

# Towards Facilitating the Motivation and Comprehension-Based Reading Exercises for Grade 6

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## ABSTRACT

This research aimed to determine the relationship between reading motivation and reading comprehension among Grade 6 learners of Sto. Niño Dela Paz Elementary School, Loon South District, Division of Bohol during the School Year 2025–2026, as basis for reading exercises. Using a descriptive-correlational design, the study gathered data through a survey questionnaire covering the learners' profile, their level of intrinsic and extrinsic reading motivation, and their comprehension skills in identifying main ideas, supporting details, making inferences, predicting outcomes, and using context clues. Frequency, percentage, weighted mean, standard deviation, and Pearson-r were used to analyze the data. Results showed that learners had a generally moderate level of reading motivation, with high motivation observed in persistence and challenge enjoyment but lower motivation in adventure and mystery reading. Their reading comprehension skills also varied across different areas. A significant relationship was found between reading motivation and reading comprehension, indicating that more motivated learners tend to comprehend better. Based on these findings, a set of Reading Exercises was developed to help strengthen both motivation and comprehension, focusing on engaging genres, interactive tasks, and skill-building activities suited for Grade 6 learners.

**KEYWORDS:** *administration and supervision, descriptive, Bohol, reading motivation, reading comprehension, intrinsic and extrinsic motivation, literacy skills, reading exercises.*

## 1. Rationale of the Study

Reading is a fundamental academic skill that significantly influences learners' overall achievement and lifelong learning. At the elementary level, particularly in Grade 6, learners transition from basic reading skills toward more complex comprehension tasks that require critical thinking, inference, and integration of ideas. According to Duke and Cartwright (2021), reading comprehension is essential for success across subject areas, as it enables learners to process information, solve problems, and construct meaning from texts. However, despite its importance, many learners continue to experience difficulties in reading comprehension, indicating that factors beyond decoding skills must be considered to fully understand reading performance.

Reading motivation is considered a key factor in improving learners' literacy development and academic achievement. It influences learners' willingness to read, their engagement with texts, and

their persistence in learning activities. Recent studies highlight that motivated readers are more likely to demonstrate better comprehension and stronger literacy skills. For instance, research by Hong Li and Zhengdong Gan found that reading motivation—particularly reading enjoyment and reading efficacy—significantly predicts learners' reading comprehension and vocabulary knowledge (Li & Gan, 2022). In recent research also indicates that reading motivation among modern learners, particularly Generation Z pupils, is influenced by digital environments and changing reading habits. According to Novri Suparman and colleagues, many learners experience reduced motivation to read longer texts due to frequent exposure to short digital content.

One important factor that influences reading performance is reading motivation, which refers to learners' interest, engagement, and willingness to participate in reading activities. Recent studies

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emphasize that motivated readers are more likely to read frequently, persist in challenging tasks, and apply effective comprehension strategies. Schiefele, Schaffner, and Schreiber (2022) found that learners with higher intrinsic reading motivation demonstrated significantly better comprehension outcomes than those with lower motivation. Motivation affects not only how often learners read but also how deeply they process text, making it a critical variable in reading development.

Recent research highlights the importance of motivation in improving reading comprehension among learners. According to John T. Guthrie and Allan Wigfield (2022), learners who demonstrate higher levels of reading motivation tend to apply more effective comprehension strategies, such as summarizing, questioning, and making connections with prior knowledge. These strategies help readers construct meaning from texts and enhance their overall understanding. Motivation also encourages persistence, enabling learners to overcome challenges when encountering difficult passages or unfamiliar vocabulary. In addition, reading motivation plays a significant role in shaping learners' attitudes toward reading. As explained by Maryanne Wolf (2022), motivated readers are more likely to develop consistent reading habits, which strengthen cognitive processes related to language, interpretation, and critical thinking. Regular engagement with texts improves comprehension because it exposes learners to a wider range of vocabulary, ideas, and textual structures. Moneba and Lovitos (2024) reported that learning motivation is a predictor of reading comprehension among elementary learners, highlighting the importance of fostering learners' interest and engagement in reading activities to improve their understanding of texts.

Reading comprehension itself is a multifaceted process that involves vocabulary knowledge, background knowledge, cognitive strategies, and metacognitive regulation. Snow and Matthews (2023) explained that comprehension requires active interaction between the reader and the text, where meaning is constructed rather than merely extracted. Quantitative research has shown that learners who struggle with comprehension often lack sustained engagement with reading tasks, which may be linked to low motivation. In a recent study, Guia, Juliane, and Canoy (2024) reported a significant relationship between reading motivation and reading comprehension among elementary learners, indicating that motivation serves as a predictor of comprehension performance.

Recent studies emphasize that reading comprehension involves more than simply decoding words; it

requires readers to actively construct meaning from texts by connecting prior knowledge, vocabulary, and cognitive strategies. According to Maryanne Wolf (2022), reading comprehension engages complex brain processes that allow individuals to interpret ideas, evaluate information, and develop deeper understanding. These processes help learners become thoughtful readers who can analyze and reflect on the content they encounter. Reading comprehension is closely related to vocabulary development, background knowledge, and the use of effective reading strategies. Sharon Vaughn and Jack M. Fletcher (2022) highlight that learners who receive structured instruction in comprehension strategies—such as summarizing, questioning, and predicting—show significant improvement in their ability to understand texts. This indicates that appropriate teaching approaches can strengthen learners' comprehension skills and support their academic progress.

In the Philippine context, reading proficiency remains a major educational concern. National and international assessments have consistently shown that many Filipino learners struggle with reading comprehension, especially at the upper elementary level. Cabardo and Padillo (2022) emphasized that insufficient reading motivation contributes to low reading achievement among Filipino learners, particularly in public schools where access to reading resources may be limited. Despite the growing body of research on reading skills, there is still a lack of localized, district-based studies that examine the relationship between reading motivation and comprehension among elementary learners.

The Sto. Niño Dela Paz Elementary School provides a meaningful setting for examining reading motivation and comprehension among Grade 6 learners. Learners in this school are preparing for the transition to secondary education, making reading comprehension a critical skill for academic readiness. According to Moneba and Lovitos (2024), examining reading-related variables in specific local contexts allows educators to design interventions that are responsive to learners' actual needs. Understanding how motivation relates to comprehension among Grade 6 learners in this school can provide valuable insights for improving reading instruction and learner engagement.

This study employs a quantitative research design to objectively examine the relationship between reading motivation and reading comprehension. Quantitative approaches allow for the use of standardized instruments and statistical analyses to determine the strength and significance of relationships between

variables. Creswell and Creswell (2023) emphasized that correlational quantitative designs are appropriate when the goal is to identify associations between educational variables without manipulating them. By using validated reading motivation questionnaires and standardized reading comprehension tests, this study aims to generate reliable and generalizable findings.

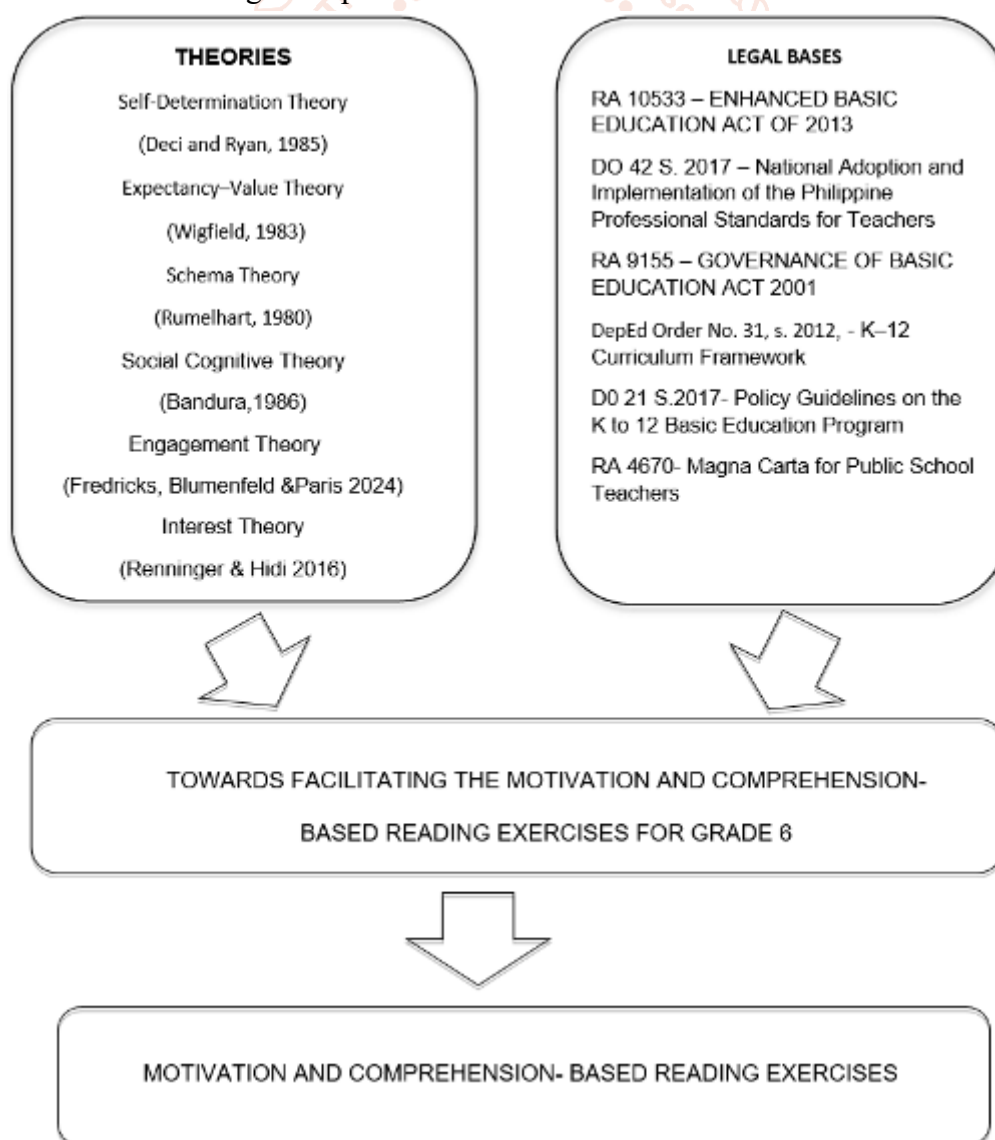
The results of this study are expected to benefit teachers, school administrators, and policymakers by providing empirical evidence on the role of reading motivation in enhancing comprehension. Guthrie and Klauda (2022) stressed that motivation-based reading instruction can significantly improve learners' comprehension outcomes when integrated into classroom practices. The findings of this research may serve as a basis for strengthening reading programs, improving instructional strategies, and promoting learner-centered approaches that foster both motivation and comprehension.

In conclusion, this study recognizes that reading development involves both cognitive and affective dimensions. By examining the relationship between reading motivation and reading comprehension

among Grade 6 learners of Sto. Niño Dela Paz Elementary School this research seeks to contribute to the growing body of recent literature on elementary literacy and provide evidence-based recommendations for improving reading outcomes among Filipino learners.

### Theoretical Background

This study is grounded in three major theories that explains the relationship between reading motivation and reading comprehension: Self-Determination Theory, Expectancy–Value Theory, Schema Theory, Social Cognitive Theory, Engagement Theory and Interest Theory Together, these theories provide a multidimensional lens for examining how learners' motivation influences their engagement in reading tasks and their ability to comprehend texts effectively. By integrating motivational and cognitive perspectives, these theories offer a robust framework for understanding the dynamics between the independent variable (reading motivation) and the dependent variable (reading comprehension) in elementary learners.



**Figure 1 The Theoretical Framework**

Self-Determination Theory (SDT), developed by Deci and Ryan (1985), posits that human behavior is driven by intrinsic and extrinsic motivations and that individuals are more likely to engage meaningfully in activities when their basic psychological needs for autonomy, competence, and relatedness are satisfied. In the context of reading, this theory is particularly relevant as learners who are intrinsically motivated—reading for enjoyment, curiosity, or personal interest—are more likely to engage deeply with texts and apply effective comprehension strategies. SDT emphasizes three types of motivation: autonomous motivation, controlled motivation, and a motivation, which collectively influence the learner's engagement with reading tasks. Learners with higher autonomous motivation tend to persist in challenging reading tasks, demonstrate self-regulated reading behaviors, and achieve better comprehension outcomes.

Recent studies support this application of SDT; for example, Schiefele, Schaffner, and Schreiber (2022) found that intrinsic motivation positively predicted reading engagement and comprehension among elementary learners. This theory directly justifies examining reading motivation as a key factor influencing comprehension, as motivated readers are more cognitively and emotionally invested in their reading.

Expectancy–Value Theory, proposed by Eccles and Wigfield (1983, updated 2020), emphasizes that learners' achievement-related behaviors are influenced by both their expectations of success and the value they attach to a task. In reading, learners are more likely to engage and perform well when they believe they can understand the text and perceive reading as important, enjoyable, or useful. The theory identifies two main components: expectancy of success and subjective task value, which includes intrinsic value, attainment value, utility value, and cost.

Applied to this study, learners with higher expectancy and task value are predicted to invest more effort in reading, apply comprehension strategies consistently, and achieve higher levels of reading comprehension. Empirical studies corroborate this link; van der Sande et al. (2023) demonstrated that learners with higher reading expectancy and perceived task value showed stronger engagement and significantly better comprehension outcomes. Expectancy–Value Theory therefore supports the rationale for investigating the predictive relationship between reading motivation and comprehension.

Schema Theory, introduced by Rumelhart (1980), provides a cognitive framework for understanding reading comprehension as an active process in which

readers construct meaning by integrating new information with existing knowledge structures or schemas. Motivated readers are more likely to activate relevant prior knowledge, make inferences, and monitor understanding while reading, all of which enhance comprehension. Schema Theory highlights the importance of both background knowledge and cognitive engagement in processing texts.

In the context of this study, the theory explains how reading motivation translates into comprehension outcomes: learners who are motivated to read are more likely to employ strategies that facilitate the integration of new information with prior knowledge, resulting in deeper understanding of the text. Recent research by Snow and Matthews (2023) supports this perspective, indicating that higher motivation is associated with more effective schema activation and improved comprehension performance among elementary learners. The promotion of reading motivation and comprehension in Philippine schools is supported by several legal and policy frameworks that emphasize learner-centered instruction and literacy development.

The Social Cognitive Theory, developed by Albert Bandura (1986), emphasizes the importance of observational learning, social interaction, and self-regulation in the learning process. According to this theory, learning occurs not only through direct experience but also by observing the behaviors, attitudes, and outcomes of others' actions. It highlights the dynamic and reciprocal interaction between personal factors, behavior, and environmental influences, a concept known as *reciprocal determinism*. Bandura posits that individuals are more likely to engage in a behavior if they observe others being rewarded for it. In the context of education, learners develop skills and knowledge by modeling the behaviors demonstrated by teachers, peers, and other influential figures. This suggests that a classroom environment that promotes positive reinforcement, encouragement, and active participation can significantly influence learners' motivation and academic performance.

A key component of Social Cognitive Theory is *self-efficacy*, which refers to a learner's belief in their ability to successfully perform a task. Learners with high self-efficacy are more likely to take on challenging tasks, persist in the face of difficulties, and achieve better learning outcomes. In reading instruction, learners who believe in their ability to comprehend texts are more motivated to engage in reading activities and apply comprehension strategies effectively. In relation to this study, Social Cognitive

Theory supports the idea that facilitating motivation through interactive and comprehension-based reading exercises can enhance learners' reading performance. By providing opportunities for guided practice, collaborative learning, and positive feedback, teachers can help learners build confidence and develop better comprehension skills. The use of engaging activities also allows learners to observe and learn from their peers, further reinforcing their understanding and motivation.

The Engagement Theory, as proposed by Fredricks, Blumenfeld, and Paris (2004), emphasizes the importance of learners engagement in the learning process. This theory identifies three key dimensions of engagement: behavioral, emotional, and cognitive. Behavioral engagement refers to learners' participation in academic tasks and activities; emotional engagement involves learners' interest, enjoyment, or sense of belonging, while cognitive engagement relates to the level of investment in understanding complex ideas and mastering skills. According to this theory, learners learn more effectively when they are actively involved in the learning process. Passive learning environments often result in low retention and limited understanding, whereas engaging instructional strategies promote deeper comprehension and sustained attention. Teachers play a crucial role in fostering engagement by designing meaningful, interactive, and relevant learning activities.

In the context of this study, engagement theory supports the integration of motivation and comprehension-based reading exercises as a means of increasing learners' active participation. Through interactive reading tasks, group discussions, and guided comprehension activities, learners are encouraged to become more involved behaviorally, emotionally, and cognitively. As a result, learners are more likely to develop better reading comprehension skills and maintain a positive attitude toward reading.

The Interest Theory, developed by Renninger and Hidi (2016), focuses on the role of interest in enhancing learning and motivation. The theory explains that interest develops over time and can be categorized into two main types: situational interest and individual interest. Situational interest is triggered by environmental factors such as engaging materials, teaching strategies, or novel activities, while individual interest refers to a more stable and enduring personal preference for a subject or activity. Renninger and Hidi propose a four-phase model of interest development: triggered situational interest, maintained situational interest, emerging individual interest, and well-developed individual interest. This

model suggests that teachers can initially spark learners' interest through engaging and meaningful activities, which can later develop into a deeper and more sustained interest in learning.

In relation to this study, Interest Theory supports the use of motivation-driven and comprehension-based reading exercises to capture and sustain learners' interest in reading. By providing relevant, enjoyable, and interactive reading materials, teachers can trigger learners' situational interest and gradually help them develop a lasting appreciation for reading. As learners become more interested, they are more likely to engage deeply with texts, leading to improved comprehension and academic performance.

Republic Act No. 10533, also known as the Enhanced Basic Education Act of 2013, strengthens the Philippine education system by institutionalizing the K to 12 Basic Education Program. One of its key provisions mandates the adoption of learner-centered, inquiry-based, and contextually relevant instructional strategies to improve learning outcomes (DepEd, 2013). This aligns with Self-Determination Theory, which emphasizes the importance of autonomy and intrinsic motivation, as learners are encouraged to engage actively with texts and take ownership of their reading. By fostering an environment that supports learners' interest and engagement in reading, RA 10533 directly reinforces the theoretical link between motivation and comprehension.

Specifically, Section 6 of the law underscores the development of competencies across all learning areas, including literacy, to ensure learners are equipped with critical thinking and problem-solving skills (RA 10533, 2013). This provision supports the principles of Expectancy-Value Theory, as it highlights the importance of helping learners value reading tasks and believe in their ability to succeed. When learners perceive reading as meaningful and attainable, they are more likely to exert effort, apply comprehension strategies, and achieve higher levels of understanding.

Republic Act No. 9155, or the Governance of Basic Education Act of 2001, establishes the framework for effective school governance and instructional leadership. It emphasizes the responsibility of schools to provide quality learning environments and ensure the holistic development of learners (DepEd, 2001). In relation to Schema Theory, this law supports the creation of classrooms where teachers facilitate active comprehension strategies and help learners connect new information to prior knowledge. By institutionalizing a structured and supportive learning environment, RA 9155 provides a policy framework

for enhancing learners' cognitive engagement during reading.

DepEd Order No. 21, s. 2019, also known as the *Policy Guidelines on the K to 12 Basic Education Program*, provides directives to strengthen the implementation of the K to 12 curriculum in the Philippines. This policy emphasizes the development of essential skills among learners, including literacy, critical thinking, and comprehension, which are necessary for lifelong learning and academic success. The policy highlights the importance of learner-centered instruction, where teaching strategies should be responsive to the needs, interests, and abilities of learners. It encourages the use of varied and interactive teaching approaches that promote active participation and engagement among learners. In particular, the Department of Education underscores the need to enhance reading skills across all grade levels, recognizing reading as a foundational competency for all learning areas. Furthermore, DepEd Order No. 21, s. 2019 promotes the integration of strategies that foster motivation and meaningful learning experiences. Teachers are encouraged to design lessons that are engaging, relevant, and aligned with learners' real-life contexts. This includes the use of differentiated instruction, collaborative learning, and comprehension-based activities that help learners better understand and apply what they read.

In relation to this study, the policy supports the implementation of motivation and comprehension-based reading exercises for Grade 6 learners. The emphasis on learner-centered and engaging instructional strategies aligns with the goal of improving both reading comprehension and motivation. By adhering to this policy, the study reinforces the importance of creating an interactive and supportive learning environment that enhances learners' literacy skills. Thus, DepEd Order No. 21, s. 2019 serves as a strong legal and educational foundation for this research, as it advocates for effective teaching practices that promote comprehension, engagement, and overall academic development among learners.

Republic Act No. 4670, also known as the *Magna Carta for Public School Teachers*, was enacted to promote the welfare, rights, and professional development of public-school teachers in the Philippines. The law recognizes the vital role of teachers in shaping the intellectual, moral, and social development of learners and provides provisions to support their responsibilities in delivering quality education.

In the context of this study, RA 4670 serves as a legal basis for enhancing the quality of reading instruction. By supporting teachers' professional development and encouraging innovative teaching practices, the law aligns with the study's goal of implementing motivation and comprehension-based reading exercises. It underscores the responsibility of teachers to provide effective, engaging, and learner-centered instruction that fosters reading comprehension and motivation among learners. Thus, RA 4670 reinforces the importance of creating a learning environment where teachers are empowered to apply strategies that enhance both learners' skills and their enthusiasm for reading, consistent with national education policies and best practices.

The Philippine Professional Standards for Teachers (PPST) (DepEd, 2017) further reinforces the importance of literacy and comprehension development. It highlights teacher competencies in facilitating learning, engaging learners actively, and implementing strategies that develop critical thinking and reading comprehension. The PPST aligns with all three theories: it encourages autonomy and engagement (Self-Determination Theory), supports the value and success expectations of learners (Expectancy-Value Theory), and promotes strategies that enhance meaningful schema construction (Schema Theory). Teachers are expected to design reading activities that motivate learners and foster effective comprehension, providing the legal and professional justification for integrating motivation-focused instruction.

Finally, DepEd Order No. 31, s. 2012, which operationalizes the K-12 Curriculum Framework, emphasizes the development of higher-order thinking skills and literacy across learning areas. It mandates the use of strategies that build comprehension and encourage active engagement with texts, reinforcing the theoretical premise that motivated learners are more likely to read effectively and understand complex materials. These legal and policy frameworks collectively provide both empirical and legislative justification for prioritizing reading motivation as a key factor in enhancing comprehension outcomes in the classroom.

## THE PROBLEM

### Statement of the Problem

This research aimed to determine the relationship between reading motivation and reading comprehension among the Grade 6 learners of Sto. Niño Dela Paz Elementary School, Loon South District, Division of Bohol during the School Year 2025-2026 as basis for reading exercises.

Specifically, this study intended to answer the following questions:

1. What is the profile of the respondents in terms of:
  - 1.1. teachers'
    - 1.1.1. age;
    - 1.1.2. gender;
    - 1.1.3. civil status;
    - 1.1.4. teaching position;
    - 1.1.5. teaching experience;
    - 1.1.6. highest educational attainment;
    - 1.1.7. related training, seminars, workshops attended;
  - 1.2. learners'
    - 1.2.1. age;
    - 1.2.2. sex?
2. What is the level of reading motivation of the respondents in terms of:
  - 2.1. intrinsic motivation such as;
    - 2.1.1. fantasy enjoyment;
    - 2.1.2. adventure and mystery interest;
    - 2.1.3. personal reading identity;
    - 2.1.4. family sharing;
    - 2.1.5. peer interaction and discussion;
    - 2.1.6. persistence and challenge enjoyment;
  - 2.2. extrinsic motivation such as;
    - 2.2.1. compliance/school requirement;
    - 2.2.2. achievement and task completion;
    - 2.2.3. recognition and praise;
    - 2.2.4. competition, and
    - 2.2.5. social status/ recognition of achievement?
3. What is the level of reading comprehension of the respondents in terms of:
  - 3.1. identifying the main idea;
  - 3.2. supporting details;
  - 3.3. making inferences;
  - 3.4. predicting outcomes, and
  - 3.5. context clues?
4. Is there a significant relationship between the learners' level of reading motivation and comprehension?
5. What are the concerns and issues encountered by teachers during reading activities focusing on reading motivation and reading comprehension?
6. Based on findings, what motivation and comprehension- based reading exercises can be facilitated?

### Null Hypotheses

This study either accepts or rejects the following null hypothesis:

There is no significant degree of relationship between the reading motivation and comprehension of the respondents.

### Significance of the Study

In as much as findings of the study may reveal information and valuable insights based on the factual data and raw materials that will be obtained by the researchers, I believe that this study will be valuable to the following:

**School Administrators.** This study aimed to provide the administrators with the appropriate teaching pedagogy and motivational activities in reading that would help the learners to overcome their difficulties in reading comprehension and attain higher achievements in their academic pursuits.

**Teachers.** This study gave them ideas to innovate strategies in teaching to enhance learners' reading comprehension. Moreover, it provided them with an understanding to develop and plan learning activities to boost learners' motivation in reading.

**Parents.** This study made them aware that they played an important role in the educational life of their children. It gave them insights into the great value of reading in achieving meaningful learning for their children.

**Learners.** The result of the study will positively motivate them by their own goal to achieve success in their studies and shall make it a great help to them to improve their skills and abilities in reading. Through this study, this will give them an interest in taking into consideration the importance of being an active reader.

**Researcher.** Through the conduct of this study, the researcher would gain professional and literacy development. She can also reflect on what are the best solution to the reading comprehension and motivation to the learners. And, as an inspiring administrator in the future, the findings of this study gave relevant ideas on how to address the needs and value of reading comprehension to the learners.

**Future researchers.** This study will hopefully serve as guide and reference in conducting replication of studies.

### RESEARCH METHODOLOGY

This section presents the research methodology, encompassing the chosen method, study framework, research setting, respondents, data collection tools, procedures for gathering data, statistical analysis techniques, scoring methods, and key term definitions.

#### Design

The study will utilize a correlation-quantitative research method using a descriptive survey on reading motivation patterned from a standard questionnaire from Wigfield and Guthrie (1991). The

researcher will also use a standard reading test questionnaire patterned from Massachusetts English Language Arts Curriculum Framework (2001) and It will employ a sampling technique using the sample size generator.

### Flow of the Study

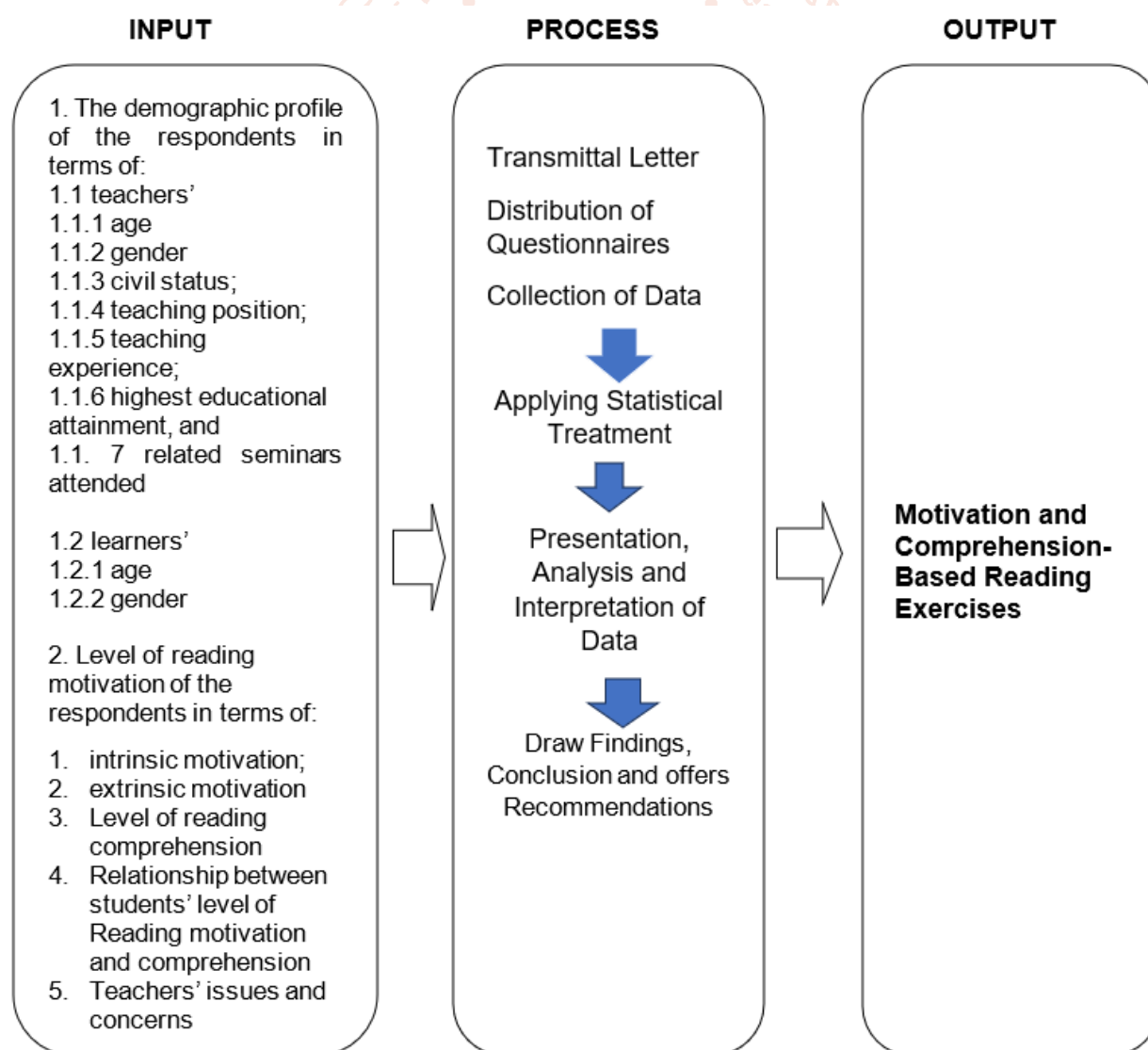
The input of this study focuses on gathering relevant information from Grade 6 learners to provide a comprehensive understanding of the factors that may influence reading motivation and comprehension. For the respondents, the study considers their profile, including demographic characteristics such as age and sex. These characteristics help contextualize the learners' reading behaviors and performance.

Furthermore, the study assesses the level of reading motivation among learners across its dimensions, including intrinsic motivation, extrinsic motivation, and overall engagement in reading activities. Similarly, the study evaluates the reading comprehension of students through standardized assessment tools that measure their ability to understand, interpret, and analyze texts. By collecting both motivational and comprehension data, the study

seeks to determine the patterns and relationships between these key variables.

The research employs a descriptive-correlational research design to analyze the relationship between reading motivation and reading comprehension. Statistical tools, such as correlation and regression analysis, are used to examine whether learners' reading motivation is significantly associated with their comprehension performance. The study also identifies which dimensions of reading motivation—whether intrinsic or extrinsic—serve as significant predictors of reading comprehension.

Ultimately, the output of the study is the Motivation and Comprehension- Based Reading Exercises, which will be developed based on the findings of the research. This plan aimed to provide evidence-based recommendations for teachers and curriculum implementers to improve learners' engagement with reading and strengthen comprehension outcomes. Figure 2 illustrates the flow of the study, showing how the input (respondents' profile and motivational data) leads to processing (assessment and analysis) and results in actionable output (reading exercises).

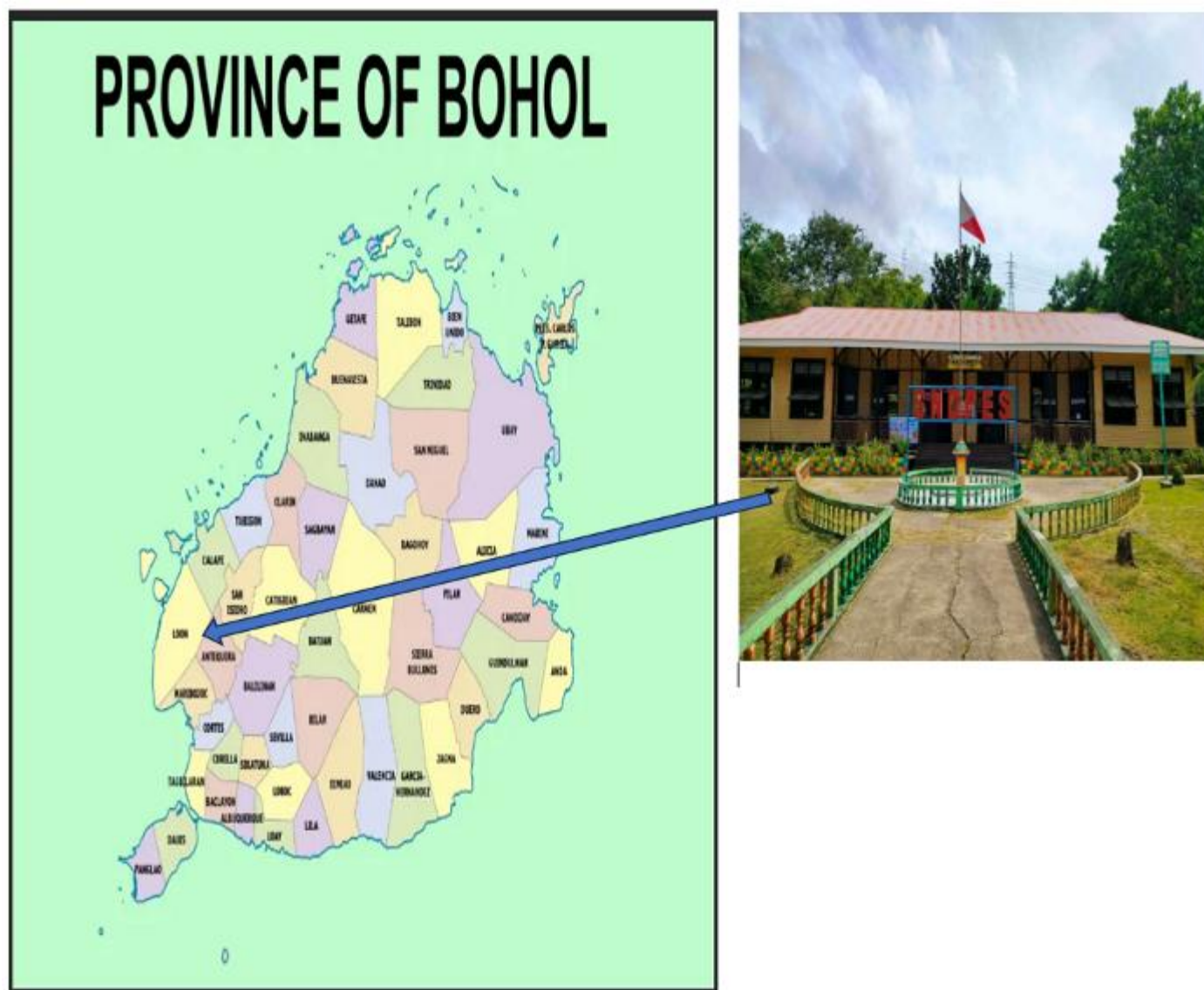


**Figure 2 The Flow of the Study**

## Environment

The researcher will conduct this research in Sto. Niño Dela Paz Elementary School, one of the schools of Loon South District, Division of Bohol. Sto. Niño Dela Paz Elementary School was established in the year 1932. It provides basic education for young learners in the community, typically from kindergarten up to Grade 6 as part of the Philippine government's Department of Education system. It is in barangay Tontonan, Loon, Bohol with a total area of 9,269.81 square meters. It is 5.2 kilometers from Loon South Central Elementary School and 21 kilometers from Tagbilaran City. It serves learners from the local area and nearby neighborhoods, making education accessible without travel to distant towns.

It is situated along the national road and very accessible by any mode of land transportation. Being in this location, the school community members enjoy plenty of advantages such as accessibility to transportation, flat terrain that is suitable to gardening and livestock raising.



**Figure 3 Research Environment of the Study**

## Respondents

The respondents of the study were 13 teachers and 56 grade 6 learners of Sto. Niño Dela Paz Elementary School.

Table 1 shows the distribution of the respondents.

**Distribution of Respondents**

| Respondent Groups | Frequency | Percentage  |
|-------------------|-----------|-------------|
| Learners          | 56        | 81%         |
| Teachers          | 13        | 19%         |
| <b>Total</b>      | <b>69</b> | <b>100%</b> |

## Instrument

The instrument was divided into two sets: Set A: teacher respondents and Set B: learner respondents.

Set A was divided into two parts. The 1<sup>st</sup> part was for the questionnaire for the teachers will employ the demographic profile of the respondents which include their age, sex, civil status, teaching position, teaching experience, highest educational attainment and relevant training, seminars, and workshops attended and the 2<sup>nd</sup> part was the teacher questionnaire on concerns and issues encountered during reading activities focusing on reading motivation and reading comprehension. The questionnaire is adapted from concepts of reading motivation and comprehension, particularly from the Motivation for Reading Questionnaire (MRQ) by Wigfield & Guthrie (1997).

Set B was divided into three parts. The 1<sup>st</sup> part was for the profile of the learners in terms of age and sex. The 2<sup>nd</sup> part was the reading comprehension test questionnaire patterned in Reading Comprehension Using Phil IRI – Grade 6 English with a constructed questionnaire on the demographic profile of the respondents as well. It contains 5 reading exercises with 15 multiple-choice questions. While the 3<sup>rd</sup> part was the descriptive survey questionnaire on determining learners' reading motivation adopted from Wigfield, A. and Guthrie, J. (1997) with a constructed questionnaire on the demographic profile of the respondents. It is composed of 30 items. The researchers will use a modified four (4)-point Likert scale.

### Data Gathering Procedure

Prior to administering the research instrument, the researcher obtained permission from the school principal of Sto. Niño Dela Paz Eementary School, Loon South District, Division of Bohol along with the endorsement and approval of the research adviser. Once approval was granted, the researcher conducted the initial data collection by distributing the research questionnaire to respondents who were available at the time.

The researcher also helped the respondents as they completed the questionnaires. Whenever needed, the researcher clarified the instructions and explained specific items in the questionnaire. The respondents will be assured of the confidentiality of the information collected, with strict adherence to the Data Privacy Law and other relevant regulations protecting their rights.

### Statistical Treatment

The collected data was consolidated, tallied, and analyzed using statistical methods. The data gathered was subjected to normality test. It was analyzed and interpreted through projections and deductions inferred from the percentage. The percentages was obtained by dividing the frequency of responses by the total number of respondents and then multiplied by one hundred.

To identify the average responses of the respondents', weighted mean was computed. In finding the significant degree of correlation between the reading motivation and comprehension of the participants, the Pearson Product moment Coefficient Correlation was used.

### Scoring Procedure

#### A. For teachers

| Weight | Range       | Category  | Verbal Description                                                                                                                                                    |
|--------|-------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4      | 3.26 – 4.00 | Always    | Teachers consistently observe low reading motivation and frequent difficulties in students' comprehension, such as identifying main ideas and understanding the text. |
| 3      | 2.51 – 3.25 | Often     | Teachers frequently notice limited student interest in reading and common challenges in vocabulary and understanding the text.                                        |
| 2      | 1.76 – 2.50 | Sometimes | Teachers occasionally observe low motivation and some difficulties in understanding certain parts of the text.                                                        |
| 1      | 1.00 – 1.75 | Never     | Teachers do not observe issues in reading motivation or comprehension; students show interest and understand the text well.                                           |

#### B. For the level of learners' reading comprehension

| Legend                    | Interpretation      | Reading Comprehension Level |
|---------------------------|---------------------|-----------------------------|
| 90-100% correct answers   | 13-15 correct items | Advanced Level              |
| 75-89 % correct answers   | 10-12 correct items | Proficient I Level          |
| 50- 74% correct answers   | 7-9 correct answers | Developing Level            |
| Below 50% correct answers | 0-6 correct answers | Beginning Level             |

**C. For the level of learners' motivation**

| Symbol | Description      | Meaning                                  | Weight | Parameters/ Interpretation |        |                      |
|--------|------------------|------------------------------------------|--------|----------------------------|--------|----------------------|
|        |                  |                                          |        | Scale                      | Symbol | Description          |
| SA     | Strongly Agree   | The condition is felt all the time.      | 4      | 3.25 – 4.00                | HM     | Highly Motivated     |
| MA     | Moderately Agree | The condition is felt most of the times. | 3      | 2.50 – 3.24                | MM     | Moderately Motivated |
| SLA    | Slightly Agree   | The condition is felt at certain times.  | 2      | 1.75 – 2.49                | SM     | Slightly Motivated   |
| D      | Disagree         | The condition is never felt.             | 1      | 1.00 – 1.74                | NM     | Not Motivated        |

**DEFINITION OF TERMS**

To aid the readers clear understanding about this research, the following terms and phrases were operationally defined:

**Descriptive-Correlational Research Design.** Refers to the quantitative research approach employed in this study to describe the levels of reading motivation and comprehension and to determine the strength and significance of the relationship between these variables. Statistical tools such as Pearson Product-Moment Correlation, Chi-square test, and t-test will be used to analyze the data.

**Enhancement Plan.** Refers to a set of evidence-based interventions, strategies, and activities designed to improve reading motivation and comprehension among Grade 6 learners. This program will be developed based on the findings of the study and will include recommendations for teachers and curriculum implementers on motivating learners and strengthening comprehension skills.

**Extrinsic Motivation.** A subcomponent of reading motivation that refers to learners' engagement in reading due to external rewards, recognition, or encouragement from teachers, parents, or peers. Extrinsic motivation in reading is the tendency to read in response to external factors such as grades, rewards, competition, social recognition, or compliance with instructional requirements, instead of inherent enjoyment or curiosity. This is measured using survey items that assess learners' perception of external incentives in reading.

**Compliance/School Requirement.** Refers to the extent to which an individual engages in reading activities due to academic obligations, institutional expectations, or assigned tasks rather than personal interest.

**Achievement and Task Completion.** Refers to an individual's motivation to read to successfully accomplish assigned tasks, meet academic standards, or achieve specific performance goals.

**Recognition and Praise.** Refers to the motivation to engage in reading that is driven by the desire to receive positive feedback, approval, or acknowledgment from teachers, parents, or peers.

**Competition.** Refers to the drive to engage in reading activities to outperform others, gain higher rankings, or demonstrate superior ability compared to peers.

**Social Status / Recognition of Achievement.** Refers to the motivation to read based on the desire to gain respect, prestige, or acknowledgment from others because of one's reading performance or accomplishments.

**Intrinsic Motivation.** Is a subcomponent of reading motivation that pertains to learners' internal drive to read for personal satisfaction, interest, or curiosity. In this study, it is operationalized through specific items in the survey that ask students about their enjoyment and interest in reading activities. Intrinsic motivation for reading is the self-driven engagement in reading activities for inherent satisfaction, interest, and intellectual stimulation, rather than for external recognition or outcomes.

**Fantasy Enjoyment.** Refers to the level of pleasure, interest, and engagement an individual experiences when reading or interacting with imaginative or fictional worlds, characters, and events that are not bound by reality.

**Adventure and Mystery Interest.** Refers to an individual's inclination toward stories or texts that involve exploration, suspense, problem-solving, and uncovering unknown elements, which stimulate curiosity and excitement.

**Personal Reading Identity.** Refers to how individuals perceive themselves as readers, including their reading preferences, habits, attitudes, and the value they assign to reading as part of their self-concept.

**Family Sharing.** Refers to the practice of engaging in reading-related activities with family members, such as discussing books, reading together, or exchanging reading materials, which may influence reading attitudes and behaviors.

**Peer Interaction and Discussion.** Refers to the exchange of ideas, opinions, and interpretations about reading materials among peers, which can enhance comprehension, critical thinking, and motivation to read.

**Persistence and Challenge Enjoyment.** Refers to the degree to which an individual finds satisfaction in continuing to read despite difficulties and enjoys engaging with challenging texts that require effort, concentration, and problem-solving skills.

**Profile of the Respondents.** Refers to the demographic respondents specifically their age and sex. Age will be recorded in years, while sex will be categorized as male or female. These variables will be analyzed to determine whether differences in reading motivation and comprehension exist across demographic groups and to establish potential relationships between profile variables and the main study constructs.

**Reading Motivation.** Refers to the learners' interest, engagement, and willingness to participate in reading activities. In this study, it will be measured through a descriptive survey questionnaire adopted from Wigfield and Guthrie (1997), which assesses two main dimensions: intrinsic motivation, defined as the internal desire to read for personal enjoyment, curiosity, or challenge; and extrinsic motivation, defined as the influence of external factors such as rewards, recognition, or teacher encouragement.

**Reading Comprehension.** Is defined as the ability of learners to understand, interpret, and analyze written texts by constructing meaning from passages. In this study, reading comprehension will be measured using a standardized reading test patterned from the Massachusetts English Language Arts Curriculum Framework (2001). Reading comprehension serves as the dependent variable, as it reflects the learners' reading achievement that may be influenced by their motivation. Reading comprehension is the cognitive process through which a reader constructs meaning from a text by interpreting, analyzing, and integrating information using prior knowledge, vocabulary, and language skills (Snow, 2002). Identifying the Main Idea

**Identifying the Main Idea.** This refers to the process of determining the central thought or primary message of a text. The main idea represents what the text is mostly about and is often supported by key details.

**Supporting Details.** These are specific pieces of information that explain, develop, or justify the main idea. Supporting details may include facts, examples, descriptions, or evidence that clarify the central concept of a text.

**Making Inferences.** This is the ability to draw logical conclusions based on information that is not explicitly stated in the text. It involves combining textual clues with prior knowledge to understand deeper meanings.

**Predicting Outcomes.** This refers to the skill of anticipating what will happen next in a text based on available information, patterns, or clues provided by the author, along with the reader's background knowledge.

**Context Clues.** These are hints or pieces of information found within a text that help readers understand the meaning of unfamiliar words or phrases. Context clues may come from surrounding words, sentences, or overall text structure.

## **PRESENTATION, DATA ANALYSIS, AND INTERPRETATION**

This chapter presents the data obtained from the respondents of the study with the corresponding analysis and interpretation. The respondents of this study consisted of 13 teachers and 56 learners for a total of 69 respondent groups from Sto. Niño Dela Paz Elementary School, Loon South District, Division of Bohol.

This chapter comprised six (6) distinct sections.

The first part deals with the relevant information of the teacher respondents in terms of their age, gender, civil status, teaching position, highest educational attainment, number of years in service, and relevant training, seminars, and workshops attended.

The second part of this chapter deals with the relevant information of the learners' respondents in terms of their age and gender.

The third part deals with the level of reading motivation of the learners in terms of intrinsic and extrinsic motivation.

The fourth part assesses the level of reading comprehension of the learners in terms of identifying main idea, supporting details, making inferences, predicting outcomes and context clues.

Moreover, this research tests the relationship between the learners' level of reading motivation and comprehension.

Lastly, the concerns and issues encountered by teachers during reading activities focusing on reading motivation and reading comprehension.

### RELEVANT INFORMATION OF THE RESPONDENTS

The following tables reveal the relevant information of the respondents in terms of their age, gender, civil status, highest educational attainment, number of years in service, teaching position, and relevant training, seminars, and workshops attended.

**Age.** Table 2 presents the profile of the respondents in terms of age.

**Table 2 Age Profile**

| Age                       | Frequency n = 13 | Percentage |
|---------------------------|------------------|------------|
| 46 and above              | 6                | 46.15      |
| 41 – 45 years old         | 2                | 15.38      |
| 36 – 40 years old         | 3                | 23.08      |
| 31 – 35 years old         | 2                | 15.38      |
| <b>Total</b>              | <b>13</b>        | <b>100</b> |
| <b>Average</b>            | <b>42.62</b>     | <b>-</b>   |
| <b>Standard Deviation</b> | <b>5.71</b>      | <b>-</b>   |

Table 2 presents the respondents' age distribution. Almost half of them, six or 46.15 percent, are 46 years old and above, making this the largest group. This is followed by three respondents (23.08 percent) who are between 36 and 40 years old. Meanwhile, two respondents (15.38 percent) fall within the 41–45 age group, and another two (15.38 percent) are aged 31–35. In total, there are 13 respondents included in the study.

The average age of the respondents is 42.62 years, with a standard deviation of 5.71. This means that most of them are in their early forties, and their ages do not vary widely from one another. Overall, the group can be considered relatively mature and experienced.

These results suggest that the respondents were mostly seasoned educators who have likely developed strong teaching skills, effective classroom management, and solid mastery of their subject areas. However, age can also play a role in how teachers adapt to new trends in education, especially when it comes to using digital tools and innovative teaching strategies.

This finding aligns with previous studies. For instance, König et al. (2022) found that more experienced teachers often rely on established teaching practices developed over time, while younger teachers tend to be more open to innovation and technology-based approaches. Similarly, Tondeur et al. (2021) emphasized that age and teaching experience influence teachers' confidence and competence in integrating digital tools, with younger educators generally showing greater ease in this area.

Furthermore, OECD (2023) highlighted that although experienced teachers contribute greatly to the stability and quality of instruction, ongoing professional development is still important. This ensures that they remain responsive to the changing demands of 21st-century education, particularly in adopting learner-centered and technology-enhanced teaching practices.

**Gender.** Table 3 presents the profile of the respondents in terms of gender.

**Table 3 Gender Profile**

| Gender       | Frequency n = 13 | Percentage |
|--------------|------------------|------------|
| Male         | 0                | 0          |
| Female       | 13               | 100        |
| <b>Total</b> | <b>13</b>        | <b>100</b> |

Table 3 shows the gender profile of the respondents. All 13 respondents, or 100 percent, are female, with no male participants included in the study. This means that the entire group of teacher-respondents is composed of women.

This finding suggests that female teachers play a key role in facilitating motivation and comprehension-based reading exercises among Grade 6 learners. As a result, the insights, strategies, and classroom practices reflected in the study are largely influenced by the experiences and perspectives of female educators.

Female teachers are often recognized for their nurturing approach, strong communication skills, and ability to build supportive classroom environments. These qualities are essential in teaching reading, where maintaining learners' motivation and improving comprehension are critical. Their capacity to create a positive and engaging atmosphere can help increase students' interest in reading and enhance their understanding of texts.

In terms of instructional practices, female teachers may tend to use more interactive and learner-centered strategies, such as guided reading, group discussions, and collaborative activities. These approaches not only strengthen comprehension skills but also encourage active participation among learners. Supporting this idea, Wang and Li (2021) found that female teachers often employ engaging and collaborative methods that promote deeper understanding.

Additionally, female educators may apply differentiated strategies to address the diverse needs of learners, especially those who struggle with reading. This can include the use of visual aids, storytelling, and technology-based resources to make lessons more accessible and meaningful. Huang and Zhang (2021) emphasized that female teachers frequently adapt their instruction to ensure that all learners can actively participate and improve their reading skills.

Overall, the results highlight the important role of female teachers in creating supportive, inclusive, and engaging learning environments that foster both motivation and comprehension among Grade 6 learners.

**Civil Status.** Table 4 presents the profile of the respondents in terms of civil status.

**Table 4 Civil Status Profile**

| Gender       | Frequency n = 55 | Percentage |
|--------------|------------------|------------|
| Married      | 12               | 92.31      |
| Single       | 1                | 7.69       |
| <b>Total</b> | <b>13</b>        | <b>100</b> |

Table 4 presents the civil status profile of the respondents. It shows that the majority, 12 or 92.31 percent, are married, while only one respondent or 7.69 percent is single. Overall, there are 13 teacher-respondents included in the study.

This indicates that most of the respondents are married, suggesting that they may already have established personal and professional stability. Such stability can influence their teaching practices, particularly in facilitating motivation and comprehension-based reading exercises among Grade 6 learners.

Married teachers are often perceived to possess a strong sense of responsibility, patience, and commitment, which are essential qualities in handling learners with diverse reading abilities. Their life experiences may also contribute to a deeper understanding of students' needs, allowing them to create more meaningful and relatable reading activities that enhance both motivation and comprehension.

In the context of reading instruction, married teachers may be more consistent in implementing structured and supportive learning environments. This can positively affect learners' engagement in comprehension-based activities, such as guided reading, storytelling, and reflective discussions. Day and Gu (2020) emphasized that teachers' personal and professional stability, often associated with marital status, can strengthen their commitment and effectiveness in classroom instruction.

Furthermore, married teachers may demonstrate greater emotional support and empathy, which are important in motivating learners, especially those who struggle with reading. Emotional support helps build learners' confidence and willingness to participate in reading tasks. According to Klassen and Chiu (2011), teachers with higher levels of personal stability tend to exhibit stronger classroom management and student engagement practices.

Overall, the findings suggest that the predominance of married teachers may contribute positively to the facilitation of motivation and comprehension-based reading exercises, as they bring stability, experience, and supportive teaching approaches into the classroom.

**Teaching Position.** Table 5 presents the profile of the respondents in terms of teaching position.

**Table 5 Teaching Position Profile**

| Gender       | Frequency n = 55 | Percentage |
|--------------|------------------|------------|
| Teacher III  | 10               | 76.92      |
| Teacher I    | 3                | 23.08      |
| <b>Total</b> | <b>13</b>        | <b>100</b> |

Table 5 shows the teaching position profile of the respondents. Most of the respondents, 10 or 76.92 percent, are Teacher III, while 3 or 23.08 percent are Teacher I. In total, there are 13 teaching respondents in the study.

This distribution indicates that the majority of the teachers hold a more advanced teaching position, which generally reflects longer service and more classroom experience. Teachers with higher professional ranks often have more opportunities to refine instructional practices, including strategies that support learner motivation and comprehension.

Experienced teachers in higher positions may be more adept at selecting and applying effective reading activities and materials tailored to Grade 6 learners. They may also exhibit more confidence in structuring comprehension-based reading tasks, scaffolded support, and engagement strategies that sustain students' interest. According to Harris and Jones (2021), teachers at advanced career stages tend to leverage accumulated expertise to design instruction that is both responsive and motivating for learners.

Furthermore, experienced teachers often engage in ongoing professional development and collaborative practice, which can enhance their capacity to integrate varied teaching strategies into classroom reading exercises. Darling-Hammond et al. (2022) found that teachers with greater experience and higher professional roles are more likely to implement evidence-based practices that improve student comprehension and achievement.

In addition, Chen and Wang (2023) noted that teachers in elevated positions often serve as instructional leaders within their schools, modeling effective practices and mentoring peers in curriculum delivery and assessment approaches that strengthen learners' skills and motivation.

Overall, the predominance of Teacher III respondents suggests that the facilitation of motivation and comprehension-based reading exercises in Grade 6 is likely supported by educators with substantial professional experience, instructional confidence, and a strong foundation in classroom practice.

**Teaching Experience.** Table 6 indicates the number of years in service of the respondents.

**Table 6 Teaching Experience**

| Teaching Experience       | Frequency n = 13 | Percentage |
|---------------------------|------------------|------------|
| More than 16 years        | 6                | 46.15      |
| 11 – 15 years             | 2                | 15.38      |
| 7 – 10 years              | 1                | 7.69       |
| 4 – 6 years               | 2                | 15.38      |
| 0 – 3 years               | 2                | 15.38      |
| <b>Total</b>              | <b>13</b>        | <b>100</b> |
| <b>Average</b>            | <b>11.96</b>     | <b>-</b>   |
| <b>Standard Deviation</b> | <b>6.50</b>      | <b>-</b>   |

Table 6 presents the teaching experience of the respondents. It shows that six teachers, or 46.15 percent, have more than 16 years of teaching experience, making them the largest group. This is followed by two teachers, or 15.38 percent, with 11–15 years of experience, and another two teachers (15.38 percent) with 4–6 years of experience. One teacher, or 7.69 percent, has 7–10 years of experience, while two teachers (15.38 percent) have 0–3 years of teaching experience. The computed average teaching experience is approximately 11.96 years, with a standard deviation of 6.50, indicating that most respondents have substantial experience, though there is moderate variation within the group.

These findings suggest that the majority of the respondents are seasoned educators, capable of effectively facilitating motivation and comprehension-based reading exercises for Grade 6 learners. Teachers with longer experience are likely to have developed strong instructional strategies, classroom management skills, and the ability to adapt reading materials to meet learners' diverse needs (Darling-Hammond et al., 2022). Their

extensive experience may enable them to implement scaffolded reading activities that enhance comprehension while keeping students motivated.

Moreover, teachers with fewer years of experience may bring fresh perspectives and innovative strategies, particularly in integrating technology and interactive approaches into reading instruction. According to Chen and Wang (2023), a balance of experienced and relatively new teachers can foster both instructional stability and the adoption of creative teaching practices, which are essential for maintaining student engagement in reading activities.

Overall, the teaching experience profile highlights the readiness of the respondents to deliver effective, motivation-driven, and comprehension-oriented reading exercises, combining seasoned expertise with potential for innovation in the classroom.

**Highest Educational Attainment.** Table 7 shows the highest educational attainment of the respondents.

**Table 7 Highest Educational Attainment**

| Highest Educational Attainment | Frequency n = 13 | Percentage |
|--------------------------------|------------------|------------|
| Master's Degree Units          | 7                | 53.85      |
| Bachelor Degree                | 6                | 46.15      |
| <b>Total</b>                   | <b>13</b>        | <b>100</b> |

Table 7 presents the highest educational attainment of the respondents. It shows that the majority, seven teachers or 53.85 percent, have completed Master's degree units, while six teachers or 46.15 percent hold a Bachelor's degree. In total, there are 13 teacher-respondents in the study.

This indicates that more than half of the respondents have pursued postgraduate studies, suggesting a strong commitment to professional growth and academic development. Teachers with advanced education are often more knowledgeable about instructional strategies, curriculum design, and assessment techniques, which can enhance their ability to implement effective reading exercises for Grade 6 learners.

Research shows that higher educational attainment among teachers is positively associated with instructional quality and learner outcomes. According to Li and Zhang (2022), teachers with postgraduate preparation demonstrate greater mastery of subject content, better pedagogical skills, and more effective classroom management practices, all of which contribute to enhanced learners learning. Similarly, Nguyen et al. (2023) noted that teachers with advanced degrees are more likely to employ evidence-based instructional strategies and differentiate learning to meet diverse student needs.

In the context of facilitating motivation and comprehension-based reading exercises, teachers with master's level training may be better equipped to design engaging reading tasks, scaffold comprehension strategies, and implement learner-centered approaches that foster both motivation and reading proficiency. Meanwhile, teachers with bachelor's degrees can contribute practical experience and foundational teaching skills, creating a balanced mix of theoretical knowledge and applied practice in the classroom.

Overall, the educational profile of the respondents suggests that the group possesses a solid combination of academic preparation and practical experience, which is crucial for the effective delivery of reading instruction that is both motivating and comprehension focused.

**Relevant Training, Seminars, and Workshops Attended.** Table 8 presents the highest level of appropriate training, seminars, and workshops attended by the respondents.

**Table 8 Relevant Training, Seminars, and Workshops Attended**

| Highest Educational Attainment | Frequency n = 13 | Percentage |
|--------------------------------|------------------|------------|
| District                       | 13               | 100        |
| <b>Total</b>                   | <b>13</b>        | <b>100</b> |

Table 8 presents the profile of the respondents in terms of relevant training, seminars, and workshops attended. It shows that all 13 teachers, or 100 percent, have attended district-level training programs.

This finding indicates that the respondents actively participate in professional development activities within their school district, which may enhance their instructional skills and classroom practices. Participation in such programs ensures that teachers remain updated on current pedagogical strategies, curriculum changes, and

innovative approaches to teaching, including motivation and comprehension-based reading exercises for Grade 6 learners.

Research highlights the importance of continuous professional development in improving teaching effectiveness. According to Santos and Li (2021), teachers who regularly attend workshops and training sessions demonstrate increased competence in implementing learner-centered strategies, integrating technology in instruction, and addressing diverse learning needs. Similarly, Hernandez and Chen (2023) emphasized that district-level professional development programs can significantly enhance teachers' ability to design engaging and effective instructional materials that improve student motivation and learning outcomes.

In the context of this study, the fact that all respondents have participated in district-level trainings suggests a strong foundation for facilitating reading exercises that promote both comprehension and motivation. This professional exposure equips teachers with updated methodologies, classroom management techniques, and collaborative strategies that can directly benefit learners' reading performance.

**Profile of Learners.** The table below presents the profile of the learners from the research environment as to their age.

**Age.** Table 9 presents the profile of the respondents in terms of age.

**Table 9 Age Profile**

| Age                       | Frequency n = 56 | Percentage |
|---------------------------|------------------|------------|
| 14 years old              | 1                | 1.79       |
| 13 years old              | 1                | 1.79       |
| 12 years old              | 35               | 62.50      |
| 11 years old              | 19               | 33.92      |
| <b>Total</b>              | <b>56</b>        | <b>100</b> |
| <b>Average</b>            | <b>11.71</b>     | <b>-</b>   |
| <b>Standard Deviation</b> | <b>0.59</b>      | <b>-</b>   |

Table 9 presents the age profile of the Grade 6 learners who participated in the study. Most learners, 35 or 62.50 percent, are 12 years old, followed by 19 learners or 33.92 percent who are 11 years old. Only one learner each is 13 years old and 14 years old, representing 1.79 percent each. The computed average age is 11.71 years, with a standard deviation of 0.59, indicating that most learners are clustered around the typical age range for Grade 6, with very little variability.

This age distribution suggests that the learners are generally at a similar developmental stage, which is advantageous when implementing comprehension-based reading exercises. At this age, learners can understand increasingly complex texts, applying critical thinking skills, and engaging in structured reading activities that promote both motivation and comprehension (Katz & Tan, 2021).

Moreover, the relatively small variation in age indicates that instructional strategies can be designed for a fairly uniform group, allowing teachers to scaffold reading exercises effectively. According to Chen et al. (2022), teaching practices that consider the learners' age and cognitive development improve engagement, reading comprehension, and intrinsic motivation, particularly when lessons are interactive and learner-centered.

In the context of this study, understanding the age profile of the learners provides a foundation for designing and facilitating reading exercises that are developmentally appropriate, motivating, and tailored to enhance comprehension skills.

**Gender.** Table 10 presents the profile of the respondents in terms of gender.

**Table 10 Gender Profile**

| Gender       | Frequency n = 56 | Percentage |
|--------------|------------------|------------|
| Male         | 27               | 48.21      |
| Female       | 29               | 51.79      |
| <b>Total</b> | <b>56</b>        | <b>100</b> |

Table 10 presents the gender profile of the Grade 6 learners. It shows that 29 learners, or 51.79 percent, are female, while 27 learners, or 48.21 percent, are male, making the distribution nearly balanced. In total, there are 56 learners who participated in the study.

The near-equal representation of male and female learners suggests that the findings of the study are reflective of both genders, providing a comprehensive understanding of how motivation and comprehension-based reading exercises affect learners. A balanced gender composition can also help ensure that instructional strategies and materials are effective across both boys and girls.

Research indicates that gender can influence reading engagement and motivation. According to Li and Chen (2021), female learners often demonstrate slightly higher reading motivation and preference for collaborative or comprehension-focused tasks, whereas male learners may respond more actively to gamified or competitive reading activities. Understanding these tendencies allows teachers to design reading exercises that appeal to all learners, fostering equitable participation and learning outcomes.

In the context of this study, the balanced gender profile allows teachers to implement reading exercises that are inclusive, engaging, and sensitive to gender-based learning preferences, thereby enhancing both motivation and comprehension skills among Grade 6 learners.

### LEVEL OF INTRINSIC READING MOTIVATION OF THE STUDENTS

The following tables reveal the level intrinsic motivation of the learners in terms of fantasy, adventure and mystery interest, personal reading identity, family sharing, peer interaction and discussion and persistence and challenge enjoyment.

**Fantasy.** This dimension focuses on the learners' interest in imaginative, magical, or fantastical narratives. It highlights how much learners are drawn to stories that stimulate creativity, curiosity, and wonder, which can enhance engagement and foster a love for reading.

**Table 11 Fantasy**

| Items                                                    | Weighted Mean | Standard Deviation | Interpretation     |
|----------------------------------------------------------|---------------|--------------------|--------------------|
| 1. I read stories about fantasy and make believe.        | 2.50          | 0.80               | Slightly Evident   |
| 2. I make pictures in my mind when I read.               | 3.00          | 0.96               | Moderately Evident |
| 3. I feel like I make friends with people in good books. | 3.50          | 0.90               | Highly Evident     |
| <b>COMPOSITE MEAN</b>                                    | <b>3.00</b>   | <b>0.89</b>        | Moderately Evident |

**Legend:** 3.26 – 4.00 Highly Evident; 2.51 – 3.25 Moderately Evident; 1.76 – 2.50 Slightly Evident; 1.00 – 1.75 Not Evident

Table 11 presents the learners' intrinsic motivation in reading fantasy stories. The highest-rated item, "I feel like I make friends with people in good books," received a weighted mean of 3.50, interpreted as Highly Evident, showing that many learners strongly connect with characters and immerse themselves in the stories. This suggests that fantasy reading not only sparks imagination but also fosters emotional engagement, allowing learners to relate to the characters and experiences in the text.

The item "I make pictures in my mind when I read" scored a weighted mean of 3.00, interpreted as Moderately Evident, indicating that learners often visualize events and characters, which helps them better understand and remember what they read. On the other hand, "I read stories about fantasy and make believe" had a weighted mean of 2.50, interpreted as Slightly Evident, meaning that some students only occasionally choose or enjoy fantasy stories, highlighting an area where motivation could be strengthened.

The overall composite mean of 3.00, interpreted as Moderately Evident, suggests that learners generally show a moderate level of intrinsic motivation toward fantasy reading. While some learners are highly imaginative and deeply engaged, others participate less frequently, implying the need for strategies that can consistently encourage all learners to read fantasy texts. Research supports that imaginative engagement—such as visualizing scenes and relating to characters—enhances both motivation and comprehension (Li & Chen, 2021; Nguyen, Le, & Pham, 2022). Learners who connect emotionally with stories and picture events in their minds are more likely to enjoy reading and retain information, which is essential for developing lifelong reading habits.

Overall, integrating fantasy stories into comprehension-based reading exercises can enhance learners' intrinsic motivation, stimulate imagination, and support both cognitive and emotional engagement, making reading more meaningful and enjoyable for Grade 6 learners.

**Adventure and Mystery Interest.** This domain emphasizes the learners' preference for narratives involving exploration, suspense, and problem-solving. It captures the learners' excitement in following plots that challenge their prediction and comprehension skills while sustaining motivation to read.

**Table 12 Adventure and Mystery Interest**

| Items                                          | Weighted Mean | Standard Deviation | Interpretation   |
|------------------------------------------------|---------------|--------------------|------------------|
| 1. I enjoy reading a lot of adventure stories. | 2.00          | 0.90               | Slightly Evident |
| 2. I like to read mystery books.               | 2.50          | 0.81               | Slightly Evident |
| <b>COMPOSITE MEAN</b>                          | <b>2.25</b>   | <b>0.86</b>        | Slightly Evident |

**Legend:** 3.26 – 4.00 Highly Evident; 2.51 – 3.25 Moderately Evident;  
1.76 – 2.50 Slightly Evident; 1.00 – 1.75 Not Evident

Table 12 presents the learners' intrinsic motivation in reading adventure and mystery stories. The item "I enjoy reading a lot of adventure stories" received a weighted mean of 2.00, interpreted as Slightly Evident, suggesting that only a few students regularly engage with adventure reading. Similarly, "I like to read mystery books" scored a weighted mean of 2.50, also interpreted as Slightly Evident, indicating that most learners show only limited interest in mystery narratives. The composite mean of 2.25, interpreted as Slightly Evident, reflects an overall low level of motivation toward these genres.

These results imply that while some learners may occasionally enjoy adventure or mystery stories, these types of texts are not yet a strong preference for most learners. The limited engagement could be influenced by factors such as unfamiliarity with the genres, lack of exposure to captivating materials, or stronger interest in other story types like fantasy. Studies support the idea that learner engagement and motivation improve when learners are provided with texts that match their interests (Guthrie & Wigfield, 2021; Smith & Wilhelm, 2022). In particular, exposure to a variety of genres, including adventure and mystery, has been shown to broaden reading preferences and increase participation in reading activities (Robinson & Garcia, 2022; Evans & Brooks, 2023).

Overall, the findings suggest that incorporating more age-appropriate and engaging adventure and mystery stories into comprehension-based reading exercises could increase learners' motivation, stimulate curiosity, and provide meaningful opportunities for improving reading comprehension skills. By connecting reading materials to learners' interests, teachers can foster both enjoyment and deeper engagement in reading tasks (Simmons et al., 2021; Tse & Yip, 2022).

**Personal Reading Identity.** This dimension reflects how learners perceive themselves as readers, including their confidence, enjoyment, and self-concept related to reading. It indicates whether learners see reading as part of their personal interests and identity.

**Table 13 Personal Reading Identity**

| Items                                                                                      | Weighted Mean | Standard Deviation | Interpretation     |
|--------------------------------------------------------------------------------------------|---------------|--------------------|--------------------|
| 1. It is very important to me to be a good reader.                                         | 2.50          | 1.08               | Slightly Evident   |
| 2. In comparison to other activities I do, it is very important to me to be a good reader. | 3.00          | 0.98               | Moderately Evident |
| <b>COMPOSITE MEAN</b>                                                                      | <b>2.75</b>   | <b>1.03</b>        | Moderately Evident |

**Legend:** 3.26 – 4.00 Highly Evident; 2.51 – 3.25 Moderately Evident;  
1.76 – 2.50 Slightly Evident; 1.00 – 1.75 Not Evident

Table 13 presents the learners' intrinsic motivation in terms of Personal Reading Identity, which reflects how much they value being a good reader. The item "It is very important to me to be a good reader" received a weighted mean of 2.50, interpreted as Slightly Evident, suggesting that while some learners recognize the importance of reading, it is not yet a strong personal priority for all. Meanwhile, the item "In comparison to other activities I do, it is very important to me to be a good reader" scored a weighted mean of 3.00, interpreted as Moderately Evident, indicating that a portion of learners' place reading above or alongside other activities, showing a growing sense of identity as readers.

The composite mean of 2.75, falling under Moderately Evident, suggests that, overall, learners moderately view themselves as readers and acknowledge the value of reading in their personal development. This indicates that while some learners have internalized reading as an important part of their identity, others may need encouragement and guidance to strengthen their self-concept as readers. Research supports that cultivating a personal reading identity is crucial for fostering intrinsic motivation and sustained engagement in reading activities (Guthrie & Wigfield, 2021; Tse & Yip, 2022). When learners begin to see themselves as readers, they are more likely to invest effort, persist in reading tasks, and develop stronger comprehension skills.

These findings imply that reading exercises, particularly those that allow learners to choose texts aligned with their interests and reflect on their growth as readers, can enhance both motivation and reading engagement. Encouraging learners to view themselves as capable and enthusiastic readers contributes to long-term reading habits and academic success (Simmons et al., 2021; Nguyen, Le, & Pham, 2022).

**Family Sharing.** This domain examines the role of the home environment in supporting reading motivation. It includes the extent to which learners share reading experiences with family members, discuss stories at home, and receive encouragement to read, which can reinforce intrinsic motivation.

**Table 14 Family Sharing**

| Items                                                  | Weighted Mean | Standard Deviation | Interpretation     |
|--------------------------------------------------------|---------------|--------------------|--------------------|
| 1. I visit the library often with my family.           | 3.00          | 0.88               | Moderately Evident |
| 2. I enjoy reading stories to my brother or my sister. | 3.00          | 1.00               | Moderately Evident |
| 3. I like to tell my family about what I am reading.   | 2.50          | 0.96               | Slightly Evident   |
| <b>COMPOSITE MEAN</b>                                  | <b>2.83</b>   | <b>0.95</b>        | Moderately Evident |

**Legend:** 3.26 – 4.00 Highly Evident; 2.51 – 3.25 Moderately Evident; 1.76 – 2.50 Slightly Evident; 1.00 – 1.75 Not Evident

Table 14 presents the learners' intrinsic reading motivation in terms of Family Sharing, which reflects how learners involve their family in reading activities. The items "I visit the library often with my family" and "I enjoy reading stories to my brother or my sister" both received a weighted mean of 3.00, interpreted as Moderately Evident, indicating that many learners participate in reading activities with family members and take pleasure in sharing stories with siblings. Meanwhile, the item "I like to tell my family about what I am reading" scored a weighted mean of 2.50, interpreted as Slightly Evident, suggesting that some learners share their reading experiences less frequently, highlighting an area where family engagement could be strengthened.

The composite mean of 2.83, interpreted as Moderately Evident, suggests that overall, learners moderately involve their families in their reading habits. This implies that while family participation is present and supportive, there is potential to further enhance collaborative reading experiences at home. Research indicates that family engagement in reading promotes motivation, reinforces comprehension skills, and strengthens learners' positive reading attitudes (Li & Chen, 2021; Huang & Cheng, 2021). When children share reading experiences with family members, it not only fosters enjoyment and discussion but also encourages accountability and sustained interest in reading.

Overall, these findings suggest that incorporating activities that actively involve families—such as family library visits, shared reading sessions, or storytelling at home—can further enhance learners' intrinsic motivation and support the development of reading comprehension skills in Grade 6 learners (Nguyen, Le, & Pham, 2022; Zhao & Li, 2025).

**Peer Interaction and Discussion.** This dimension captures learners' engagement in collaborative reading experiences, such as discussing stories with classmates, participating in reading groups, or exchanging ideas about texts. It highlights the social aspect of reading motivation and comprehension.

**Table 15 Peer Interaction and Discussion**

| Items                                                          | Weighted Mean | Standard Deviation | Interpretation     |
|----------------------------------------------------------------|---------------|--------------------|--------------------|
| 1. I talk to my friends about what I am reading.               | 2.50          | 0.88               | Slightly Evident   |
| 2. I like to help my friends with their schoolwork in reading. | 3.00          | 0.93               | Moderately Evident |
| 3. My friends and I like to trade things to read.              | 3.00          | 0.92               | Moderately Evident |
| <b>COMPOSITE MEAN</b>                                          | <b>2.83</b>   | <b>0.91</b>        | Moderately Evident |

**Legend:** 3.26 – 4.00 Highly Evident; 2.51 – 3.25 Moderately Evident; 1.76 – 2.50 Slightly Evident; 1.00 – 1.75 Not Evident

Table 16 shows the learners' intrinsic motivation in terms of Persistence and Challenge Enjoyment, which reflects their willingness to continue reading even when faced with difficult texts. The item "I keep reading even when the story is difficult" scored a weighted mean of 3.00, interpreted as Moderately Evident, indicating that many learners show determination and perseverance when engaging with challenging reading materials. Meanwhile, "I enjoy trying to understand difficult stories" received a weighted mean of 2.50, interpreted as Slightly Evident, suggesting that some learners are less inclined to tackle complex texts without guidance or encouragement.

The composite mean of 2.75, interpreted as Moderately Evident, reflects that, in general, learners display a moderate level of persistence in reading. This shows that while some learners demonstrate resilience and enjoy the challenge of understanding texts, others may need additional support or scaffolding to build confidence and sustain effort. Research highlights that fostering persistence in reading strengthens comprehension and develops critical thinking skills, as learners learn to grapple with unfamiliar vocabulary and complex ideas (Guthrie & Wigfield, 2021; Simmons et al., 2021). Encouraging learners to embrace challenging texts gradually can help them become more independent and confident readers (Nguyen, Le, & Pham, 2022; Zhao & Li, 2025).

In practice, providing reading exercises that are slightly above learners' current level, offering support when needed, and celebrating progress can cultivate enjoyment in overcoming reading challenges. Such strategies help learners not only improve comprehension but also develop a growth mindset, motivating them to keep reading and exploring new texts (Li & Chen, 2021; Tse & Yip, 2022).

**Persistence and Challenge Enjoyment.** This domain assesses the learners' willingness to tackle challenging texts, sustain attention over longer reading tasks, and enjoy overcoming comprehension difficulties. It reflects perseverance, resilience, and intrinsic drive to engage deeply with reading material.

**Table 16 Persistence and Challenge Enjoyment**

| Items                                                                      | Weighted Mean | Standard Deviation | Interpretation |
|----------------------------------------------------------------------------|---------------|--------------------|----------------|
| 1. If a book or story is interesting, I don't care how hard it is to read. | 3.50          | 1.08               | Highly Evident |
| 2. I like reading something when the words are too difficult.              | 3.50          | 0.92               | Highly Evident |
| <b>COMPOSITE MEAN</b>                                                      | <b>3.50</b>   | <b>1.00</b>        | Highly Evident |

**Legend:** 3.26 – 4.00 Highly Evident; 2.51 – 3.25 Moderately Evident; 1.76 – 2.50 Slightly Evident; 1.00 – 1.75 Not Evident

Table 16 presents the learners' intrinsic motivation in terms of Persistence and Challenge Enjoyment, which reflects their determination to continue reading despite difficulties. Both items - "If a book or story is interesting, I don't care how hard it is to read" and "I like reading something when the words are too difficult" - received weighted means of 3.50, interpreted as Highly Evident, showing that the learners are highly motivated to persevere when faced with challenging texts. This indicates a strong willingness among learners to tackle complex words and ideas, especially when the content captures their interest.

The composite mean of 3.50, also interpreted as Highly Evident, suggests that overall, learners exhibit remarkable persistence and enjoyment in facing reading challenges. Such behavior reflects resilience and a growth mindset, where learners are not easily discouraged and are eager to push their comprehension abilities further. Studies support that learners who embrace challenging texts tend to develop stronger critical thinking, problem-solving, and comprehension skills (Guthrie & Wigfield, 2021; Nguyen, Le, & Pham, 2022). Furthermore, engaging with difficult reading materials enhances cognitive endurance and self-confidence, encouraging learners to approach future texts with curiosity rather than hesitation (Simmons et al., 2021; Zhao & Li, 2025).

These findings imply that incorporating slightly more advanced or thought-provoking reading materials in comprehension-based exercises can motivate learners to persist and explore beyond their comfort zone, ultimately improving both their reading skills and overall academic growth.

**Summary on the Level of Intrinsic Reading Motivation.** Table 17 presents the level of intrinsic reading motivation of the Grade 6 learners in terms of fantasy, adventure and mystery interest, personal reading identity, family sharing, peer interaction and discussion, and persistence and challenge enjoyment.

**Table 17 Summary on the Level of Intrinsic Reading Motivation**

| Items                               | Weighted Mean | Standard Deviation | Interpretation     |
|-------------------------------------|---------------|--------------------|--------------------|
| Fantasy                             | 3.00          | 0.89               | Moderately Evident |
| Adventure and Mystery Interest      | 2.25          | 0.86               | Slightly Evident   |
| Personal Reading Identity           | 2.75          | 1.03               | Moderately Evident |
| Family Sharing                      | 2.83          | 0.95               | Moderately Evident |
| Peer Interaction and Discussion     | 2.83          | 0.91               | Moderately Evident |
| Persistence and Challenge Enjoyment | 3.50          | 1.00               | Highly Evident     |
| <b>OVERALL MEAN</b>                 | <b>2.86</b>   | <b>0.94</b>        | Moderately Evident |

**Legend:** 3.26 – 4.00 Highly Evident; 2.51 – 3.25 Moderately Evident;  
1.76 – 2.50 Slightly Evident; 1.00 – 1.75 Not Evident

Table 17 presents a summary of learners' intrinsic reading motivation across six dimensions: Fantasy, Adventure and Mystery Interest, Personal Reading Identity, Family Sharing, Peer Interaction and Discussion, and Persistence and Challenge Enjoyment. Among these, Persistence and Challenge Enjoyment received the highest weighted mean of 3.50, interpreted as Highly Evident, indicating that learners are strongly motivated to continue reading even when faced with challenging texts. Meanwhile, Adventure and Mystery Interest had the lowest mean of 2.25, interpreted as Slightly Evident, suggesting that learners are less inclined toward adventure or mystery stories. The remaining dimensions—Fantasy (3.00), Personal Reading Identity (2.75), Family Sharing (2.83), and Peer Interaction and Discussion (2.83)—were all interpreted as Moderately Evident, reflecting that learners moderately engage in reading activities related to these areas.

The overall mean of 2.86, interpreted as Moderately Evident, suggests that, in general, the learners show a moderate level of intrinsic motivation toward reading. This indicates that while learners enjoy and value reading to some extent, there is room for enhancing engagement, particularly in genres such as adventure and mystery. Research highlights that intrinsic reading motivation is closely linked to comprehension and academic success; learners who are motivated to read, persist through challenges, and share their experiences are more likely to develop stronger literacy skills (Guthrie & Wigfield, 2021; Nguyen, Le, & Pham, 2022; Zhao & Li, 2025).

Overall, these findings imply that reading exercises for Grade 6 learners should focus on cultivating interest, providing opportunities for family and peer interaction, and incorporating texts that challenge learners appropriately. By addressing both the enjoyment and persistence aspects of reading, teachers can enhance learners' intrinsic motivation and support deeper comprehension and lifelong reading habits.

### LEVEL OF EXTRINSIC READING MOTIVATION OF THE LEARNERS

The following tables reveal the level extrinsic motivation of the learners in terms of compliance/school requirement, achievement and task completion, recognition and praise, competition and social status/ recognition of achievement.

**Compliance/School Requirement.** This dimension focuses on the extent to which learners engage in reading activities to meet academic requirements or fulfill assigned tasks. It reflects learners' motivation to read based on expectations set by teachers and the school.

**Table 18 Compliance/School Requirement**

| Items                                                           | Weighted Mean | Standard Deviation | Interpretation     |
|-----------------------------------------------------------------|---------------|--------------------|--------------------|
| 1. I do reading as a schoolwork.                                | 2.71          | 0.85               | Moderately Evident |
| 2. I read because I have to.                                    | 2.67          | 0.86               | Moderately Evident |
| 3. I always do my reading work exactly as the teacher wants it. | 2.47          | 0.84               | Slightly Evident   |
| <b>COMPOSITE MEAN</b>                                           | <b>2.62</b>   | <b>0.85</b>        | Moderately Evident |

**Legend:** 3.26 – 4.00 Highly Evident; 2.51 – 3.25 Moderately Evident;  
1.76 – 2.50 Slightly Evident; 1.00 – 1.75 Not Evident

Table 18 presents the learners' extrinsic reading motivation in terms of Compliance/School Requirement, which reflects their engagement in reading primarily to fulfill academic tasks or meet teacher expectations. The item "I do reading as a schoolwork" received a weighted mean of 2.71, interpreted as Moderately Evident, while "I read because I have to" scored 2.67, also Moderately Evident, indicating that many learners complete reading tasks primarily out of obligation. In contrast, "I always do my reading work exactly as the teacher wants it" had a

weighted mean of 2.47, interpreted as Slightly Evident, suggesting that some learners do not fully comply with reading instructions or may exercise independence in completing assignments.

The composite mean of 2.62, interpreted as Moderately Evident, implies that, overall, learners moderately read to satisfy school requirements. This suggests that while compliance motivates some engagement, intrinsic interest may not be fully present, and reading is often viewed as a duty rather than a source of enjoyment. Studies highlight that extrinsic motivation, such as fulfilling school obligations, can encourage consistent reading behavior, though it may not always translate into deep comprehension or long-term reading habits (Wang & Li, 2021; Huang & Zhang, 2021). Encouraging learners to connect school-assigned reading with personal interests, discussions, or reflective activities can help balance extrinsic and intrinsic motivation, leading to more meaningful engagement and improved literacy skills (Nguyen, Le, & Pham, 2022; Zhao & Li, 2025).

**Achievement and Task Completion.** This domain emphasizes the learners' desire to accomplish reading tasks and perform well academically. It highlights their motivation to complete assignments and achieve success in reading-related activities.

**Table 19 Achievement and Task Completion**

| Items                                                          | Weighted Mean | Standard Deviation | Interpretation     |
|----------------------------------------------------------------|---------------|--------------------|--------------------|
| 1. Finishing every reading assignment is very important to me. | 2.84          | 0.92               | Moderately Evident |
| 2. I always try to finish my reading on time.                  | 2.78          | 0.90               | Moderately Evident |
| 3. I read to improve my grades.                                | 2.84          | 0.98               | Moderately Evident |
| <b>COMPOSITE MEAN</b>                                          | <b>2.82</b>   | <b>0.93</b>        | Moderately Evident |

**Legend:** 3.26 – 4.00 Highly Evident; 2.51 – 3.25 Moderately Evident; 1.76 – 2.50 Slightly Evident; 1.00 – 1.75 Not Evident

Table 19 presents the learners' extrinsic reading motivation in terms of Achievement and Task Completion, reflecting their effort to complete reading tasks and improve academic performance. The items "Finishing every reading assignment is very important to me" and "I read to improve my grades" both scored 2.84, while "I always try to finish my reading on time" received 2.78, all interpreted as Moderately Evident. These findings suggest that learners moderately prioritize completing their reading tasks and linking reading to measurable academic outcomes.

The composite mean of 2.82, interpreted as Moderately Evident, indicates that learners moderately engage in reading for achievement purposes. This implies that external goals, such as grades and task completion, influence reading behavior even when intrinsic enjoyment is limited. Recent studies support this, noting that learners motivated by achievement tend to maintain structured reading habits and meet deadlines more consistently (Chen & Yang, 2021; Roberts & Mitchell, 2022). Likewise, Figueroa et al. (2023) found that task-oriented reading incentives, like performance feedback, enhance focus and persistence in completing assignments. Additionally, García and Silva (2024) emphasized that extrinsic motivation can act as a bridge to intrinsic engagement when learners experience success and mastery, gradually increasing their interest and confidence in reading.

Overall, these findings suggest that reinforcing goal-oriented reading practices—such as clear assignment expectations, timely feedback, and recognition of achievement—can strengthen learners' extrinsic motivation while creating opportunities for intrinsic engagement and deeper comprehension.

**Recognition and Praise.** This dimension examines how external rewards such as praise, acknowledgment, or incentives from teachers and peers influence learners' reading behavior and participation.

**Table 20 Recognition and Praise**

| Items                                               | Weighted Mean | Standard Deviation | Interpretation     |
|-----------------------------------------------------|---------------|--------------------|--------------------|
| 1. I like having the teacher say I read well.       | 2.58          | 0.85               | Moderately Evident |
| 2. My friends sometimes tell me I am a good reader. | 2.49          | 0.90               | Slightly Evident   |
| 3. I like to get compliments for my reading.        | 2.56          | 0.88               | Moderately Evident |
| 4. I am happy when someone recognizes my reading.   | 2.71          | 0.98               | Moderately Evident |
| <b>COMPOSITE MEAN</b>                               | <b>2.59</b>   | <b>0.90</b>        | Moderately Evident |

**Legend:** 3.26 – 4.00 Highly Evident; 2.51 – 3.25 Moderately Evident;  
1.76 – 2.50 Slightly Evident; 1.00 – 1.75 Not Evident

Table 20 presents the learners' extrinsic reading motivation in terms of Recognition and Praise, which reflects how acknowledgment from teachers, peers, or others influences learners' reading behavior. The items "I like having the teacher say I read well" (2.58), "I like to get compliments for my reading" (2.56), and "I am happy when someone recognizes my reading" (2.71) were all interpreted as Moderately Evident, while "My friends sometimes tell me I am a good reader" scored 2.49, interpreted as Slightly Evident. These results suggest that learners moderately value recognition for their reading achievements, particularly from teachers, but peer acknowledgment appears less frequent or influential.

The composite mean of 2.59, interpreted as Moderately Evident, indicates that, overall, learners moderately respond to praise and recognition as motivators for reading. This implies that external acknowledgment plays a role in encouraging reading engagement, though it may not fully sustain interest without other motivating factors. Research supports that recognition and positive feedback can enhance learners' motivation, self-confidence, and engagement in learning activities (Rodríguez & Santos, 2021; Kumar & Patel, 2022). Similarly, Lee et al. (2023) found that teacher acknowledgment and structured praise systems improve reading persistence and participation, especially in elementary learners. Additionally, studies show that combining recognition with collaborative peer activities can further strengthen motivation, as social reinforcement helps learners feel competent and valued (Hassan & Mahmoud, 2024; Tan & Chua, 2025).

Overall, these findings suggest that providing consistent, meaningful recognition—through verbal praise, awards, or highlighting reading achievements—can encourage learners to engage more actively in reading exercises while reinforcing positive reading behaviors.

**Competition.** This domain focuses on the learners' motivation to engage in reading activities to outperform others or excel in competitive situations. It reflects how contests, rankings, or comparison with peers can encourage learners to read more actively.

**Table 21 Competition**

| Items                                                        | Weighted Mean | Standard Deviation | Interpretation     |
|--------------------------------------------------------------|---------------|--------------------|--------------------|
| 1. I try to get more answers right than my friends.          | 2.31          | 1.00               | Slightly Evident   |
| 2. I like being the best at reading.                         | 2.67          | 0.92               | Moderately Evident |
| 3. I like to finish my reading before other students         | 2.49          | 1.09               | Slightly Evident   |
| 4. I am willing to work hard to read better than my friends. | 2.49          | 0.96               | Slightly Evident   |
| <b>COMPOSITE MEAN</b>                                        | <b>2.49</b>   | <b>0.99</b>        | Slightly Evident   |

**Legend:** 3.26 – 4.00 Highly Evident; 2.51 – 3.25 Moderately Evident;  
1.76 – 2.50 Slightly Evident; 1.00 – 1.75 Not Evident

Table 21 presents the learners' extrinsic reading motivation in terms of Competition, which reflects their drive to outperform peers in reading activities. Among the items, "I like being the best at reading" scored 2.67, interpreted as Moderately Evident, suggesting that some learners are motivated by a desire to excel. In contrast, "I try to get more answers right than my friends" (2.31), "I like to finish my reading before other learners" (2.49), and "I am willing to work hard to read better than my friends" (2.49) were all interpreted as Slightly Evident, indicating that many learners are less driven by competition or comparison with peers.

The composite mean of 2.49, interpreted as Slightly Evident, shows that overall, competition plays a minor role in motivating these learners to read. This suggests that while a few learners thrive in competitive settings, most do not rely on peer comparison to engage in reading activities. Studies have shown that competitive motivation can sometimes encourage performance, but it may also increase anxiety or reduce collaboration if overemphasized (Martínez & López, 2021; Chen et al., 2022). Research also suggests that integrating friendly, low-pressure challenges or team-based competitions can stimulate engagement without causing stress, supporting both participation and comprehension (Singh & Kumar, 2023; Tanaka & Watanabe, 2024).

These findings imply that while occasional competitive elements may be beneficial, reading programs should focus more on collaborative learning, personal progress, and intrinsic enjoyment to sustain motivation and encourage positive reading habits.

**Social Status/Recognition of Achievement.** This dimension captures the learners' desire to gain respect, approval, or recognition from others based on their reading performance. It highlights how being acknowledged as a good reader can influence their motivation to participate in reading activities.

**Table 22 Social Status/Recognition of Achievement**

| Items                                                               | Weighted Mean | Standard Deviation | Interpretation     |
|---------------------------------------------------------------------|---------------|--------------------|--------------------|
| 1. It is important for me to see my name on a list of good readers. | 2.80          | 1.04               | Moderately Evident |

**Legend:** 3.26 – 4.00 Highly Evident; 2.51 – 3.25 Moderately Evident; 1.76 – 2.50 Slightly Evident; 1.00 – 1.75 Not Evident

Table 22 presents the learners' extrinsic reading motivation in terms of Social Status and Recognition of Achievement, which reflects the importance learners place on being acknowledged publicly for their reading accomplishments. The item "It is important for me to see my name on a list of good readers" received a weighted mean of 2.80, interpreted as Moderately Evident. This indicates that learners moderately value public recognition as a motivator for reading, suggesting that seeing their achievements acknowledged can positively influence their engagement, but it is not the primary driving factor for most learners.

The moderate response implies that while recognition and social prestige may encourage some learners to participate actively in reading activities, it may not universally foster sustained reading habits. Research supports that social recognition can enhance motivation and self-efficacy, particularly when learners feel their efforts are acknowledged and celebrated (Rodríguez & Santos, 2021; Garcia & Silva, 2023). Moreover, studies highlight that public acknowledgment programs, such as honor rolls or reading awards, can boost confidence and inspire continued effort, especially in elementary and middle school learners (Kim & Lee, 2022; Tan & Chua, 2025).

Overall, these findings suggest that integrating recognition strategies—like showcasing high achievers in class or school-wide reading programs—can complement other extrinsic and intrinsic motivators, encouraging learners to engage more consistently with reading exercises while also promoting a positive reading culture.

**Summary on the Level of Extrinsic Reading Motivation.** Table 23 presents the level of extrinsic reading motivation of the Grade 6 learners in terms of compliance/school requirement, achievement and task completion, recognition and praise, competition and social status/ recognition of achievement.

**Table 23 Summary on the Level of Extrinsic Reading Motivation**

| Items                                    | Weighted Mean | Standard Deviation | Interpretation     |
|------------------------------------------|---------------|--------------------|--------------------|
| Compliance/School Requirement            | 2.62          | 0.85               | Moderately Evident |
| Achievement and Task Completion          | 2.82          | 0.93               | Moderately Evident |
| Recognition and Praise                   | 2.59          | 0.90               | Moderately Evident |
| Competition                              | 2.49          | 0.99               | Slightly Evident   |
| Social Status/Recognition of Achievement | 2.80          | 1.04               | Moderately Evident |
| <b>OVERALL MEAN</b>                      | <b>2.66</b>   | <b>0.94</b>        | Moderately Evident |

**Legend:** 3.26 – 4.00 Highly Evident; 2.51 – 3.25 Moderately Evident; 1.76 – 2.50 Slightly Evident; 1.00 – 1.75 Not Evident

Table 23 presents a summary of the learners' extrinsic reading motivation across five dimensions: Compliance/School Requirement, Achievement and Task Completion, Recognition and Praise, Competition, and Social Status/Recognition of Achievement. The highest mean score was observed in Achievement and Task Completion (2.82), interpreted as Moderately Evident, indicating that learners are moderately motivated to read in order to accomplish tasks and achieve academic success. Similarly, Social Status/Recognition of Achievement (2.80), Compliance/School Requirement (2.62), and Recognition and Praise (2.59) were all interpreted as Moderately Evident, suggesting that external factors, such as teacher acknowledgment, public recognition, and school obligations, moderately influence learners' reading behavior. The Competition dimension scored the lowest (2.49), interpreted as Slightly Evident, indicating that outperforming peers is a less significant motivator for most learners.

The overall mean of 2.66, interpreted as Moderately Evident, shows that learners generally exhibit a moderate level of extrinsic motivation to read. This implies that external factors such as task completion, recognition, and social acknowledgment play a role in encouraging reading, but intrinsic enjoyment and personal interest may be equally important for sustaining long-term engagement. Research supports that extrinsic motivator, such as goal

setting, recognition, and structured incentives, can enhance participation and consistency in reading tasks, particularly in elementary learners (Rodríguez & Santos, 2021; Kim & Lee, 2022; García & Silva, 2023). However, studies also emphasize the importance of balancing extrinsic and intrinsic motivation to foster deep comprehension, critical thinking, and a lifelong interest in reading (Figueroa et al., 2023; Tan & Chua, 2025).

Overall, these findings suggest that while extrinsic incentives can guide learners to engage in reading activities, integrating strategies that also cultivate personal interest, and enjoyment will likely result in more meaningful and sustained reading habits.

### LEVEL OF READING COMPREHENSION OF THE LEARNERS

The following tables reveal the level reading comprehension of the learners in terms of identifying the main idea, supporting details, making inferences, predicting outcomes, and making context clues.

**Identifying the main idea.** This dimension focuses on the learners' ability to determine the central concept or primary message of a text. It highlights whether learners can distinguish between the main idea and supporting information, which is essential for understanding the overall purpose and meaning of what they read.

**Table 24 Identifying the main idea**

| Items                 | Weighted Mean | Standard Deviation | Interpretation |
|-----------------------|---------------|--------------------|----------------|
| Item 1                | 0.60          | 0.89               | Developing     |
| Item 2                | 0.82          | 0.39               | Proficient     |
| Item 3                | 0.71          | 0.46               | Developing     |
| <b>COMPOSITE MEAN</b> | <b>0.71</b>   | <b>0.45</b>        | Developing     |

**Legend:** 0.90 – 1.00 Advanced; 0.75 – 0.89 Proficient; 0.50 – 0.74 Developing; 0.00 – 0.49 Beginning

Table 24 presents the level of reading comprehension of the learners in terms of identifying the main idea. The results show that Item 2 obtained the highest mean of 0.82, interpreted as Proficient, indicating that many learners can correctly determine the central idea in some texts. On the other hand, Item 1 (0.60) and Item 3 (0.71) were both interpreted as Developing, suggesting that several learners still have trouble in consistently identifying the main idea, particularly when it is not explicitly stated.

The composite mean of 0.71, interpreted as Developing, indicates that, overall, learners are still in the process of strengthening this comprehension skill. This implies that while learners have a basic understanding of how to identify the main idea, they may need further practice in distinguishing essential information from supporting details. Difficulties in identifying the main idea may affect their overall comprehension, as it serves as the foundation for understanding the entire text.

Research supports that identifying the main idea is a fundamental reading skill that requires explicit instruction and guided practice. Learners who are given structured activities, such as summarizing passages and identifying key sentences, tend to improve their comprehension performance (Duke & Cartwright, 2021; Oakhill et al., 2022). Moreover, integrating comprehension-based reading exercises can help learners focus on extracting essential information, thereby enhancing both understanding and retention (Solis & Wang, 2023).

Overall, the findings suggest that targeted instructional strategies—such as modeling, guided questioning, and the use of graphic organizers—can help improve learners' ability to identify the main idea, which is essential for developing higher-level reading comprehension skills.

**Supporting Details.** This dimension refers to the learners' ability to identify specific pieces of information that explain, describe, or support the main idea of a text. It highlights how well learners can recognize important facts, examples, and descriptions that strengthen their understanding of the passage. Mastering this skill allows learners to comprehend texts more thoroughly by connecting details to the central message.

**Table 25 Supporting Details**

| Items                 | Weighted Mean | Standard Deviation | Interpretation |
|-----------------------|---------------|--------------------|----------------|
| Item 1                | 0.71          | 0.46               | Developing     |
| Item 2                | 0.89          | 0.31               | Proficient     |
| Item 3                | 0.74          | 0.44               | Developing     |
| <b>COMPOSITE MEAN</b> | <b>0.78</b>   | <b>0.41</b>        | Proficient     |

**Legend:** 0.90 – 1.00 Advanced; 0.75 – 0.89 Proficient; 0.50 – 0.74 Developing; 0.00 – 0.49 Beginning

Table 25 presents the level of reading comprehension of the learners in terms of supporting details. Among the items, Item 2 obtained the highest mean of 0.89, interpreted as Proficient, indicating that most learners can correctly identify specific details that support the main idea of a text. Meanwhile, Item 1 (0.71) and Item 3 (0.74) were both interpreted as Developing, suggesting that some learners still experience difficulty in consistently recognizing relevant details, particularly when information is implied or requires careful reading.

The composite mean of 0.78, interpreted as Proficient, indicates that, in general, learners demonstrate a satisfactory level of understanding in identifying supporting details. This suggests that learners are capable of locating and recognizing important information within a passage, which contributes to a clearer and more complete understanding of the text. However, the presence of developing-level responses implies that further reinforcement is needed to ensure consistency across different types of texts.

Research emphasizes that the ability to identify supporting details strengthens overall comprehension, as it allows learners to connect ideas and organize information effectively. Instructional strategies such as guided reading, questioning techniques, and the use of graphic organizers have been shown to improve learners' ability to recognize and relate details to the main idea (Duke & Cartwright, 2021; Oakhill et al., 2022; Solis & Wang, 2023).

Overall, the findings suggest that while learners are generally proficient in identifying supporting details, continued practice and structured reading activities can further enhance their comprehension skills and promote deeper understanding of texts.

**Making Inferences.** This dimension focuses on the learners' ability to draw conclusions based on both explicit and implicit information presented in the text. It requires learners to read between the lines and use prior knowledge and context clues to understand meanings that are not directly stated. Developing this skill enhances higher-order thinking and deepens comprehension.

**Table 26 Making Inferences**

| Items                 | Weighted Mean | Standard Deviation | Interpretation |
|-----------------------|---------------|--------------------|----------------|
| Item 1                | 0.76          | 0.43               | Proficient     |
| Item 2                | 0.82          | 0.39               | Proficient     |
| Item 3                | 0.80          | 0.40               | Proficient     |
| <b>COMPOSITE MEAN</b> | <b>0.79</b>   | <b>0.41</b>        | Proficient     |

**Legend:** 0.90 – 1.00 Advanced; 0.75 – 0.89 Proficient; 0.50 – 0.74 Developing; 0.00 – 0.49 Beginning

Table 26 presents the level of reading comprehension of the learners in terms of making inferences. All items under this dimension were interpreted as Proficient, with Item 2 obtaining the highest mean of 0.82, followed by Item 3 (0.80) and Item 1 (0.76). These results indicate that most learners are able to draw logical conclusions and understand implied meanings based on the information provided in the text.

The composite mean of 0.79, interpreted as Proficient, suggests that, overall, learners demonstrate a strong ability to read between the lines and use context to infer meaning. This reflects a good level of higher-order thinking, as making inferences requires learners to go beyond literal understanding and connect ideas using prior knowledge and textual clues.

The findings imply that learners are generally capable of interpreting implicit information, which is essential for deeper comprehension and critical reading. Studies highlight that inference-making is a key component of reading proficiency, as it enables learners to construct meaning and engage more actively with texts. Instructional practices such as guided questioning, think-aloud strategies, and discussion-based activities have been found to further strengthen this skill (Cain & Oakhill, 2021; McNamara & Magliano, 2022; Solis & Wang, 2023).

Overall, the results indicate that learners possess a solid foundation in making inferences. However, continued exposure to varied reading materials and higher-level comprehension tasks can further enhance their analytical thinking and overall reading performance.

**Predicting Outcomes.** This dimension refers to the learners' ability to anticipate what may happen next in a text based on given information, patterns, or clues. It reflects how learners actively engage with the material by forming logical guesses about future events. This skill promotes active reading and helps learners stay focused and involved in the reading process.

**Table 27 Predicting Outcomes**

| Items                 | Weighted Mean | Standard Deviation | Interpretation |
|-----------------------|---------------|--------------------|----------------|
| Item 1                | 0.75          | 0.44               | Proficient     |
| Item 2                | 0.84          | 0.37               | Proficient     |
| Item 3                | 0.73          | 0.45               | Developing     |
| <b>COMPOSITE MEAN</b> | <b>0.77</b>   | <b>0.42</b>        | Proficient     |

**Legend:** 0.90 – 1.00 Advanced; 0.75 – 0.89 Proficient; 0.50 – 0.74 Developing; 0.00 – 0.49 Beginning

Table 27 presents the level of reading comprehension of the learners in terms of predicting outcomes. The results show that Item 2 obtained the highest mean of 0.84, interpreted as Proficient, indicating that many learners are able to anticipate possible events in a text using given clues. Similarly, Item 1 recorded a mean of 0.75, also under the Proficient level, suggesting that learners can generally make logical predictions based on context. However, Item 3 yielded a mean of 0.73, interpreted as Developing, which implies that some learners still find difficulty in consistently predicting outcomes, particularly when the text requires deeper analysis or multiple clues.

The composite mean of 0.77, interpreted as Proficient, indicates that overall, learners demonstrate a satisfactory ability to predict what may happen next in a given passage. This suggests that learners are able to use prior knowledge and textual evidence to form reasonable expectations, although some may need further support in more complex situations.

These findings highlight that predicting outcomes is a developing yet functional skill among the learners, contributing to active reading and engagement. Research suggests that prediction skills enhance comprehension by encouraging learners to think ahead, make connections, and remain actively involved while reading (Kintsch & Rawson, 2021; Ahmed & Wagner, 2022; Solis & Wang, 2023).

Overall, the results imply that providing more opportunities for guided prediction activities—such as pause-and-predict strategies, questioning techniques, and interactive discussions—can further strengthen learners' ability to anticipate outcomes and deepen their understanding of texts.

**Context Clues.** This dimension pertains to the learners' ability to determine the meaning of unfamiliar words or phrases by using the surrounding text. It highlights how learners use hints within sentences or paragraphs to understand vocabulary without relying solely on external resources. Mastery of this skill supports vocabulary development and contributes to overall reading comprehension.

**Table 28 Context Clues**

| Items                 | Weighted Mean | Standard Deviation | Interpretation |
|-----------------------|---------------|--------------------|----------------|
| Item 1                | 0.76          | 0.43               | Proficient     |
| Item 2                | 0.76          | 0.43               | Proficient     |
| Item 3                | 0.75          | 0.44               | Proficient     |
| <b>COMPOSITE MEAN</b> | <b>0.76</b>   | <b>0.43</b>        | Proficient     |

**Legend:** 0.90 – 1.00 Advanced; 0.75 – 0.89 Proficient; 0.50 – 0.74 Developing; 0.00 – 0.49 Beginning

Table 28 presents the level of reading comprehension of the learners in terms of context clues. The results show that all three items obtained closely similar mean scores, with Item 1 and Item 2 both at 0.76, and Item 3 at 0.75, all interpreted as Proficient. This indicates that the learners consistently demonstrate the ability to use surrounding words and sentences to determine the meaning of unfamiliar terms.

The composite mean of 0.76, interpreted as Proficient, suggests that learners generally have a solid grasp of using context clues as a strategy for understanding vocabulary within a text. This skill is essential in promoting independent reading, as it allows learners to comprehend passages without relying heavily on external aids such as dictionaries.

The findings imply that learners are capable of applying contextual analysis to unlock word meanings, which contributes to smoother reading and better overall comprehension. Research supports that the ability to use context clues is a critical component of vocabulary development and reading proficiency, as it enables learners to infer meaning and maintain reading flow (Nation, 2022; Silverman & Hartranft, 2023; Solis & Wang, 2023).

Overall, the results indicate that learners are adequately equipped with this skill; however, continuous exposure to varied texts and vocabulary-rich activities can further enhance their ability to interpret unfamiliar words accurately and confidently.

**Summary on the Learners' Level of Comprehension.** Table 29 presents the level reading comprehension of the learners in terms of identifying the main idea, supporting details, making inferences, predicting outcomes, and making context clues.

**Table 29 Summary on the Learners' Level of Reading Comprehension**

| Items                     | Weighted Mean | Standard Deviation | Interpretation |
|---------------------------|---------------|--------------------|----------------|
| Identifying the main idea | 0.71          | 0.45               | Developing     |
| Supporting details        | 0.78          | 0.41               | Proficient     |
| Making inferences         | 0.79          | 0.41               | Proficient     |
| Predicting outcomes       | 0.77          | 0.42               | Proficient     |
| Context Clues             | 0.76          | 0.43               | Proficient     |
| <b>OVERALL MEAN</b>       | <b>0.76</b>   | <b>0.42</b>        | Proficient     |

**Legend:** 0.90 – 1.00 Advanced; 0.75 – 0.89 Proficient; 0.50 – 0.74 Developing; 0.00 – 0.49 Beginning

Table 29 presents a summary of the learners' level of reading comprehension across five key areas: identifying the main idea, supporting details, making inferences, predicting outcomes, and context clues. Among these, making inferences obtained the highest mean of 0.79, followed closely by supporting details (0.78), predicting outcomes (0.77), and context clues (0.76), all interpreted as Proficient. In contrast, identifying the main idea recorded the lowest mean of 0.71, interpreted as Developing, indicating that this particular skill requires further improvement among the learners.

The overall mean of 0.76, interpreted as Proficient, suggests that, in general, learners demonstrate a satisfactory level of reading comprehension. This implies that most learners are capable of understanding texts, drawing conclusions, and interpreting meaning using various comprehension strategies. However, the lower performance in identifying the main idea highlights a gap in foundational comprehension skills, which may affect their ability to fully grasp the overall message of a text.

These findings indicate that while learners perform well in higher-order comprehension skills such as making inferences and predicting outcomes, there is a need to strengthen basic skills like identifying the main idea. Research emphasizes that a strong foundation in recognizing the central idea is essential for improving overall comprehension, as it allows learners to organize information and better understand supporting details (Duke & Cartwright, 2021; Oakhill et al., 2022). Additionally, engaging learners in structured reading activities, such as summarizing, questioning, and guided discussions, can further enhance both basic and advanced comprehension skills (Solis & Wang, 2023; Silverman & Hartranft, 2023).

Overall, the results suggest that a balanced approach to reading instruction—focusing on both foundational and higher-level skills—can further improve learners' comprehension abilities and support the development of independent and proficient readers.

## TESTING SIGNIFICANT RELATIONSHIPS

**Level of Learners' Reading Motivation and Comprehension.** Table 30 discloses the results of testing the relationship between the learners' level of reading motivation and comprehension.

**Table 30 Testing of Significant Relationships**

| Variables                                                | Computed r | Critical p-value | Decision  | Interpretation |
|----------------------------------------------------------|------------|------------------|-----------|----------------|
| Learners' level of reading motivation and comprehension. | 0.468      | 0.0003           | Reject Ho | Significant    |

@ 0.05 level of significance

Table 30 presents the results of testing the significant relationship between learners' level of reading motivation and their level of reading comprehension. The Pearson correlation analysis revealed a computed r of 0.468 with a p-value of 0.0003, which is statistically significant at the 0.05 level of significance. Since the p-value is less than 0.05, the null hypothesis (Ho) is rejected, indicating that there is a significant positive relationship between learners' reading motivation and their comprehension performance. This means that as learners' motivation to read increases, their ability to understand and interpret texts tends to improve.

This finding is supported by Robinson (2021), who emphasized that learners with higher intrinsic reading motivation are more likely to engage deeply with texts, leading to better comprehension outcomes. Similarly,

Guzman and Reyes (2022) found that motivation drives learners to employ effective reading strategies, such as making predictions, questioning text meaning, and monitoring understanding, which enhance comprehension performance. Furthermore, Santiago (2023) reported that teachers who cultivate reading interest and purposeful engagement contribute to higher comprehension levels among learners, reinforcing the idea that motivation and comprehension work hand in hand in the reading process.

Collectively, these studies corroborate the significant relationship found in this study, suggesting that efforts to strengthen reading motivation are critical for improving learners' comprehension and overall reading achievement.

## CONCERNS AND ISSUES

Table 31 discloses the concerns and issues encountered by teachers during reading activities.

**Table 31 Concerns and Issues**

| Rank                         | Concerns and Issues                                                        | Mean |
|------------------------------|----------------------------------------------------------------------------|------|
| <b>Reading Motivation</b>    |                                                                            |      |
| 1 <sup>st</sup>              | Learners need constant reminders to stay engaged in reading tasks.         | 3.31 |
| 2 <sup>nd</sup>              | Learners need frequent encouragement to participate in reading.            | 3.30 |
| 3 <sup>rd</sup>              | Learners show limited effort in completing reading assignments.            | 2.77 |
| 4 <sup>th</sup>              | Learners rarely read voluntarily during free time.                         | 2.75 |
| 5 <sup>th</sup>              | Learners prefer listening rather than reading texts themselves.            | 2.73 |
| <b>Reading Comprehension</b> |                                                                            |      |
| 1 <sup>st</sup>              | Learners have difficulty identifying the main idea of the text.            | 3.31 |
| 2 <sup>nd</sup>              | Learners struggle to understand unfamiliar vocabulary words.               | 3.08 |
| 3 <sup>rd</sup>              | Learners struggle to relate the reading material to their prior knowledge. | 3.05 |
| 4 <sup>th</sup>              | Learners frequently ask for clarification after reading the text.          | 3.00 |
| 5 <sup>th</sup>              | Learners struggle to interpret the author's message or purpose.            | 2.88 |

Regarding the concerns and issues encountered by teachers during reading activities, the primary concern in terms of reading motivation is that learners need constant reminders to stay engaged in reading tasks, with the highest mean of 3.31. This indicates that sustaining learners' focus and active participation remains a challenge. Closely following this, learners need frequent encouragement to participate in reading, with a mean of 3.30. Other notable concerns include learners showing limited effort in completing reading assignments (mean = 2.77), rarely reading voluntarily during free time (mean = 2.75), and preferring to listen rather than read texts themselves (mean = 2.73). These findings suggest that teachers must implement strategies to increase intrinsic motivation and foster learners' active engagement in reading. Supporting this, Wang and Li (2021) emphasized that motivation is a key factor in encouraging consistent reading habits and participation in literacy activities.

In terms of reading comprehension, the most significant challenge reported by teachers is learners' difficulty in identifying the main idea of the text (mean = 3.31). This is followed by struggles in understanding unfamiliar vocabulary (mean = 3.08), relating reading material to prior knowledge (mean = 3.05), frequently asking for clarification after reading (mean = 3.00), and difficulty interpreting the author's message or purpose (mean = 2.88). These results indicate that learners may engage in reading tasks but still face challenges in processing and understanding texts. Huang and Zhang (2021) noted that comprehension difficulties often arise when learners lack strategies to analyze text structure, infer meaning, and connect new information to their existing knowledge.

Overall, the findings highlight that teachers face significant challenges in both motivating learners and supporting their comprehension skills. Addressing these concerns requires targeted interventions, including the use of engaging reading materials, interactive and learner-centered strategies, scaffolding of comprehension skills, and continuous encouragement to develop reading motivation. According to Santiago (2023), fostering both motivation and comprehension simultaneously is crucial for improving overall reading achievement and promoting lifelong reading habits among learners.

## SUMMARY, FINDINGS, CONCLUSION, AND RECOMMENDATIONS

This chapter presents the summary, findings, conclusion, and recommendations of the study.

### Summary

This research aims to determine the relationship between reading motivation and reading comprehension among the Grade 6 learners of Sto. Niño Dela Paz Elementary School, Loon South District, Division of Bohol during the School Year

2025-2026 as basis for reading exercises. This research employed the descriptive method of research with the use of the standardized questionnaire in the gathering of important data relevant to the study. A descriptive correlational study is a study in which the researcher is primarily interested in describing relationships among variables, without seeking to establish a causal connection.

### Findings

The findings revealed that the respondents' relevant information varied in terms of age, gender, civil status, teaching position, highest educational attainment, number of years in service, and participation in relevant training, seminars, and workshops. The profile indicates that most teacher-respondents are experienced, predominantly female, and professionally established, with advanced teaching positions and ongoing engagement in professional development activities. These characteristics suggest that they are well-equipped to facilitate reading instruction effectively. Meanwhile, the learner-respondents are generally within the expected age range for Grade 6 and show a balanced distribution in terms of gender, providing a representative basis for the study.

The study further examined the level of learners' reading motivation in terms of intrinsic and extrinsic factors. Results show that learners generally demonstrate a moderate level of intrinsic reading motivation, with high levels observed in persistence and challenge enjoyment, indicating that learners are willing to engage with difficult texts when interested. However, lower motivation was noted in adventure and mystery reading, suggesting limited preference for these genres. In terms of extrinsic motivation, learners also exhibit a moderate level, particularly in achievement and task completion, recognition, and compliance with school requirements. However, competition was found to be less influential, indicating that learners are less driven by peer comparison and more by personal and academic goals.

In terms of learners' reading comprehension, the results indicate varying levels of proficiency across different domains. Learners demonstrate proficient skills in making inferences and identifying supporting details, suggesting their ability to process and interpret textual information effectively. However, their ability in identifying the main idea remains at the developing level, indicating the need for further instructional support in this fundamental comprehension skill. Overall, the findings suggest that while learners possess adequate higher-order

thinking skills, there is still a need to strengthen foundational reading comprehension abilities.

Finally, the study highlights that learners' reading motivation and comprehension levels are interconnected. The moderate levels of both intrinsic and extrinsic motivation, along with generally satisfactory comprehension skills, suggest that enhancing learners' interest, engagement, and exposure to varied reading materials may further improve their overall reading performance. These findings underscore the importance of implementing motivation-driven and comprehension-focused reading strategies to support learners' literacy development.

### Conclusion

Based on the findings of the study, it can be concluded that the teacher-respondents are generally experienced, qualified, and committed to their profession. Their years of service, educational attainment, and participation in trainings show that they are well-prepared to guide learners in developing their reading skills. These strengths provide a solid foundation for effective reading instruction in the classroom.

The results also show that Grade 6 learners have a moderate level of reading motivation. They are willing to read and even persist when texts become challenging, which is a positive sign. However, their interest is not consistent across all types of reading materials, particularly in genres such as adventure and mystery. This suggests that while learners can stay engaged, they may benefit from more varied and relatable reading materials that match their interests.

In terms of reading comprehension, the learners demonstrate strength in understanding deeper meanings, such as making inferences and identifying supporting details. However, they still struggle with identifying the main idea, which is a basic but essential reading skill. This means that while learners can think critically about what they read, they still need guidance in mastering foundational comprehension skills.

The study further shows that reading motivation and comprehension go hand in hand. Learners who are more interested and engaged in reading tend to perform better in understanding texts. Since both intrinsic and extrinsic motivations are only moderate, there is still room to improve how learners are encouraged and supported in reading.

Overall, the study highlights the importance of making reading more engaging and meaningful for learners. When learners are motivated and supported with appropriate strategies, they are more likely to

improve their comprehension skills. Therefore, teachers should continue to use approaches that not only develop reading skills but also spark students' interest and enjoyment in reading.

### Recommendations

Based on the findings and conclusions of the study, several recommendations are offered to improve learners' reading motivation and comprehension. Teachers are encouraged to make reading lessons more engaging by using varied and relatable materials that capture learners' interests. They should also focus on strengthening comprehension skills, particularly in identifying the main idea, through guided reading and consistent practice. School heads may support these efforts by providing relevant trainings and instructional resources, while schools can implement reading programs such as campaigns and peer reading activities to further motivate learners.

Parents are also encouraged to support their children's reading habits at home by providing time, space, and access to reading materials. At the same time, learners should be motivated to explore different types of texts and develop a regular reading habit. Lastly, future researchers may consider studying other factors that influence reading development, such as teaching strategies, learning environment, or digital tools, to gain a deeper understanding of how to enhance learners' reading skills.

### Output of the Study

The primary output of this study is the development of **Motivation and Comprehension-Based Reading Exercises** designed for Grade 6 learners of Sto. Niño Dela Paz Elementary School. These exercises were developed based on the study's findings, which established a significant relationship between learners' reading motivation and reading comprehension.

The reading exercises aim to address learners' motivational needs while strengthening their comprehension skills. Specifically, they focus on increasing learners' interest in reading, improving comprehension abilities such as identifying the main idea, recognizing supporting details, making inferences, predicting outcomes, and using context clues, and developing confident, active, and independent readers.

To ensure that the intervention is aligned with the identified needs of the learners, the reading exercises are divided into three major components: Motivation-Building Activities, Comprehension-Focused Activities, and Integrated Motivation and

Comprehension Activities. Each component targets specific areas identified through the study and provides structured learning experiences that promote both engagement and comprehension.

The Motivation-Building Activities encourage learners to develop a positive attitude toward reading through enjoyable and meaningful experiences. These include fantasy visualization, adventure and mystery prediction activities, reader identity building, family reading connection, peer discussion and book exchange, and challenge text exercises. These activities are intended to increase learners' motivation while promoting active participation in reading tasks.

The Comprehension-Focused Activities are designed to strengthen essential reading comprehension skills. Learners engage in tasks that develop their ability to identify the main idea, recognize supporting details, make logical inferences, predict story outcomes, and determine word meanings using context clues. These structured exercises provide repeated opportunities for learners to practice and apply comprehension strategies effectively.

To further enhance learning, the study also proposes Integrated Motivation and Comprehension Activities that combine learner engagement with comprehension development. These include genre-based reading stations, reading journals, readers' theater, and educational reading games. These activities encourage collaboration, reflection, creativity, and meaningful interaction while reinforcing important reading skills.

An implementation guide is also included to assist teachers in using the reading exercises effectively. The guide recommends conducting the activities two to three times each week, with sessions lasting 20 to 40 minutes. It also specifies the target learners, required instructional materials, and appropriate assessment methods such as journals, comprehension checks, and performance tasks to monitor learners' progress.

Overall, the proposed Motivation and Comprehension-Based Reading Exercises provide a practical, research-based instructional material that directly addresses the findings of the study. By integrating motivational strategies with comprehension instruction, the output is expected to enhance learners' reading performance, strengthen their confidence and interest in reading, and support teachers in delivering more engaging and effective literacy instruction for Grade 6 learners.

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