

Pupils' Motivation and Reading Performance

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Abstract

The study sought to identify the Pupils' Level of Reading Motivation, and the level of Pupils' midyear reading performance, and find the significant relationship between Pupils' Level of Reading Motivation and Reading Performance of the 198 Grade 5 pupils in Villanueva South District namely; Balacanas Elementary School, Dayawan Elementary School, Don Fernando Elementary School, and San Martin Integrated School. This study utilized the Motivations for Reading Questionnaires (MRQ) adopted from Wigfield et al. (1996) with a 4-point Likert scale and the Reading Performance Level based on the PHIL-IRI Reading Assessment tool. It employed a descriptive statistical tools like Mean, SD, frequency count and percentage. Pearson Product Moment Correlation Coefficient was used to ascertain the relationship between pupils' reading motivation and performance. Results showed that majority of the Grade 5 pupils are motivated both intrinsically and extrinsically. Almost half of the Grade 5 pupils' population are in the Instructional level in reading. There is a significant relationship between the pupils' reading motivation and performance. It can be concluded that pupils read more if they are motivated. So, it can be recommended that teachers and parents will continue to motivate the pupils intrinsically or extrinsically so that pupils will sustain their reading interest.

Keywords: Intrinsic, extrinsic, reading performance, reading motivation

1. Introduction.

Pupils' motivation to read is strongly correlated with their reading performance. In the reading process, motivation is incredibly crucial. Pupils motivation should be seen as a very important factor in the learning process. The motivated pupils have the inner strength to learn, to discover and maximize on capabilities, to improve academic performance and to adapt to the demands of the school demands. Pupils motivation stimulates and directs behavior toward achievement and therefore is known to be an important determinant of academic success. Motivation has been identified as an important contributor to pupils' success as well as influential in determining student retention in higher education. Furthermore, Motivation plays an important part in most areas of life, including education. It is especially essential in the area of reading. Motivation to read is essential in pupils' success throughout their education, and the types of reading activities pupils enjoy must be identified.

Pachtman and Wilson (2020) stated that it is vital to motivate learners to read by giving them opportunities to select their interest materials. In other words, readers want to read more when they are permitted to select their reading materials because they must discover that reading is a pleasurable activity. According to Hairul et al. (2020), reading motivation is the large amount of motivation that pupils have to concentrate their positive or negative opinions about reading. For instance, pupils who read for pleasure and employing approaches to help their comprehension are extremely motivated readers. Pupils of this kind typically consider reading to be an important factor in their daily activities, accept challenges in the reading

process and are likely to be successful readers.

According to Hairul et al. (2020), one of the most important factors which help learners read more is reading motivation and it has an important impact on reading comprehension. Therefore, there have been many investigators that well aware of the significance of pupils' motivation in the reading performance and how motivation increases engagement among school learners.

Moreover, motivation to read is a central consideration for teachers and researchers because it is strongly associated with reading performance and is generally accepted as a positive state. It has a central role in learning a language successfully (Hussain et al., 2020; Vadivel et al., 2019). When it comes to reading motivation, it is regarded as an important element in reading engagement that affects the results of reading successes and academic success.

The Department of Education, Villanueva South District recently conducted the Phil-IRI Pre-Test during the opening of the current school year. Based on the data garnered from the consolidated report among the schools, it is very unfortunate that the pupils in the intermediate grades particularly the Grade 5 pupils obtained the highest frequency under the frustration and instructional level comparatively than the independent readers. It is a serious matter that needs to be paid attention and be given necessary action or steps in order to achieve the Department's No Child Left Behind program. There might be underlying factors that need to be known. One of the many factors can be their motivation to read. In the above considerations, the researcher became interested in this study to know the pupils' reading motivation and finds its significance in reading performance results because it is believed that successful reading performance lies on the pupils' reading motivation.

This study was anchored on the Theory for Cognitive Development of Vygotsky. It has something to do with motivation done in context with social engagements with the individual. This theory is governed by the principles that cognitive development requires social interaction. Vygotsky believed that children learn the most and contribute to their development through the assistance of the more capable others. According to Silalahi (2019), among Vygotsky's critics towards Piaget's theories was that learning is not happening by self-discovery when the learner is ready but through the assistance of others who are more knowledgeable than the learner him/herself that eventually helps the learner develops to his/her maximum development within the learner's potential development and this is known as the Zone of Proximal Development (ZPD). Furthermore, it stresses on the idea that the potential for cognitive development depends upon the "Zone of Proximal Development" (ZPD)—a level of development attained when children engage in social behavior. Full development of ZPD depends upon entire social interaction with the environment. The range of skill that can be developed with adult guidance or peer collaboration exceeds what can be attained alone.

Dadandi et al. (2022) The Role of Cognitive-Motivational Factors in Reading Comprehension provides that this study focused on various areas, such as the nature of reading performance, how it occurs, the factors that affect the process of comprehension, reading performance impediments, and how to improve reading performance. The study aimed at examining the cognitive and motivational factors to explain reading performance. The most effective two factors are motivation and prior knowledge, both of which are cognitive factors.

This is also anchored on Department of Education Order No. 14, series 2018 Policy Guidelines on the Administration of the Revised Philippine Informal Reading Inventory. The Department of Education (DepEd) supports Every Child a Reader Program, which aims to make every Filipino child a reader and a writer at his/her grade level. Thus, the DepEd through the Bureau of Learning Delivery-Teaching and Learning Division (BLD-TLD) shall continue to administer the Revised Philippine Informal Reading Inventory (Phil-IRI) assessment to learners in public elementary schools nationwide effective School Year 2018-2019.

The Phil-IRI used as a classroom-based assessment tool aims to measure and describe the learners' reading performance in both English and Filipino languages in oral reading, silent reading and listening comprehension. These three types of assessment aim to determine the learner's independent, instructional and

frustration levels. According to Schutte and Malouff (2019), it is very important to motivate pupils to read through providing them opportunities to select their own favorite materials. Pupils would be able to read more when they are allowed to choose their reading materials.

2. Methodology

This study used the descriptive-correlational design presenting systematic organization of data. According to Best (2019) descriptive-correlational research design is used to describe what is, describing, recording, analyzing and interpreting conditions that exist. It involves some type of comparison or contrast and attempts to discover relationships between existing non-manipulated variables. It is primarily concerned with the present, although it often considers past events and influences as they relate to current conditions. It attempted to describe the Pupils' Reading Motivation and Reading Performance of the Grade 5 pupils from the four select schools in Villanueva South District.

After gathering the necessary data, the researcher retrieved and analyzed the collected data using statistical tools. Descriptive statistical tools like Mean, SD, frequency count and percentage were used as basis in determining which element in various reading motivation and Reading Performance of the Pupils based on the Phil-IRI Result. The Pearson Product Moment Correlation Coefficient was used in the study to ascertain the relationship between pupils' reading motivation and reading performance.

3. Results and Discussions

Problem 1. What is the level of Pupils' Intrinsic Reading Motivation as to:

- 1.1. Curiosity;
- 1.2. Challenge and
- 1.3. Enjoyment?

Table 1

Overall Level of Pupils' Intrinsic Reading Motivation

Indicators	Mean	SD	Description	Interpretation
Reading Intrinsic Motivation				
Curiosity	3.00	0.98	A Little Like Me	Moderately Motivated
Challenge	2.90	1.00	A Little Like Me	Moderately Motivated
Enjoyment	2.97	1.05	A Little Like Me	Moderately Motivated
Overall	2.95	1.01	A Little Like Me	Moderately Motivated

Note: 1.00-1.74= Not Motivated; 2.50-3.24= Moderately Motivated; 1.74-2.49= Slightly Motivated; 3.25-4.00= Very Much Motivated

Table 1 shows pupils' Intrinsic Reading Motivation It reveals that it has an overall Mean of 2.95 with SD=1.01 which is described as *A little like me* and interpreted as Motivated. It means that the Grade V pupils regarded the three dimensions of intrinsic reading motivation as the factors that truly motivated them to reach the expected reading capability outcome. The intrinsic reading motivation gives the pupils the courage to read even more since pleasure from within bring a feeling of self-satisfaction. Furthermore, pupils feel that curiosity, challenge, and enjoyment drive them to read since it is in this way that they feel that they are into it. The finding is supported by the study of Arnold (2020) stated that intrinsic motivation is learning itself that has its own reward. Pupils voluntarily try to learn what is very important and perhaps applicable for them. This implies that the Grade V pupils have internal desire to learn and they do not have the need for external results.

Moreover, the table presents that among the dimensions of the intrinsic reading motivation, the *Curiosity* has the highest Mean of 3 with $SD=0.98$ which is described as *A little like me* and described as *Motivated*. This means that among the dimensions in the intrinsic reading motivation, curiosity has the highest factor that motivates the Grade V pupils to enhance their reading motivation. One characteristic that pupils must have in order to understand a text is curiosity. This dimension has something to do with exploration. When pupils are hungry for the knowledge, they would resort to read and read so whatever questions in their minds could be addressed. "*Pag nay mga nabasahan namo nga medyo lisod namo sabton mas motivated mi nga mobasa para ma learn namo ang new concepts ug ideas. Makatabang pud siya asa amoa as s a pupil*". The finding is supported by Jirout et al. (2020) that curiosity is essential for scientific discovery and innovation, and more universally, is a natural and irrepressible characteristic of young children. It implies that pupils would learn if they are curious. Curiosity is characterized as a need that is controlled by a motivation.

On the other hand, the *Challenge* as an intrinsic motivation dimension got the lowest Mean of 2.90 with $SD=1.00$ which is still described as *A little like me* and interpreted as *Motivated*. This means that the Grade V pupils regarded this dimension quite less among other dimensions. It is perhaps the pupils do not incline so much with reading motivational that involved challenges. It implies that challenge is not that crucial in the reading motivation process.

Problem 2. What is the level of Pupils' Extrinsic Reading Motivation as to:

- 2.1 Recognition;
- 2.2 Grades and
- 2.3 Competition?

Table 2

Overall Levels of Pupils' Extrinsic Reading Motivation

Indicators	Mean	SD	Description	Interpretation
Reading Extrinsic Motivation				
Recognition	3.19	0.95	A Little Like Me	Moderately Motivated
Grades	3.27	0.87	A Lot Like Me	Very much motivated
Competition	3.00	0.94	A Little Like Me	Moderately Motivated
Overall	3.15	0.92	A little like me	Moderately Motivated

Note: 1.00-1.74= Not Motivated; 2.50-3.24= Moderately Motivated; 1.74-2.49= Slightly Motivated; 3.25-4.00= Very Much Motivated

Table 2 presents the overall level of pupils' Extrinsic Reading Motivation. It reveals that it has an overall Mean of 3.15 with $SD=0.92$ which is described as *A little like me* and interpreted as *Motivated*. It means that the Grade V pupils are motivated by the external factors. External motivation is a kind of motivation which emphasizes outside need to urge pupils to participate in the learning activities like recognition, grades, and competition or something that motivate learners. The finding is supported by Hawthorne (2021) who stressed that the pupils do not learn with strong intentions but they learn because they are pushed by the concern for the rewards or the punishment. It implies that when pupils learn something due to the rewards, they will have high motivation to enter their classes and will also easily get the aim that is set for them.

Furthermore, the table presented that among the dimensions of the reading extrinsic motivation, the *Grades* has the highest Mean of 3.27 with $SD=.87$ which is described as *A Lot Like Me* and interpreted as *Motivated*. It means that the Grade V pupils are more motivated when Grades are used as an extrinsic motivation. The pupils had to exert more efforts in order to earn higher Grades. As learners progress in their academic careers, the grades have the effect of creating future opportunities. The finding is supported by

Becker et al. (2019) that an avenue to motivating pupils to learn in school is a topic of great concern for educationist today and motivating pupils so that they can succeed in school is one of the greatest challenges of this century.

On the other hand, the *Competition* has the lowest Mean of 3.00 with SD=0.94 which is described as *A little like me* and interpreted as *Motivated*. This means that the Grade V pupils regarded competition as a game and the process is something meaningful. Perhaps, this dimension of extrinsic motivation is no big deal to them but had an impact in their reading ability. It implies that the pupils are focused more on other dimensions of the external motivations but still regarded competition as the least among others but can still serve as a motivation.

Table 3

Overall Levels of Pupils' Reading Motivation

Indicators	Mean	SD	Description	Interpretation
Reading Motivation				
Intrinsic Motivation	2.95	1.01	A Little Like Me	Moderately Motivated
Extrinsic Motivation	3.15	0.92	A Little Like Me	Moderately Motivated
Overall	3.05	0.96	A Little Like Me	Moderately Motivated

Note: 1.00-1.74= Not Motivated; 2.50-3.24= Moderately Motivated; 1.74-2.49= Slightly Motivated; 3.25-4.00= Very Much Motivated

Table 3 shows the overall level of pupils' Reading Motivation for both Intrinsic and Extrinsic motivation. It reveals that it has an overall Mean of 3.05 with SD=0.96 which is described as *A little like me* and interpreted as *Motivated*. It means that the Grade V pupils are motivated in both factors intrinsically (internal) and extrinsically (external). Both motivations are beneficial to the Grade V pupils and both have impact that enabled the pupils to read. Intrinsic motivation pushes the pupils to learn without rewards because the need is innate and depends on their own desire as Lightbown and Spada (2019) stated. It implies that teachers do not have great effects on their pupils' intrinsic motivation because they are from various backgrounds and the sole way to motivate learners is to make the class a supportive environment.

Despite the findings and definitions, it can be gleaned that extrinsic motivation has the higher mean comparatively than the opposite. It has the mean of 3.15 with SD=0.92 and which is described as *A little like me* and interpreted as *Motivated*. Between the two kinds of motivation, the Grade V pupils regarded extrinsic motivation to have significant effect in their reading and learning. The Grade V pupils are extrinsically motivated because they earn rewards, that push them to work hard. Apparently, these pupils are extrinsically driven pupils and that they accomplished tasks because there are rewards associated with it.

Problem 3. What is the Level of Pupils' Mid- Year Reading Performance?

Table 4 on the next page, shows the frequency and percentage distribution of the learners' mid-year reading performance. It reveals that out of one hundred ninety-eight (198) Grade 5 pupils in Balacanas Elementary School, Don Fernando Elementary School, Dayawan Elementary School, and San Martin Integrated School, 91 or 46% are Instructional level. In the context of the Philippine- Informal Reading Inventory (Phil-IRI), Instructional Level is the level at which a child needs the support of a teacher, parent, or tutor.

This is the level where learners are introduced to new vocabulary and is where the greatest progress in reading occur (DepEd). Result shows that it lacks one to make it half of the total Grade V pupils are still in the Instructional level. It means further that there are still Grade V pupils who need to be motivated in order to improve their reading skill. Especially that only 37 or 19% are Independent readers. It implies that the Grade V pupils will be provided with reading materials that are within their level. As they read, parental or teachers' guidance and supervision are highly enjoined among the teachers and the pupils' parents as well. In this way, pupils will be motivated by the presence of the teachers and parents' support.

Table 4
Pupils' Reading Performance

Reading Performance Level	Frequency (f)	Percentage (%)
Independent	37	19%
Instructional	91	46%
Frustration	60	30 %
Non-reader	10	5%
Total	198	100%

Furthermore, the second highest frequency is 60 or 30% in Frustration readers. This means that despite the thorough and intensive utilization of the motivational activities, it is undeniably that there are still pupils who could hardly reach the expected reading performance. The third placer frequency is 37 or 19% in the Independent level. This means that the Grade V pupils' total population have not reach the 50% level. Although the result doesn't imply any negative impression since the reading program and activities are still on-going. So it would be expected that the result will most likely increase at the end of the reading program. Lastly, the least frequency is 10 or 5% in the non-reader. This means that there are still pupils who are in need of teacher or parental supervision to strengthen their reading capabilities.

Problem 4. Is there a significant relationship between Pupils' Level of Reading Motivation and Reading Performance of Grade 5 pupils?

The table on the next page shows Pearson's correlation test between the Independent Variables which are Intrinsic with sub-variables: Curiosity and Challenge, Enjoyment and Extrinsic with sub-variables: Recognition, Grades and Competition. Dependent Variable which is the Pupils' Reading Performance (PHIL IRI). The test reveals a positive correlation to all reading motivations with the following *r* value and its percentage: for Curiosity and Enjoyment 0.23 or 23% and 0.18 or 18% respectively which is described Weak Positive Correlation, and Moderate Positive Correlation shown in challenge, Recognition, and Competition with 0.30 or 30%, 0.42 or 42%, and 0.47 or 47%, respectively. While only one reading motivation had a strong positive correlation on reading performance of the pupils, which is Grades with 0.56 or 56% *r* value. These, indicates when one variable changes its direction, the other variable changes in the same direction

Table 5
Pearson's Correlation test between the Pupils' Level of Reading Motivation and their Reading Performance

Independent Variables	Dependent Variable	<i>r</i> value	<i>p</i> value	Description	Interpretation
Curiosity	Pupils' Reading Performance (PHIL IRI)	0.23	0.00	Weak Positive Correlation	Significant
Challenge		0.30	0.00	Moderate Positive Correlation	Significant
Enjoyment		0.18	0.00	Weak Positive Correlation	Significant
Recognition		0.42	0.00	Moderate Positive Correlation	Significant
Grades		0.56	0.00	Strong Positive Correlation	Significant
Competition		0.47	0.00	Moderate Positive Correlation	Significant

The table took the analysis at the Independent Variable level by looking at the correlation test while holding the Dependent Variable constant at a time. As can be gleaned from the same table, Independent Variables are significant at 0.05. Pupils' level of reading motivations has a significant effect on pupils' reading performance. This means that if the Grade V pupils are motivated to read the pupils' reading literacy level also improves. This finding is supported by the study of (Deci et al., 2020) that pupils who are motivated in classroom reading activities are better able to have good results in reading performance. It implies that when internal and external motivational factors such as curiosity, challenge, enjoyment, recognition, grades,

and competition have become the motivation to pupils reading, they are more likely to become independent readers and can focus on their studies.

In summary, taking it at the coefficient level, the reading motivations of the pupils are a good predictor of their reading performance, with a p value less than 0.05 and a weak positive correlation in Curiosity and Enjoyment, Moderate Positive Correlation in Challenge, Recognition, and Competition, while strong Positive Correlation in Grades. Thus, the correlation analysis yielded that the null hypothesis test was rejected. With the following findings, where, relationship exists between the variables.

Conclusions

The following conclusions were drawn from the findings of the study:

1. Curiosity is important in intrinsic motivation. It is because it motivated Grade V pupils to enhance their reading performance. Also, another result is that Grades are the best extrinsic motivation for Grade V pupils to develop their reading performance.
2. Grades are the best Extrinsic motivation for Grade 5 pupils to develop their reading performance. Pupils' level of reading performance is not yet fully developed. This means that teachers need to give more motivation to pupils either intrinsically or extrinsically to develop the reading habit of the pupils.
3. Grade 5 pupils' level of reading performance are not yet fully developed. This means that teachers need to give more motivation to pupils either intrinsically or extrinsically to develop the reading habit of the pupils.
4. The Grade 5 pupils' level of reading motivation both intrinsic and extrinsic affects the reading performance of Grade V pupils. Therefore, if the pupils are motivated to read due to the motivation factors, it would be a guarantee that the pupils' reading performance would also improve.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are hereby made:

1. Grade V pupils can exposed to challenging activities in reading so they will get used to and embrace them. It is good to have a set of reading activities to allow pupils to compete as part of their motivation. The Pupils' Intrinsic (challenge dimension) and Extrinsic (competition) must be enhanced so the Grade V pupils so that the pupils will be more motivated to participate in the reading activities. In the reading process, the presence of the teacher-advisers, reading teachers, and parents are needed. The Phil-Informal Reading Inventory (Phil-IRI) reading materials are utilized.
2. Extrinsic (competition) must also be enhanced so the Grade 5 pupils so that the pupils will be more motivated to participate in the reading activities. It could be better if the teacher-advisers, the parents, and the reading teachers may work hand-in-hand to enhance the level of the reading performance of the Grade V pupils. It could be good to have a specified time when pupils are opted to read with the aid of the afore-cited fellows to guide and help them in reading.
3. In the reading process, the presence of the teacher-advisers, reading teachers, and parents are needed. The Phil-Informal Reading Inventory (Phil-IRI) reading materials will still be utilized. It could be better if the teacher-advisers, the parents, and the reading teachers may work hand-in-hand to enhance the level of the reading performance of the Grade 5 pupils. It could be good to have a specified time when pupils are opted to read with the aid of the afore-cited fellows to guide and help them in reading.
4. Based on the findings and conclusion, a recommendation is hereby made that the study will be introduced and disseminated during the INSET and SLAC sessions. There should be clarity and highlights

that the Pupils' Reading Motivation has a significant relationship with the Pupils' Reading Performance. Thereby, the teachers, the administrator, and the parents are enjoined to plan, craft, and create reading motivational activities that will motivate the learners to read.

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