

# Pupils' Reading Motivation and Reading Literacy Level

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## Abstract

Pupils can read better if they are motivated. This study aimed to determine the reading motivation of pupils in terms of challenges, curiosity, enjoyment, and recognition; to find the respondents' level of reading literacy; and to determine the significant relationship between pupils' reading motivation and reading literacy. The study was conducted in Lagonglong Central School in the Division of Misamis Oriental. A total of three hundred fifty-seven (357) pupils participated in this study through purposive universal sampling. An adapted and modified questionnaire was distributed to the respondents to gather the needed data on reading motivation while documentary analysis was utilized for the reading literacy of the learners. The study utilized descriptive correlational research design with the following statistical treatments used for the analysis and interpretation of data: Mean, Standard Deviation, Frequency, Percentage and Pearson Product Moment Correlation Coefficient. Results showed that pupils' reading motivation on challenges, curiosity, enjoyment, and recognition were at a high level while their level of reading literacy is at Independent level. Moreover, pupils' reading motivation was significantly correlated with reading literacy. It is recommended that teachers, parents, and stakeholders must help one another in implementing reading programs and activities for the pupils so that they will continue to improve their reading motivation and literacy levels.

Keywords: Reading Motivation, Challenges, Enjoyment, Reading Literacy, Pupils

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## 1. Introduction

Teachers have a very important role to play in helping their learners get the most out of reading and become good readers. They need to introduce to them extensive reading and provide them essential guidance as they read comprehensively. While teaching reading comprehension, teachers must always keep in mind that the goal is to let the students understand what the author meant.

Moreover, teachers must help learners do well in their subject and pass the required examination. At the same time, they can increase their learners' competency in English and help them become fluent readers in English by engaging them in extensive reading. Thus, teachers must be able to identify the level of their learners' comprehension skills so that they can plan for effective strategies or programs that will eventually enhance their learners' critical thinking skills.

The reading level of children in public schools is found to be weak to withstand the challenges in the 21<sup>st</sup> Century and it is shown in the low ratings in the National Achievement Test (NAT). This may be traced what noted that 10 to 15% of the general school population had have trouble in reading. Reading experiences strongly influence a pupil's learning competency (Paz, 2018).

With this, DepEd initiated Every Child a Reader Program which aims to make every Filipino child a reader and a writer at his/her grade level. Part of its design is the introduction of the Philippine-Informal Reading Inventory (Phil-IRI). The Phil-IRI Assessment tool is aimed to be used as a classroom-based assessment tool to measure and describe pupils' reading performance. Information gathered from the assessment can help classroom teachers design and provide appropriate reading instruction for their learners.

This diagnostic approach is to describe how children read embraces inclusionary principles that emphasizes the need for education that is learner-oriented, responsive, and culturally sensitive. At the school level, the information from Phil-IRI assessment will help school heads plan for appropriate school reading programs or activities to improve pupils learning outcomes. The Phil-IRI data shall also serve as one of the bases in planning, designing/redesigning the reading instruction of the teachers and the schools reading program or activities to improve the overall schools reading performance.

Administrators, teachers, and parents manifest great concern on the observations that pupils today are very weak in reading skills, and the pupils cannot convey their thoughts and feelings effectively. The performance of reading is to acquire information and knowledge that affects his scholastic activities. The researcher would like to determine if there is a significant relationship between the pupils' reading motivation and learners' reading level using the Phil-IRI Result of Grades IV - VI learners in Lagonglong Central School, Lagonglong District, Division of Misamis Oriental for the School Year 2022-2023.

This study was anchored on Department of Education Order No. 14, series 2018 Policy Guidelines on the Administration of the Revised Philippine Informal Reading Inventory. The Philippine Informal Reading Inventory (Phil-IRI) is an initiative of the Bureau of Elementary Education-Department of Education. It is anchored on the flagship program of the Department "Every Child a Reader Program" the goal of which is to enable every Filipino child to communicate both in English and Filipino through effective reading instruction. Phil-IRI assesses the reading proficiency level including word recognition, comprehension and reading speed of elementary school pupils. Each Phil-IRI assessment tools focuses on evaluation of pupils' reading ability.

This study also cited Davis (2018), reading motivation as an important factor in reading achievement and has the capacity to impact its growth. Reading motivation scales must be chosen carefully by educators, researchers, and evaluators for both study and classroom use. The objectives of this review were to identify a set of reading motivation student self-report scales used in research, to examine the development and psychometric properties of each reading motivation scale, and to compare scales based on availability, reliability, age range, and motivation constructs measured.

## 2. Methodology

The study employed a descriptive correlational research designs in which the researcher is primarily interested in describing relationships among variables, without seeking to establish a causal connection. Descriptive correlational design is used in research studies that aim to provide static pictures of situations as well as establish the relationship between different variables (McBurney & White, 2022). This will be used in this study which is the most appropriate one because it deals basically with the gathering of information needed for evaluating and analyzing the reading performance of the respondents. Since this study is concern with determining the factors that are significantly related with the reading abilities of the respondents and describing, interpreting the relationship that exists between the independent and dependent variables, it is then appropriate and fitting that a descriptive method will be employed.

After collecting and recording the data that were gathered, the researcher employed the following statistical treatment in the analysis and interpretation of the study. Descriptive Statistics such as mean, and standard deviation and frequency and percentage were used to describe the variables in the study. Pearson Product Moment Correlation Coefficient analysis was utilized to determine the significant relationship of pupils' reading motivation and literacy level.

### 3. Results and Discussions

**Problem 1.** What is the level of Reading Motivation of Pupils in terms of:

- 1.1 Challenges;
- 1.2 Curiosity;
- 1.3 Enjoyment; and
- 1.4 Recognition?

**Table 1**

Reading Motivation of Pupils as to Challenges

Indicators	Mean	SD	Description	Interpretation
1. I like hard, challenging books.	2.64	1.00	Most of the time	High
2. If the project is interesting, I can read difficult material.	2.84	0.95	Most of the time	High
3 I like it when the questions in books make me think.	3.11	0.91	Most of the Time	High
4. I usually learn difficult things by reading.	3.05	1.01	Most of the Time	High
5. If a book is interesting, I don't care how hard it is to read.	2.91	0.99	Most of the Time	High
<b>Overall Mean</b>	<b>2.91</b>	<b>0.97</b>	<b>Most of the Time</b>	<b>High</b>
<b>Note:</b> 3.26 – 4.00 Very High      2.51 – 3.21 High      1.76 – 2.50 Low      1.00 – 1.75 Very Low				

Table 1 presents pupils' reading motivation as to challenges. It registered an overall Mean of 2.91 with SD=0.97 and interpreted as High Level. Moreover, all indicators were rated at High level. This means that pupils' motivation despite challenges in reading still at high level. This goes to show that the pupils are willing and aware of the importance of learning how to read at a young age. Thus, parents and teachers should come together to assist and support the reading development of the learners. There is no academic subject that is more crucial for students to learn than reading. The doorway to all other knowledge is through reading. Children's access to every subject they meet in school is obstructed if they do not develop effective reading skills. Major advances in understanding how children learn to read and the reasons why so many of them fail have been made during the past five years. The many students who would ordinarily struggle to grasp this key skill have been taught how to read using the new ideas that have been converted into instructional methods (Adams et al., 2018). Thus, it is imminent that reading skills should be developed so that pupils can also enjoy reading articles or stories that are challenging but fun can help them develop their reading skills and motivation to a much higher level.

In the same table, indicator, I like it when the questions in books make me think, with the mean score of 3.11 and with SD of 0.91 which is described as Most of the Time and interpreted as High. This means that the pupils love to solve challenges or problems that tickle their mind. This goes to show that the pupils are trying to develop their critical thinking skills which is very crucial on the pupils' development not just for reading but in all aspects of learning and development. Yang et al. (2018) claimed that pupils that engaged in challenging activities in reading oftentimes develop high self-confidence and critical mindset especially if they were able to solve the challenge or misery. The researchers further suggested that teachers and parents play vital role in this part of reading development.

Meanwhile, indicator 1, the lowest rated indicator is I like hard, challenging books, with the mean score of 2.64 and SD of 1.00 with the interpretation of High Level. This implies that the pupils have high level of reading motivation even in reading challenging and hard books. This means that the pupils would love to experience reading hard and difficult reading materials even if it will challenge their reading capacity and well as their understanding. This kind of attitude or outlook must be kept alive and burning so that pupils' admiration for learning new things is maintained. Sometimes the grade that a child received for finishing a

challenging book is the main perk. In high school or college, students who are given a challenging book have three options: read the book, complete the assignments, or fail the class. But even when school is ended, they should still encounter challenging books. These books could include technical information useful for a career or pastime. Other times, a dense and challenging book's pages will conceal a wonderful revelation. Students can develop empathy for those who are different from them. They can sharpen memory and enhance brain function. Students will discover that reading challenging novels develops vocabulary and general understanding (Wang et al., 2020).

**Table 2**

Reading Motivation of Pupils as to Curiosity

Indicators	Mean	SD	Description	Interpretation
1. If the teacher discusses something interesting. I might read more about it.	3.06	0.93	Most of the Time	High
2. If I am reading about an interesting topic, I sometimes lose track of time.	2.62	0.89	Most of the Time	High
3. I read to learn new information about topics that interest me.	3.00	0.93	Most of the Time	High
4. I read about my hobbies to learn more about them.	3.03	1.01	Most of the Time	High
5. I like to read about new things.	3.21	0.97	Most of the Time	High
<b>Overall Mean</b>	<b>2.98</b>	<b>0.95</b>	<b>Most of the Time</b>	<b>High</b>
<b>Note:</b> 3.26 – 4.00 Very High      2.51 – 3.21 High      1.76 – 2.50 Low      1.00 – 1.75 Very Low				

Table 2, shows pupils' reading motivation in terms of Curiosity. It registered an overall mean of 2.98 with SD of 0.95 and interpreted as High Level. Moreover, all the indicators were also rated with high level. This means that the pupils' reading level in terms of curiosity is at high level. Being curious to learn new things is ideal for pupils that are still developing their reading skills and even study habits.

The primary years of the pupils' learning development will help them in their pursuit of higher learning. Thus, it must be enriched with happy, inspiring and fruitful activities and learning wherein they become excited as to what to learn more in the coming grade levels. Action is greatly influenced by curiosity. For most people, reading is difficult. The human brain is not wired for reading or writing; it is wired to speak. The development of reading and writing skills requires practice. In fact, studies show that 23% of adults claim they haven't finished reading a book in the preceding year. Oppong (2022) claimed that a person's inherent eagerness to learn new things can make reading much more enjoyable. Someone who is intellectually curious is considerably more interested in learning new things. A person is not under any pressure to complete anything when they follow their hobbies, and learning without pressure is a superior approach to acquire and retain knowledge for life.

In the same table, indicator 5, the highest rated indicator is I like to read about new things, with the mean score of 3.21 with SD of 0.97 and interpreted as High Level. This implies that the pupils like to read various reading materials that is something new to them. Thus, teachers may provide various reading materials in their classroom as well as the parents should also provide reading materials at home wherein the pupils can do reading activities or practices that will continue to enhance their reading capacity. The best way to improve reading ability is constant practice. Therefore, reading activities should not only be done at home or in school but wherever the pupil has free time instead of just viewing or scrolling their social media.

Meanwhile, the lowest rated indicator is If I am reading about an interesting topic, I sometimes lose track of time, with the mean score of 2.62 with SD of 0.89 and interpreted as high level. This means that when the pupils are reading something they are into it. Which means that they are trying to convey or imagine the real scenario or situation of what they are reading making them lose track of their time while reading. Reading allows individuals to think and imagine the situation. It exercises the mind to think critically not like watching videos or movies wherein all details and scenarios are spoon feed to the watchers. Thus, reading is truly an

inspiring and mentally healthy activity for the brain.

**Table 3**

Reading Motivation of Pupils as to Enjoyment

Indicators	Mean	SD	Description	Interpretation
1. I read stories about fantasy and make believe.	2.75	1.09	Most of the Time	High
2. I make pictures in my mind when I read.	2.89	0.98	Most of the Time	High
3. I feel like I make friends with people in good books.	2.97	0.98	Most of the Time	High
4. I read a lot of adventure stories.	3.00	1.04	Most of the Time	High
5. I enjoy a long, involved story or fiction book.	2.79	1.02	Most of the Time	High
<b>Overall Mean</b>	<b>2.88</b>	<b>1.02</b>	<b>Most of the Time</b>	<b>High</b>
Note: 3.26 – 4.00 Very High      2.51 – 3.21 High      1.76 – 2.50 Low      1.00 – 1.75 Very Low				

Table 3 reveals the pupils' reading motivation in terms of enjoyment. It registered an overall mean of 2.88 with SD of 1.02 and interpreted as High Level. Moreover, all the indicators are rated high level. This means that the pupils have high enjoyment when it comes to reading. This further means that the pupils understand what they are reading making them feel happy, motivated, and enjoying while doing the activity. Teachers must always check the importance and excitement that a reading material can provide to the learners. In this way, they can always feel excited to do reading and curious on what new things will they learn as they go along. Teachers should also help the pupils realized the practical applications of the things that they are reading to let them feel connected and part of the story.

In the same table, indicator 4, the highest rated indicator is I read a lot of adventure stories, with the mean score of 3.00 and SD of 1.04 and interpreted as high level. This means that the pupils love to read reading materials wherein its contents are about adventure stories. Adventure stories usually takes the pupils' imagination to a new level as they will be keeping hook on reading as they are eager to know what will happen next. Teachers or parents should also let the pupils discover other genre of reading materials for them to realized that there are more things to learn and discover through reading. This will allow them to think of the nice things that they will learn and discover if they continue to read. Wang et al. (2020) claimed that reading can gauge pupils to learn new things and it means new knowledge. Thus, reading should be fully developed so that pupils can utilized their reading skills and motivation to explore and learn more.

Meanwhile, indicator 1, the lowest rated indicator is I read stories about fantasy and make believe, with the mean score of 2.75 and SD of 1.09 with the interpretation of high level. This means that the pupils also have high enjoyment of reading articles or books that have the theme of fantasy and make believe. Reading materials of this kind usually provide various details on the places, things and events that usually tickles the what ifs of the pupils. Teachers should always guide the learners when to think and dream of things and when to go back to reality. Having great imaginations is great but reality that bites is something that pupils should learn and realized to help them realized and observe on the things that are visible to them. Certain fantasy genres could be too frightful or cognitively demanding for young children to follow. Nonetheless, even young kids are extremely aware of the fantasy elements in fiction. They quickly label them as impossibilities. Also, studies show that children can benefit from imagination, play and fiction. Fantasy-based activities can increase vocabulary and inspire creativity. Some kids might benefit from greater self-regulation abilities as a result. Even better working memory performance and, in certain cases, the ability to come up with original solutions to issues may result from it (Dewar, 2023).

Table 4, presents pupils' reading motivation in terms of recognition. It registered an overall mean of 3.00 with SD of 0.91 and interpreted as High Level. Moreover, majority of the indicators were rated at high level. This means that the pupils' reading motivation is high as they are recognized in their activities and achievements in doing reading. Being recognized is a great feeling. It inspired the pupils to read and learn more. It makes the pupils think that they are doing good things therefore they are inspired to continue and improve their reading skills as they are recognized and given importance. In the classroom, achievement is

frequently discussed, but frequently primarily in terms of praising those students who receive the highest grades. For many pupils, success and recognition might mean many different things. Pupils will be better able to focus on their own success and grow a stronger feeling of wellbeing if clear targets are set and they are supported in growing and persevering. Positive psychology views recognition as involving more than just achieving the highest grades. Students will have a sense of accomplishment when they can witness their own development in learning and mastering a subject or skill. In order to shift the emphasis away from academic achievement, a redefining of success and acknowledgment is necessary for this to happen (Dewar, 2023).

**Table 4**

Reading Motivation of Pupils as to Recognition

Indicators	Mean	SD	Description	Interpretation
1. I like having the teacher say I read well.	3.31	0.94	At All Times	Very High
2. My friends sometimes tell me I am a good reader.	2.76	0.97	Most of the Time	High
3. I like to get compliments for my reading.	2.96	0.94	Most of the Time	High
4. I am happy when someone recognizes my reading.	2.88	1.03	Most of the Time	High
5. My parents often tell me what a good job I am doing in reading	3.11	1.01	Most of the Time	High
<b>Overall Mean</b>	<b>3.00</b>	<b>0.91</b>	<b>Most of the Time</b>	<b>High</b>
<b>Note:</b> 3.26 – 4.00 Very High      2.51 – 3.21 High      1.76 – 2.50 Low      1.00 – 1.75 Very Low				

In the same table, the highest rated indicator is I like having the teacher say I read well, with the mean score of 3.31 with SD of 0.94 and interpreted as very high level. This means that the pupils value the kind on recognition they get or received from their teachers. It validates their efforts and outputs. Receiving positive remarks from their teacher that taught them how to read at school makes the pupils think that they can grasp the lessons and that they can understand what their teachers mean. Thus, teachers should continue in giving praises and inspiring words to their pupils to uplift their spirits and be always inspired. One of the easiest and most effective strategies for involving and inspiring your children is praise. When used wisely, praise can change problematic behaviors and enhance pupils' motivation levels. Because of their difficulties, students who learn and think in unusual ways frequently receive unfavorable comments. Because of this, genuine praise is much more crucial. The good news is that praise may be quite effective when used correctly. Regularly praising students helps teachers build stronger bonds with their students. They experience fewer behavioral problems and lose less teaching time. The Institute of Education Sciences selected teacher praise as one of the top five most successful approaches in research looking at strategies to lower behavior issues in primary schools (Morin, 2022). Thus, teacher should not hesitate to praise their pupils when necessary.

Meanwhile, the lowest rated indicator is My friends sometimes tell me I am a good reader, with the mean score of 2.76 and SD of 0.97 with the interpretations of high level. This means that pupils appreciate when they received good comments and feedbacks from their friends and classmates. This will also let them feel that they can be a role model to others and even assist their classmates that are having difficulties in reading. Having friends and classmates that are supportive of what they are doing makes them feel that they have good support system and that they have friends that trusts them. Morin (2022) further reiterated that recognition does not only comes from parents or teachers. It may also be from classmates and friends. This sometimes leads to gaining more friends and opportunity to help and assist others that are struggling.

**Table 5**

Overall Reading Motivation of Pupils

Variables	Mean	SD	Description	Interpretation
Challenge	2.91	0.97	Most of the Time	High
Curiosity	2.98	0.95	Most of the Time	High
Enjoyment	2.88	1.02	Most of the Time	High
Recognition	3.00	0.91	Most of the Time	High
<b>Overall Mean</b>	<b>2.94</b>	<b>0.96</b>	<b>Most of the Time</b>	<b>High</b>

**Note:** 3.26 – 4.00 Very High; 2.51 – 3.21 High; 1.76 – 2.50 Low; 1.00 – 1.75 Very Low



Table 5 presents the pupils' overall level of reading motivation. It registered an overall mean of 2.94 with SD of 0.96 and interpreted as High Level. Moreover, all variables were rated at high level. This means that the pupils' level of reading motivation is at high level. Reading motivation is very important as it allows pupils to get inspired in continuing their reading activities that would later improve their reading skills and comprehension. Reading is an important skill that must be developed as the pupils progresses to high grade levels. Thus, teachers and parents should be mindful of this so that pupils will continue to search and aspire for the higher levels of learning. An individual's personal objectives, values, and convictions about the subjects, activities, and results of reading are referred to as their reading motivation. For example, a child might read books about different dog breeds to gain in-depth knowledge that they would find valuable when their family (eventually) decides to adopt a puppy. Conversely, a teenager can meticulously read each novel prescribed by the school, even if they don't like them, to get good grades. Reading engagement results from reading motivation, which fosters success. In other words, students participate more willingly and fully in reading activities when they have reading objectives, value reading, and have confidence in their reading abilities. Individuals can develop the variety of cognitive processes necessary for in-depth reading comprehension by consistently engaging in active reading (Barber Klauda, 2020).

In the same table, the highest rated variable is Recognition with the mean score of 3.00 and with SD of 0.91 with the interpretation of high level. This means that giving recognition as well as praising pupils of their progress and achievement towards reading can improve their motivation and even inspiration to continue to read and learn. Teachers should never hesitate in giving praises and appreciation to their pupils regardless of if they are big or small of value. Their words can make or break their pupils as they serve as their motivation and inspiration specially that the pupils are at the level of their development wherein, they imitate the person that they admire and inspires them. Regarding acknowledgment and the value of student prizes, there has been significant debate. Some claim it is harmful to people who do not win awards or earn attention. Nonetheless, studies show that rewarding work and achievement boosts motivation and promotes involvement. Academic honors are frequently only given to the select few students who excel. Although significant, this only affects a small number of people. Acknowledging students for their work, progress, and cooperation as well can boost self-esteem, provide a sense of success, and foster respect among peers. Such a sense of accomplishment motivates development (Olinger, 2018).

Meanwhile, the lowest rated variable is enjoyment with the mean score of 2.88 and with SD of 1.02 with the interpretation of high level. This means that the pupils are enjoying their reading activities. Teachers should realize that for the pupils to continue what they are doing they must feel happy and are enjoying on what they are doing so that they will continue doing it and even try to a much higher level of reading. When a pupil is happy on the activity its either they will ask for more or ask for a much more challenging one. According to research, reading for pleasure can improve health and wellbeing, foster social interaction and relationships, and is linked to a number of elements that boost the likelihood of social mobility. Higher literacy levels are linked to a number of positive societal benefits, including having a stronger sense of belonging to society and being more likely to trust others. Regular readers for enjoyment reported fewer feelings of stress and depression than non-readers, and stronger feelings of relaxation from reading than from watching television, according to Van, et al. (2021).

**Problem 2.** What is the pupils' Midyear level of reading literacy?

- 2.1 Independent;
- 2.2 Instructional;
- 2.3 Frustration; and
- 2.4 Non-Readers?

**Table 6***Overall Pupils' Level of Reading Literacy*

Level of Reading Literacy	F	P
Independent	135	37.82
Instructional	117	32.77
Frustration	98	27.45
Non-Readers	7	1.96
<b>Total</b>	<b>357</b>	<b>100</b>

Table 6, presents the pupils' overall level of reading literacy. It shows that majority of the pupils or 37.82% are at independent level. Moreover, Pupils at instructional level is 32.77%, pupils at frustration level were at 27.45% while pupils at non-reader level is 1.96%. This means that majority of the pupils' reading literacy level is at independent level which means that they can now do reading activities on their own even if the teacher is not always there to guide and assist them. The highest level of reading which is independent is something that all pupils should aspire and achieved. Thus, teachers must help the pupils in achieving such skills and literacy.

On the three (3) basic skills that needs to be mastered, reading is the first skill and so it must be mastered and acquired so that learning and mastering the other type of skills will not be that difficult and challenging for the pupils. Sadly, teachers should still consider the pupils that are still at frustration and non-reader levels for them to not to get left behind and feeling inferior. The ability to freely read, comprehend, analyze, and think critically about a variety of various print and digital text types is known as reading literacy. For a variety of reasons, including for personal enjoyment, to learn about the world, and to participate in the community, reading literacy is necessary. Reading comprehension is incredibly important in this generation since industrialization is a very powerful force in human affairs. It would be unfortunate if someone who cannot read were prevented from taking use of the vast amount of knowledge that is easily available to everyone. Like how a man yearns for life's fundamental necessities, so does he yearn for the promise of new worlds, ideas, philosophical perspectives, and a huge vista that reading can open. The average person's gate pass to knowledge and access to unimaginable worlds is reading (Echaure and Torno, 2017). Thus, reading literacy must be taken seriously specially to those that are struggling that they may be able to catch up with the high level that their peers have.

**Problem 3.** Is there a significant relationship between the level of reading motivation and Reading Literacy?

**Table 7**

## Test Correlation between Level of Reading Motivation and Reading Literacy

Variables	Mean	SD	r-value	p-value	Decision
Challenge	2.91	0.97	0.501	0.002	Reject Ho
Curiosity	2.98	0.95	0.548	0.002	Reject Ho
Enjoyment	2.88	1.02	0.611	0.000	Reject Ho
Recognition	3.00	0.91	0.609	0.000	Reject Ho

**Note:** \*significant at  $p < 0.05$  alpha level  
 r-values Description  
 0.00 – 0.09 No Linear Relationship (NLR)  
 0.10 – 0.49 Weak Positive Relationship (WPR)  
 0.50 – 0.69 Moderate Positive Relationship (MPR)  
 0.70 – 0.99 Strong Positive Relationship (SPR)  
 1.00- Perfect Linear Relationship (PLR)

Table 7 presents test correlation between pupils' level of reading motivation and reading literacy. For challenge reading motivation and reading literacy it registered an r-value of 0.501 with p-value of 0.002



which is lower than 0.05 level of significance. This means that significant moderate positive relationship was registered. Thus, the null hypothesis of no significant relationship is rejected. Therefore, challenge in reading motivation is relevant to pupils reading literacy. Challenges in reading allows the pupils to think of ways and situations where they will decide or conclude if the one, they are thinking will be the result of the story that they are reading and studying. In the past, teachers would only assign difficult homework to their top students. It served as an extended task or another distraction for those students who finished early while they waited for the rest of their class to catch up. It was reserved for the "talented and gifted" pupils; it wasn't for everyone. Thankfully, circumstances have changed, and educators are now urged to make sure that students of all abilities are suitably challenged. Thank heavens for that since difficulties and challenges are necessary for kids to overcome in order to build a growth mindset (Christine, 2020). Thus, teachers should take patience and perseverance in allowing all pupils to experience challenges in reading and give them the chance to learn and discover.

For curiosity reading motivation and reading literacy it registered an r-value of 0.548 with p-value of 0.002 which is lower than 0.05 level of significance. This implies that significant moderate positive relationship was registered. Thus, the null hypothesis of no significant relationship is rejected. Therefore, curiosity reading motivation is relevant to pupils reading literacy. Curiosity allows the pupils to be interested in knowing or discovering the next thing to happen on the story that they are reading. This kind of attitude will help the pupils value the importance of reading more therefore the teachers should be resourceful in providing reading materials and activities that will feed their curiosity in a good and productive way. Maslyk (2018) suggested two (2) strategies that can improve the pupils' curiosity in reading. One strategy for engaging kids and giving them the chance to explore objects as part of the writing process is to use tinker trays. An idea for a poem or a piece of creative writing can emerge from a tray of discovered objects or small loose components. Items like buttons, beads, minerals, or other craft supplies can be placed in the trays. Students use manipulatives to stimulate their imaginations and come up with writing ideas as they experiment with the items. Message hook. Expectative set. Whatever the teacher chooses to name it, it will show how a student engage in the lesson's material. Pupils' innate curiosity can be stimulated, or we might need to create opportunities to engage them. Have you ever tried a mystery box or bag? Consider exposing to pupils' artifacts that can hint at a story's plot or a prop that a character might employ.

For enjoyment reading motivation and reading literacy it registered an r-value of 0.611 with p-value of 0.000 which is lower than 0.05 level of significance. This implies that significant moderate positive relationship was registered. Thus, the null hypothesis of no significant relationship is rejected. Therefore, recognition reading motivation is relevant to pupils reading literacy. Being able to enjoy what the pupils are doing allows them to appreciate more the importance of what they are doing. When they are enjoying they don't care of the time as they want to finish it. Sometime in a class setting when the time is up for the next subject what the pupils do is make advance reading during their free time just to have clues or possible ideas of the next thing to happen. They will then validate it the following day or class to confirm if what they understand is correct.

Reading for enjoyment can be described as reading that is voluntarily selected or that readers continue with enthusiasm and freedom after it has been assigned. Like all other people, our pupils act in ways that make them happy. You master what you practice unless you actively acquire other interests and abilities in adjacent fields. Helping less interested readers enjoy themselves is necessary. All students can be rewarded for joining and living through narrative worlds, becoming or relating to characters in the way that highly engaged readers do by using theatrical tactics like revolving role play, in-role writing, and hot seating of characters. Teachers must involve students in creative rehearsals for life, inquiry focused on present and future action, or inquiry for service in order to promote appreciation of reading. Make students consider their decisions as authors and create scenarios for characters facing challenges or people attempting to assist the characters. Compose a letter to yourself or the future (Wilhelm, 2017).

For recognition reading motivation and reading literacy it registered an r-value of 0.609 with p-value of 0.000 which is lower than 0.05 level of significance. This implies that significant moderate positive relationship was registered. Thus, the null hypothesis of no significant relationship is rejected. Therefore, recognition reading motivation is relevant to pupils reading literacy. This means that giving recognition, praises and acknowledging the pupils' achievements allows them to feel important, appreciated and that what they are doing is validated by their teachers and parents. In this way they will feel inspired and more motivated to learn and achieve more knowing that they are well supported and recognized. By praising pupils' accomplishments, the teacher can let them know that they appreciate their hard work and are happy with their results. A motivated student will persevere with their assignments and feel as though they are making a difference. Giving them a certificate that has been personalized to be unique to that pupil is the ideal token of appreciation. The benefits of praising students' accomplishments are astounding. They will all feel appreciated and driven to perform hard in the classroom if the teacher gives each student a tangible award for their successes (Keyser, 2021).

#### 4. Conclusions and Recommendations

As was clearly illustrated in data analysis and results, in conclusion:

1. Reading is a very important skill and factor in achieving higher performance. Thus, it must be given attention and emphasis and that pupils should maintain their high level of motivation towards reading.
2. Majority of the pupils are independent level. Therefore, pupils are aware that reading is a very important skill. It is an advantage to pupils who can really read.
3. Reading motivation is associated with the reading literacy of pupils. It has a significant relationship. Therefore, the null hypothesis is rejected.

Based on the findings and conclusion of the study, it is recommended that the:

1. Teachers, parents and stakeholders may help one another in implementing reading programs more fun and interesting activities to motivate pupils to read and improve their reading skill.
2. For those pupils who are at frustration and non-reader levels, teachers and parents are encouraged to motivate the pupils more. It could be through challenging them, creating curiosity, giving the rewards or recognition and making reading fun to improve the pupils reading literacy.
3. Reading coordinators may consider conducting workshops and training especially on various reading strategies to motivate more pupils to read that will also improve their literacy level.
4. Future researchers may use wider scope of respondents for results and findings confirmation as well as much deeper understandings.

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