward, and avoiding punishments.

2. Students had very satisfactory comprehension skills in terms of literal and application; satisfactory in inferential and critical.
3. There was a highly significant relationship between the students' reading motivation in terms of personal desires and their reading comprehension skills in terms of critical level. Moreover, both the students' reading motivation in terms of personal desires and avoiding punishments was significant in relation to the student's reading comprehension skill in terms of inferential level. The remaining constructs are found to be not significant.

Conclusions

Based on the findings, the following conclusions were drawn:

1. Students had a positive attitude toward reading.
2. Students showed good comprehension skills when they read.
3. Students' reading motivation is not an indicator of their reading comprehension.

Recommendations

The following are the recommendations:

1. This study is broad, and thus, the researchers recommend focusing on one reading comprehension skill at a time in relation to the students' reading motivations.
2. Since the students are motivated differently, teachers may pay attention to the varied student interests and needs.
3. Teachers can reinforce students with continual learning and encouragement to make reading easier, beneficial, and more enjoyable.
4. Parents may provide opportunities for their children at home to become motivated to read, which may significantly improve their child's reading comprehension proficiency.
5. The school can provide a classroom environment that promotes reading instructions with fun and encouragement.

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