

Pupils' Reading Engagement and Motivation

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ABSTRACT: Increasing acknowledgment of the significance of fostering reading engagement and motivation among Filipino pupils is essential. This study aims to determine the pupils' level of reading engagement in terms of behavioral, affective, cognitive, and social. The respondents' level of reading motivation in terms of intrinsic, and extrinsic. It also investigates the relationship between the level of pupils' reading engagement and motivation and identifies the independent variable/s that influence singly or in combination the pupils' reading motivation. The selected Grade 6 pupils (n=210) in Salay District, Division of Misamis Oriental for the School Year 2024-2025 were the actual respondents via simple random sampling. The study employed correlational and causal research designs through a researcher developed questionnaire that passed the validity and reliability tests. The data were analyzed using statistical tools such as Mean and Standard Deviation, Pearson Product Moment Correlation coefficient, T-test and Multiple Linear Regression Analysis to examine the variables. Results revealed that the pupils are very highly engaged and motivated in reading. All reading engagement components are the significant predictors for pupils' reading motivation. This study suggests that teachers may always guide and assist the pupils in their reading engagement and motivation so that better growth and development are assured.

KEYWORDS: affective, behavioral, cognitive, engagement, motivation, social

I. INTRODUCTION

One of the most essential skills that can have an effect on many different elements of a person's life is reading. Within the context of an individual's life, its significance cannot be replicated. Reading is significant because it lays the groundwork for the acquisition of knowledge, the development of abilities in critical thinking, and the full participation in society. The way in which a child engages with books, the types of books that they enjoy, and their responses while reading aloud are all characteristics that can be used to infer the child's development. An understanding of the significance of education is readily apparent to a child who is surrounded by teachers, books, or any other form of reading material. Moreover, it is essential that they have a high level of motivation and involvement simultaneously.

The internal drive and desire to participate in reading activities is what one means when one talks about reading motivation. Multiple research studies have shown that reading motivation is affected by a wide variety of elements, including the recognition that reading motivation is affected by both extrinsic and intrinsic factors (Derotas & Barcelona, 2021).

Reading engagement can be defined as the amount of time and effort that a pupil commits to reading-related activities, as well as the degree of interest and satisfaction that they gain from reading. Due to the fact that it not only enhances the reading abilities of pupils but also has a substantial influence on their general reading enthusiasm and engagement, it is a vital component that contributes to the achievement of academic success (Barberg, 2022).

The Organization for Economic Cooperation and Development (OECD)'s 2022 Programme for International Student Assessment (PISA) study shows that the Philippines placed 76th out of 81 countries in terms of how well pupils comprehended what they read. This is the country's second time in this spot. It is clear that Filipino pupils need more help to improve their reading and thinking skills, even though there was a slight improvement in scores. In this case, it is clear that there is a need to address the problems and find ways to help Filipino pupils improve their reading skills. However, this makes it harder for the organizations to reach their goal of making people smart and skilled.

The history of the Philippines' colonial past can be tied to how pupils are motivated and interested in reading present. During the Spanish invasion, most people could not get an education, so most people could not read or write. The absence of

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learning resources and limited availability of reading materials greatly swipe out pupils' motivation and engagement with reading (Nmore, 2023).

Throughout the early 20th century, under American governance, educational opportunities and literacy became paramount in the Philippines. The establishment of public schools and the widespread adoption of English as the main language of instruction resulted in obvious changes in the reading behavior of pupils. Reading materials became much more accessible, which helped libraries to open all throughout the country. In the past few years, the government has realized how important it is to get Filipino pupils interested in and motivated to read. The government has started a number of programs, such as National

Reading Month and Book Week in November (DepEd, 2011), 3B's Bawat Bata Bumabasa (DepEd, 2019), and CATCH-UP Fridays (DepEd, 2024), helping pupils in enhancing their reading abilities and fostering a passion for reading. Filipino pupils continue to struggle with creating a passion for reading, regardless of these initiatives. Access to high-quality books remains challenging, particularly in rural regions, which is still a big problem (Bai-2023). Additionally, digital media distractions have made pupils less interested in traditional reading methods. This changes the reading problems that pupils have.

In this context, the Department of Education has started DepEd Order No. 1, s. 2024, therefore reinstituting CATCH-UP Fridays. Aimed at encouraging a reading habit, this program brings a one-day class catch-up session every Friday, for all public elementary and secondary school learners. The catch-up Friday program is meant to provide chances for learners to solve learning gaps, raise their reading competency, increase their academic performance by means of autonomous reading, and so develop their individual reading skills.

Furthermore, the availability of reading materials in public elementary schools is limited. Numerous schools hold old books that did not interest young readers. Lack of resources reduces learners' motivation to engage in reading, thereby limiting their potential for exploring numerous genres and themes. A major obstacle for the Philippines' educational system is the inadequate resources and infrastructure found in many schools, particularly in rural areas. This issue is widespread and impacts numerous educational institutions across the entire country.

Thus, it is acknowledged that pupils' reading motivation and involvement could be greatly influenced by their personal interests as well as by the availability of different literature. Emphasizing the need for an atmosphere that supports reading as a leisurely engaging in reading as an activity rather than a chore might foster lifelong readers who gain pleasure from encountering the written word.

This research study was guided by Jean Piaget's Cognitive Development Theory (1981) and the concepts of intrinsic and extrinsic motivation from the self-determination theory presented by Ryan and Deci. Cognitive Development Theory focused on how children change and develop, and how experiences with family and friends can help them grow. Piaget (1981) says that people build their understanding of the world through processes of assimilation and adaptation.

Motivating readers to read is an important component of this process because it makes them curious and want to learn more about new ideas. When learners want to read, they interact with books and find links between what they already know and what they are learning. Piaget's theory illustrates the significance of interaction with others for cognitive development. It can be improved using collaborative reading. It can be enhanced through collaborative reading tasks where pupils discuss books with teachers or classmates. These exchanges give learners opportunities to discuss different points of view, sharing each other's ideas, and work together (McLeod, 2024).

Along with Piaget's theory, the way parents train their children in reading can have either positive or negative effects on Piaget. In this sense, children acquire knowledge most effectively when they surrounded individuals with positive outlook in reading, particularly their parents, who are important to their social environment (Lehrl et al., 2020).

Ryan and Deci (2020) wrote Intrinsic and extrinsic motivation explored through the lens of Self-Determination Theory (SDT). They showed how they are similar and how they are different. Intrinsic drive is when someone does something because they enjoy it. Things like think and personal interest can motivate on their own. There are times when things like grades, money, or social approval from other people are what drive a child. But SDT shows that extrinsic drive can change from being controlled by outside forces to being linked to one's own goals and values. Driven from the outside can last longer and work on their own when brought inside.

The study shows how important it is to help people understand extrinsic motivators and encourage intrinsic motivation in order to improve their general well-being and engagement. It also gives ideas how to balance these things in real life so that they improve their success and grow as an individual. They are more apt to learn from book discussions or activities that unite individuals by means of shared interest. When learners engage in collaborative reading, they have a sense of belonging and maintain their interest in what they are reading. This sense of mastery feeds learners' natural drive and makes them more interested in reading tasks. Also, learners may be motivated to do well in school if they enjoy it, be challenged, and try something new, rather than feeling like they have to do it or because someone else says they should, and they do not expect any benefits.

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Motivation can be cultivated, especially in the early stages, even for activities that may not intrinsically interest learners, eventually changing them into sources of motivation throughout the learning process, as stated by Derotas & Barcelona (2021). However, stimulate learning by engaging learners with the literacy tasks employed for instruction and comprehensive reading practice. Pupils are more inclined to participate when literacy teaching provides practice chances integrated inside meaningful learning activities that are beneficial and appreciated by the learner.

This study believes that pupils with high reading motivation are more eager to participate in reading activities, hence enhancing their personal development and overall reading proficiency. Pupils interested in reading are likely better equipped for meaningful reading activities that tackle their unique challenges and opportunities, enabling them to engage voluntarily in reading. Highlighting the significance of supportive surroundings that foster reading as an enjoyable activity rather than a task can effectively cultivate lifelong readers who derive delight from engaging with the written word.

II. METHODOLOGY

This study made use of a descriptive correlational and causal research designs. These designs were the processes used in a single study to gather, examine, and blend methods to comprehend an issue related to research. These approaches enabled researcher to employ a variety of techniques. They also equalized the limitations of research by utilizing a complementary strategy that optimizes the advantages of each type of data and promotes a more comprehensive understanding of pupils' motivation and its effect on their engagement. To generate a solid description and interpretation of the data, improve the interpretability of quantitative results, or comprehend the wider relevance of findings from the samples, may be used (Fredricks, 2019).

This method was intended to provide a statistical foundation for investigating the connection between pupils' engagement and motivation. The objective of this research was to provide an in depth understanding of the factors that influence student engagement in school settings by using questionnaires, academic records, and accurate statistical analysis.

The researcher administered the survey used to collect the data. This research entailed value analysis and result interpretation in addition to data collection, tabulation, and calculation. As a result, all of the data gathered from the respondents were organized, summed, calculated, and displayed in a series of tables.

Problems 1 and 2 used Mean and Standard deviation to determine the pupils' level of engagement and motivation. Problem 3 utilized Pearson Product Moment Correlation Coefficient to determine the relationship of the two (2) main variables. Problem 4 utilized Multiple Linear Regression Analysis to determine the best predictor among the independent variables.

III. RESULTS AND DISCUSSION

Problem 1. What is the pupils' level of reading engagement in terms of:

- 1.1 behavioral;
- 1.2 affective;
- 1.3 cognitive; and
- 1.4 social?

Table 1. Overall Level of Pupils' Reading Engagement

Variable	Mean	SD	Description	Interpretation
Behavioral Engagement	4.19	0.63	Often	Highly Engaged
Affective Engagement	4.21	0.62	Always	Very Highly Engaged
Cognitive Engagement	4.26	0.62	Always	Very Highly Engaged
Social Engagement	4.18	0.64	Often	Highly Engaged
Overall Mean	4.21	0.63	Always	Very Highly Engaged

Note: 4.20-5.00 Very Highly Engaged 3.40-4.19 Highly Engaged 2.60-3.39 Moderately Engaged
1.80-2.59 Less Engaged 1.00-1.79 Least Engaged

Table 1 illustrates the pupils' overall level of reading engagement. It registered an overall Mean of 4.21 with SD=0.63, described as Always and interpreted as Very Highly Engaged. The data imply that the pupils poured their time and effort in making sure that they participate and perform the necessary reading activities. They know the importance of developing their reading and comprehension skills that is why they make sure they give more time on it. The combination of reading and comprehension skills has a lot of advantages because it will help the pupils develop themselves fully and also become aware of the important

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event around them. According to Rogiers et al. (2020) reading engagement must be practiced by the teacher together with their pupils at all times. This is essential as it will help the pupils develop the habit of doing reading and time will come that they will do it on their own without the instructions of the teachers. It will become part of their routinary activities.

In the same table, the variable, *Cognitive Engagement*, with the Mean of 4.26 with SD=0.62, described as Always and interpreted as Very Highly Engaged. The data imply that pupils full participate in activities that involves challenging obstacles to solve as it help them develop their critical thinking and problem solving skills. It allows them to perform investigation and analysis through the readings that they are doing. Activities that involve exercising the minds of the pupils through reading is essential considering the impact it can provide towards them and their development. According to Jang et al. (2022) when the pupils are exposed to challenging reading activities it will teach them not just mastery in reading and comprehension but to be investigative and make careful analysis so that they can solve the problem at hand. When they are able to solve it gives them satisfaction and achievement and will want to do more like it.

Meanwhile, the variable, *Social Engagement* was rated the lowest, with the Mean of 4.18 with SD=0.64, described as Often and interpreted as Highly Engaged. Social engagement is another important element in reading of the pupils. It helps the pupils develop the confidence to share their thoughts and ideas and socialize with others. It will also provide them with the opportunity to know the things that they need to improve because as they converse with their classmates, they will also have the chance to know the things that they overlooked. According to Kucirkova and Cremin (2020) socialization is also important in developing the reading engagement of the pupils. It helps them discover something also of their classmates and help them know the person that have the same likes and interests with them and will be with them considering that they can learn from their and having conversation with them will not be that difficult or challenging.

Problem 2. What is the respondents' level of reading motivation in terms of:

2.1 intrinsic and

2.2 extrinsic?

Table 2. Overall Level of Pupils' Reading Motivation

Variable	Mean	SD	Description	Interpretation
Intrinsic Motivation	4.24	0.64	Always	Very Highly Motivated
Extrinsic Motivation	4.26	0.62	Always	Very Highly Motivated
Overall Mean	4.25	0.63	Always	Very Highly Motivated
Note: 4.20-5.00 Very Highly Motivated 3.40-4.19 Highly Motivated 2.60-3.39 Moderately Motivated 1.80-2.59 Less Motivated 1.00-1.79 Least Motivated				

Table 2 represents the Overall Reading Motivation of the pupils. It registered an overall Mean of 4.25 with SD=0.63, described as Always and interpreted as Very Highly Motivated. The data imply that the reading engagement of the learners was very active. The pupils are also satisfied and inspired to hone their reading and comprehension skills. With their high level of motivation, it will be easier for them to make the necessary adjustment. According to Ryan and Deci (2020) when the pupils or learners are well-motivated and satisfied, they will also inspire to remain on track with the conduct of their study or on the program they want to master.

In the same table indicator, the variable, *Extrinsic Motivation* was the highest with the Mean of 4.26 with SD=0.62. The data imply that the learners has continue to ensure that they are able to appreciate and value the importance of reading and comprehension skill in their studies. They feel that with the strong level of motivation that they develop and have, they can certainly overcome challenges and read well for their parents and the people that trusts and supports them as they are rewarded on their meritorious deeds. According to Wiggins, (2021) what the learners feel when they are given attention, assistance, and rewards will further motivate them to participate in all school activities that will lead to better understanding of the concepts and lessons they are currently studying and learning as well as leading to better learning outcomes.

Meanwhile, variable, *Intrinsic Motivation*, was the lowest rated with the Mean of 4.26 with SD=0.64, described as Always and interpreted as Very Highly Motivated. The data imply that the learners appreciates when they are given praises from the teachers, families and friends of the achievements that they were able to accomplished. It will further motivate them to continue in achieving their goals and objectives as they know that they are given recognition to the hard work they made and contributed for others. According to Monteiro et al. (2021) learners do not always look for physical rewards. A simple "job well done" means

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a lot to them. Teachers need to be always ready to complement or give importance of the learners' achievements whether it is small or big for the learners and to the class. It is the first step in making the learners feel that they are recognized and appreciated.

Problem 3. Is there a significant relationship between the level of pupils' reading engagement and motivation?

Table 3. Test of Correlation for Pupils' Reading Engagement and Reading Motivation

Variables	r-value	p-value	Level of Correlation	Decision	Interpretation
Behavioral Engagement	0.593	0.001	Moderate Positive Correlation	Reject Ho	Significant
Affective Engagement	0.541	0.001	Moderate Positive Correlation	Reject Ho	Significant
Cognitive Engagement	0.658	0.001	Moderate Positive Correlation	Reject Ho	Significant
Social Engagement	0.529	0.001	Moderate Positive Correlation	Reject Ho	Significant

Note: 0.91 - 1.00 Very High Positive Correlation 0.71 – 0.90 High Positive Correlation
 0.51 – 0.70 Moderate Positive Correlation 0.31 – 0.50 Low Positive Correlation
 0.00 – 0.30 Negligible Positive Correlation *Significant when computed p-value <0.05*

Table 3 illustrates the Test Correlation for Reading Engagement and Reading Motivation. The independent variable is Reading Engagement in terms of behavioral, affective, cognitive and social while the dependent variable is on Reading Motivation. The data imply that all variables under engagement has connections to the pupils' motivation. Therefore, they must be given emphasis and importance as all aspects have the chance to improve the pupils' motivation in reading.

Behavioral Engagement registered a computed r-value of 0.593 with computed p-value of 0.001. The computed p-value is less than the p-critical value at 0.05 level of significance. This means that significant moderate positive correlation was registered between reading engagement and reading motivation when behavioral engagement was taken into consideration. Thus, the null hypothesis is rejected. Behavioral engagement is essential for the learners' reading motivation as when they are trained to routines that positively connects with the reading activities it helps the learners to recognize the positive things of learning to read and comprehend. The routinary activities of the learners when consistently perform becomes a habit to them wherein they will consider it as an important aspect of their daily activities and will surely perform it without doubts and hesitations. According to Barber and Klauda (2020) behavioral engagement provides the positive impact of the learners' views and outlook towards performing reading activities that will further develop their reading and comprehension skills. Teachers and parents should make sure that learners perform their reading activities at all times.

Affective Engagement registered a computed r-value of 0.541 with computed p-value of 0.001. The computed p-value is less than the p-critical value at 0.05 level of significance. This means that significant moderate positive correlation was registered between reading engagement and reading motivation when affective engagement was taken into consideration. Thus, the null hypothesis is rejected. Affective engagement is also important in developing the reading motivation and skills of the learners. When the learners understand the purpose and advantages of having able to master their reading capabilities and capacities, they become more attentive and motivated to it knowing that it is for their own good. Teachers and parents must explain well to the learners on the purpose on why such reading activities are required by them to perform. As the learners know the full purpose of their reading activities, they become more motivated and inspired to do it because it is valuable to them and their future. According to Barberg (2022) teachers must provide better and clear explanations and purposes on the conduct of reading activities. This will help the learners to further understand and appreciate the reading activities given to them. They will also perform it with all their might because they want to achieve the things they can acquire with the help of their parents and families.

Cognitive Engagement registered a computed r-value of 0.658 with computed p-value of 0.001. The computed p-value is less than the p-critical value at 0.05 level of significance. This means that significant moderate positive correlation was registered between reading engagement and reading motivation when affective engagement was taken into consideration. Thus, the null hypothesis is rejected. Cognitive Engagement is also integral in the development of reading motivation of the learners. The impact it provides to the learners is lasting considering that it deals with the acquisition and storing of knowledge and skills and reading to the system of the learners making it permanently instilled in their minds. Thus, teachers must make sure that the learners acquire the necessary level of knowledge and skills. According to Derotas and Barcelona (2021) teachers need to provide activities and interventions that can further enhance the thinking capacity of the learners so that they will continue to hone their higher level of thinking skills.

Social Engagement registered a computed r-value of 0.529 with computed p-value of 0.001. The computed p-value is less than the p-critical value at 0.05 level of significance. This means that significant moderate positive correlation was registered

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between reading engagement and reading motivation when social engagement was taken into consideration. Thus, the null hypothesis is rejected. Social Engagement is also essential in developing reading motivation and skills. The learners will be able to mingle with their classmates and friends and be able to blend with them despite their differences. The learners will learn to bend to avoid conflicts and misunderstandings and will also learn to stand on their grounds specially when they know that they are in the correct side. According to Lehrl et al. (2020) socializing is crucial for the learners to become emotionally stable and strong. It will help them know themselves better and that they will not be easily down by somebody. They will bend but will not easily give up without trying the things in mind that can possibly solve the challenges posted for them to answer.

Problem 4. Which of the dimensions in the independent variables singly or in combination influence the pupils' reading motivation?

Table 4. Regression Analysis for Pupils' Reading Engagement and Reading Motivation

Variables	UC		SC	t-value	Sig. (P-value)	Decision
	B	SE	B			
Constant	5.7679	0.9858	0.9967	8.595	0.000	
Behavioral Engagement	0.8989	0.9995	0.8877	7.746	0.001	Reject Ho
Affective Engagement	0.8980	0.7883	0.9751	6.608	0.001	Reject Ho
Cognitive Engagement	0.8987	0.8796	0.8675	6.745	0.001	Reject Ho
Social Engagement	0.9866	0.8852	0.9786	7.269	0.001	Accept Ho
Model	R	R ²	Adjusted R ²	f-value	Sig. (P-value)	Decision
	0.568	0.551	0.522	29.576	0.001	

Note: UC = Unstandardized Coefficients
Dependent Variable = Motivation
SC = Standardized Coefficient
Significant when computed p-value <0.05.

Table 4 from the previous page presents regression analysis if reading engagement like behavioral, affective, cognitive and social predict reading motivation of the learners. Results show that the 52% of the variance is explained by the four (4) predictors, $F = 29.576$, $p < .001$. Specifically, Behavioral Engagement ($\beta = 0.8877$, $t\text{-value} = 7.746$, $p\text{-value} = <.001$), Affective Engagement ($\beta = 0.9751$, $t\text{-value} = 6.608$, $p\text{-value} = 0.001$), Cognitive Engagement ($\beta = 0.8675$, $t\text{-value} = 6.745$, $p\text{-value} = 0.001$), and Social Engagement ($\beta = 0.9786$, $t\text{-value} = 7.269$, $p\text{-value} = 0.001$) and are positively associated with learners' reading motivation while 48% contributes to the other variables not part of this study.

This also means that the 52% of the variance is influence by the independent variables utilized in this study while the remaining 48% is impacted by the variables not included in this study. It can be inferred that if the pupils is able to increase their reading engagement it will also increase their reading motivations respectively. Reading engagement specially the cognitive part is essential for the pupils as it will help them have the better memories and understanding of the readings that they do. It will provide them with the necessary skills that will be utilized as they progress to higher level of learning.

Reading Engagement is essential in the development and presence of reading motivation among the pupils. When they become more engaged to their reading activities it also helps them to master their reading and comprehension skills, and be able to increase their inspiration and motivation to read and acquire the necessary level of knowledge and skills that guide them in their pursuit of higher level of learning. According to Bai (2023) reading engagement allows the learners to have the chance to share what they read about as well as the important data and information that can be taken from it. In this way, they will continue to be motivated in making more readings so that as they learn more, they can also help and share more things to their friends and classmates.

IV. CONCLUSIONS

Based on the findings of this study, the following conclusions are formulated:

1. Reading engagement is pivotal in pupils learning success.
2. Reading motivation is essential to the pupils' educational endeavors.
3. Reading engagement connects with reading motivation.
4. Social engagement influence pupils' motivation and performance.

V. RECOMMENDATIONS

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

1. Pupils are encouraged to continue their high level of reading engagement for better reading inspiration and performance.
2. Pupils are encouraged to continue their high level of reading motivation for mastery in reading comprehension.
3. Teachers are encouraged to always guide and assist the pupils in their reading engagement and motivation so that better growth and development are assured.
4. Teachers are encouraged to keep up on updating themselves with various techniques and strategies to maintain pupils' better engagement and motivation towards reading and eventually on their studies.

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