

# Pupils' Reading Motivation, Strategies, and Performance: Basis for Reading Intervention Program

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## Abstract

Reading is a gateway to learning anything about everything. The study aimed to determine the reading motivation and pupils' reading strategies in relation to their reading performance. Specifically, the study sought to answer the level of reading motivation of the pupils in terms of intrinsic and extrinsic motivation, the level of reading strategies of the pupils in terms of problem-solving strategy, support strategy and global reading strategy, the reading performance based on the PHIL-IRI Assessment and the significant relationship between the reading performance and the level of reading motivation and reading strategies of the pupils. The study utilized the descriptive-correlational research design and used a questionnaire was modified and adapted from the work of Zhang and Zheng (2021) and the PHIL-IRI result of selected Grade 5 pupils. The pupils were both intrinsically and extrinsically motivated to read. They read because of their curiosity and the satisfaction or enjoyment and the recognition they can get from reading. The pupils used all the strategies in reading to understand the text they read. Based on the findings and conclusions, the following recommendations are prescribed: The teacher may select reading materials interesting and enjoyable to pupils so that their interest can be sustained and would be able to understand the text that they read; If possible, the teacher may use activity-based or technology-driven approaches to sustain the enthusiasm and interest of the pupils to read; The teacher may implement an intervention program to pupils who are at the frustration and instructional levels for them to be at the independent level.

Keywords: intrinsic, extrinsic, motivation, strategies, reading level

## 1. Introduction

Reading is a gateway to learning anything about everything. It helps people to discover new things and educate them in any area of life he is interested in. It is a complex process involving word recognition, comprehension, fluency, and motivation. Likewise, it is an active process because the reader visualizes what he reads. When someone is entirely engaged in reading, an image may occur in his mind about what he is reading. Moreover, reading is an active process in which the reader constructs meaning from a text. Because readers bring different experiences and knowledge to a reading experience, each reader will build a different interpretation of a text.

Further, reading is a passport to developing academic skills across all disciplines. If a learner cannot read effectively by third grade or so, they are unlikely to be able to access content in their other courses (Domingue, 2021). Similarly, Bamidele (2017) emphasized that reading is an essential and important aspect of creating a literate society in this world. It shapes the personality of individuals, and it helps them to develop proper thinking methods and makes new ideas. More so, he pointed out that effective reading is an essential avenue of effective learning, and reading is interrelated with the total educational process. Hence, academic success requires successful reading habits.

Several factors can influence the ability to read. Learning to read is a slow and progressive process. It requires that many cognitive and extralinguistic abilities be put into practice. Nevertheless, there are many factors that have a direct or indirect influence on the acquisition of the ability. This is especially true with children. Learning to read should be adaptive, interactive, and fun (Exploring Yourmind, 2018). In addition, interest and motivation are crucial factors in reading. According to Mondal (2021), a definite motive is valuable in all work, as motives make for readiness. The greater the readiness, the greater the attention given

to the work on hand, and the sooner the desired result will be achieved. Motivation is a strong drive that influences the individual to engage in a specific activity. Therefore, learners with strong motivation to do reading can spend much time in reading activities. Meanwhile, students who lack the motivation to do reading will try to avoid reading activities.

Moreover, another important factor that has an effect on the reading performance is the reading strategy of the reader. Effective English language learning depends upon learners' attitudes, interests, attention, and learning strategies. Reading strategies is a broad term to describe the planned and explicit actions that help readers translate print to meaning. Without effective reading strategies, many pupils struggle, and a large percentage will be left behind when they cannot acquire the skills.

For the first time, the Philippines joined the Program for International Student Assessment (PISA) of the Organization for Economic Cooperation and Development (OECD) in 2018 as part of the Quality Basic Education reform plan and a step towards globalizing the quality of Philippine basic education. By participating in PISA, the country will be able to establish baseline information in relation to global standards and benchmark the effectiveness of the country's reforms moving forward. The PISA results, along with the country's own assessments and studies, will aid in policy formulation, planning, and programming. The PISA results revealed that the Philippines scored 353 in Mathematics, 357 in Science, and 340 in Reading, all below the average of participating OECD countries (DepEd, 2018).

Subsequently, Grade 5 pupils in the Philippines are falling behind their counterparts in some Southeast Asian countries in Reading, Writing, and Mathematics, with a significant percentage of students still performing at levels expected in the early years of primary education, a regional study showed. A study conducted by the Southeast Asian Ministers of Education Organization and the United Nations Children's Fund (UNICEF), with technical support from the Australian Council for Educational Research, assessed the performance of Grade 5 pupils from selected schools in six countries- Cambodia, Laos, Myanmar, the Philippines, Vietnam, and Malaysia- in three learning domains: reading, writing, and mathematics. The majority of Grade 5 pupils in the Philippines had a reading proficiency level equivalent to that in the first years of primary school, with 27% of the students still at the level (the lowest in a band scale of 2 and below to 6 and above) where they can only match single words to an image of a familiar object or concept. In addition, only 29% of Grade 5 pupils in the country are at the level where they can read a range of everyday texts, such as simple narratives and personal opinions, and begin to engage with their meanings (Baclig, 2020).

The data mentioned above is somewhat similar to the situation in Kauswagan Central School, wherein some Grade 5 pupils' reading proficiency are in Grade IV. This prompted the researcher to conduct this study to find out the factors associated with the reading performance of the Grade 5 pupils at Kauswagan Central School and appropriate measures may be undertaken to improve the reading performance of the pupils. Thus, this study is conceptualized.

The study was anchored on the Reinforcement Theory of Skinner. Reinforcement theory says that behavior is driven by its consequences. As such, positive behaviors should be rewarded positively. Conversely, negative behaviors should not be rewarded or should be punished (Gordon, 2022). The theory provides four interventions that can be used to modify one's behavior. First, positive reinforcement is used to increase desired behavior. It consists of making certain that positive behaviors are reinforced with positive rewards. Second, negative reinforcement is used to improve the desired behavior. This involves placing negative consequences on failure to perform the desired behavior. If the desired behavior is performed, the adverse effects are removed. The main problem with this approach is that adverse consequences may lead to unexpected behaviors and fail to stimulate the desired behavior.

The third is extinction used to reduce undesirable behavior. This involves not providing any form of reinforcement for behavior. The result is that the individual stops doing the unnecessary or undesired behavior. Lastly, punishment is used to reduce undesirable behavior. This method uses negative consequences if an unwanted behavior occurs. This theory leads to the concept of extrinsic motivation. Extrinsic motivation

is motivation that is driven by external rewards. These can be tangible, such as money or grades, or intangible, such as praise or fame. Unlike intrinsic motivation, which arises within the individual, extrinsic motivation focuses purely on extrinsic rewards.

In like manner, extrinsic motivation is positively associated with reading grades. Lekovick (2022) stressed that extrinsic motivation describes any situation where someone's desire to act occurs due to external factors, such as a potential reward, a potential punishment, and inevitable short-and-long term consequences what people find extrinsically motivating can depend on their wants, needs and values. More so, Ahmadi (2017) pointed out that extrinsic motivation is a desire to obtain a reward and stop punishment. This kind of motivation emphasizes the external need to urge pupils to participate in learning activities like assignments, grades, or performing something that pleases teachers. He further stressed that extrinsic motivation has a negative effect on the learners because they do not learn with a strong intention, but they learn because the concern about the rewards or the punishment pushes them. When learners learn something due to the rewards, they will be highly motivated to enter their classes and easily get the aim set for them.

Another underpinning of the study is the Interactive Reading Model (IRM) by Rumelhart. This reading model simultaneously recognizes the interaction of bottom-up and top-down processes throughout the reading process. The Interactive Reading Model is based on the idea that readers do not just read words and sentences but also make predictions. This prediction process involves both bottom-up processing, where readers attempt to determine the text's meaning based on their knowledge of individual letters and how they are arranged into words, and top-down processing, where readers rely on their past experiences with similar situations and cues to make sense of new information (Arambala, 2022).

Furthermore, the model stated that reading is at once a perceptual and cognitive process in which the reader employs codes and background knowledge of the text to produce meaning. Research findings have demonstrated that effective English language learning depends upon learners' attitudes, interests, attention, and learning strategies. Teevno and Raisani (2017) emphasized that second language acquisition has repeatedly verified the significant role that learners can play in language learning.

Learning to read and process text on a page is the first step, in which children make sense of the relationship between letters, words, and sounds. Further, readers usually develop metacognitive thinkers once the foundation has been laid.

In this study, the variables were categorized into independent and dependent. The independent variables include the level of reading motivation in terms of intrinsic and extrinsic. Another independent variable is the level of reading strategies in terms of problem-solving, support, and global reading strategies. On the other hand, the dependent variable was the reading performance in terms of frustration, instructional and independent level.

## 2. Methodology

The study utilized the correlational research design with content analysis. A correlational study is a research design where a researcher seeks to understand the relationships naturally occurring variables have with one another. In simple terms, correlational research aims to figure out if two or more variables are related (Katzukov, 2020). It is used for content analysis. In this study, the results of the PHIL-IRI assessment were used to determine the reading performance of the pupils (Indeed Editorial Team, 2021).

The statistical tools used in the analyses of the data were Mean and Standard Deviation were used for Problems 1-3 to determine the level of reading motivation, level of reading strategies, and level of reading performance. Pearson Product-Moment Correlation was utilized for Problem 4 to find out the relationship between the dependent and independent variables. Problem 5 was qualitative based on the outcomes of the study. The questionnaire also has a translation into the Visayan dialect to make it easier for the pupils to understand each item and answer the question well.

### 3. Results and Discussion

**Problem 1.** What is the level of reading motivation of the pupils in terms of:

- 1.1 Intrinsic; and
- 1.2 Extrinsic?

Table 1 presents the level of intrinsic motivation in terms of curiosity. It has an Overall Mean of 3.89 with  $SD=1.26$ , which is described as Agree and interpreted as High. This implies that the pupils can foster active learning and spontaneous exploration in reading. Furthermore, curiosity-driven learning and intrinsic motivation can be fundamental to efficient learning. This is supported by the study conducted by Leon and Vasquez (2018) that curiosity is a motivating factor for young readers. Children who are curious were more motivated to participate actively in reading activities.

The table also shows the indicator *I read about my hobbies to learn more about them*, got the highest Mean rating of 4.05 with  $SD=1.17$ , which is described as Agree and interpreted as High. This entails that the pupils are intrinsically motivated to read materials that are aligned with their hobbies. This means that the children are intrinsically motivated in reading. They explore far more than the reading materials given by their teachers. This becomes evident because this is already embedded in them as a habit. As observed, when children already have the culture within reading, they themselves find ways to read more. They may be exchanging reading materials or exploring more materials digitally. This further implies that enjoyment in reading is one way to enhance learning. Reading can be a transformational experience, taking readers to worlds they've never encountered, meeting characters who challenge and thrill them, and immersing people in experiences that leave them breathless. Wigfield et al. (2020), found the importance of enjoyment in promoting reading achievement. Their study revealed that enjoyment was a significant predictor of reading achievement even when controlling for other variables. Students who derived pleasure from reading were more likely to display higher levels of comprehension and academic success.

Furthermore, intrinsic motivation is the stimulation that drives adopting or changing behavior for personal satisfaction or fulfillment. Such motivation drives an individual to perform an activity for internal reasons that are personally satisfying as opposed to being motivated extrinsically, that is, by the prospect of obtaining some external reward, such as money. In other words, with intrinsic motivation, the incentive for engaging in a behavior or completing a task is performing the task itself (CFI Team, 2022).

On the other hand, the indicator, *If the teacher discusses something interesting, I might read more about it*, got the lowest Mean rating of 3.83 with  $SD=1.12$ , which is described as Agree and interpreted as High. The finding implies that though the pupils rated this low, they still have the passion and curiosity to read and study the text discussed in class that caught their interest. More so, they are still intrinsically motivated to read. *If the teacher discusses something interesting, I might read more about it*. Though this is the lowest indicator, this implies that the pupils are still intrinsically motivated. However, there are some who really need guidance to focus on reading. As observed, there are really pupils who have less interest in reading. This might be due to differences in learning styles, exposures and other factors which prevent reading. However, the teacher can perhaps design strategies that could invite interest and attention among the pupils. Then after, the teacher could monitor reading performances if the children improved.

Group Centered Protection (2022) stressed that motivation is the driving force that explains pupil behavior in the classroom, especially how a pupil approaches trying to learn something new, like reading. Motivation can be intrinsic (internal) or extrinsic (rewards). Intrinsic motivation can involve the pupil's internal desire to explore a new topic, learn something even though it may be hard, want to know, keep trying, and try again in the face of failure. Intrinsic motivation produces better long-term outcomes and classroom performance, grades, test scores, and a stronger desire to learn.

In addition, Cherry (2022) stressed that individuals are motivated when they can act independently, feel that their efforts matter, and gain satisfaction from becoming more skilled.

**Table 1**  
*Intrinsic Motivation of the Pupils in Terms of Curiosity*

	<b>Indicators</b>	<b>Mean</b>	<b>SD</b>	<b>Description</b>	<b>Interpretation</b>
1.	I read about my hobbies to learn more about them.	4.05	1.17	Agree	High
2.	If a book is interesting, I do not care how hard it is to read.	3.86	1.29	Agree	High
3.	I read because that is how I can learn something new.	3.92	1.33	Agree	High
4.	I read because that is how I can learn more about interesting things.	3.95	1.34	Agree	High
5.	I like reading books about people in different countries.	3.72	1.25	Agree	High
6.	If the teacher discusses something interesting, I might read more about it.	3.83	1.12	Agree	High
7.	I like to read books that makes me think.	3.93	1.20	Agree	High
8.	I love reading because I learn a lot of new things.	3.90	1.38	Agree	High
	<b>Overall Mean</b>	<b>3.89</b>	<b>1.26</b>	<b>Agree</b>	<b>High</b>

*Note:* 4.21 – 5.00 Very High; 3.41 – 4.20 High; 2.61 – 3.40 Moderately High; 1.81 – 2.60 Low; 1.00 – 1.80 Very Low

**Table 2**  
*Intrinsic Motivation of the Pupils in Terms of Enjoyment*

	<b>Indicators</b>	<b>Mean</b>	<b>SD</b>	<b>Description</b>	<b>Interpretation</b>
1.	I read because it is fun to get lost in a story	3.44	1.17	Agree	High
2.	I read because sometimes I can forget everything around me.	3.61	1.26	Agree	High
3.	I enjoy reading stories about fantasy and make-believe.	3.80	1.18	Agree	High
4.	I make pictures in my mind when I read.	3.63	1.22	Agree	High
5.	I feel like I make friends with people in good books.	3.98	1.13	Agree	High
6.	I enjoy a long, involved story or fiction book.	3.89	1.04	Agree	High
7.	I enjoy reading books about people in different countries.	3.82	1.01	Agree	High
8.	Challenging stories are enjoyable to read.	3.74	1.29	Agree	High
	<b>Overall Mean</b>	<b>3.73</b>	<b>1.16</b>	<b>Agree</b>	<b>High</b>

*Note:* 4.21 – 5.00 Very High; 3.41 – 4.20 High; 2.61 – 3.40 Moderately High; 1.81 – 2.60 Low; 1.00 – 1.80 Very Low

The data in Table 2 reveals the level of intrinsic motivation of the pupils in terms of Enjoyment. It got an Overall Mean of 3.73 with SD= 1.16, which is described as Agree and interpreted as High. This implies that the pupils are intrinsically motivated and enjoy reading books and other printed materials that amuse them. With intrinsic motivation, the incentive for engaging in a behavior or completing a task is performing the task itself (CFI Team, 2022). Meanwhile, in the study conducted by Ainley and Ainley (2017) revealed that when students found reading enjoyable, they were more likely to engage in reading activities and develop a positive attitude towards reading. Furthermore, the pupils' behavior in reading books and other

printed materials arises from within because of the inherent satisfaction of the activity rather than the desire for a reward or specific outcome.

Moreover, the indicator *I feel like I make friends with people in good books*, got the highest Mean of 3.98 with SD=1.13, which is described as Agree and interpreted as High. The findings indicate that the pupils found good books interesting and worth reading. If pupils had more access to excellent books, they would read more. It is for this reason that schools may provide books and other reading materials that will catch the attention of the pupils to read. This is in consonance with the finding of research that pointed out that the type of text available can be a factor in enhancing pupils' motivation to read (Gambrell & Marinak, 2019).

On the other hand, the indicator *I read because it is fun to get lost in a story* got the lowest Mean rating of 3.44 with SD=1.17, which is described as Agree and interpreted as High. *I read because it is fun to get lost in a story*, this indicator was rated low by the pupils but still pupils are intrinsically motivated to read. This entails that pupils read stories as though they were participating in the events of the story and act like the characters. This suggests that the pupils may lose their interest in reading the text if they cannot follow the sequence of the events of the story. It would be better that the teachers can choose appropriate reading materials for the comprehension level of the pupils. Further, the study conducted by Guthrie et al. (2018), investigated the effects of enjoyment on reading comprehension and found out that students who reported higher levels of enjoyment while reading demonstrated better comprehension skills.

**Table 3**  
*Extrinsic Motivation of the Pupils in Terms of Recognition*

	<b>Indicators</b>	<b>Mean</b>	<b>SD</b>	<b>Description</b>	<b>Interpretation</b>
1.	I like having the teacher say I read well	4.10	1.13	Agree	High
2.	I read because I know that my friends also read a lot.	3.74	1.20	Agree	High
3.	I like to get compliments for my	4.10	.93	Agree	High
4.	I am happy when someone recognizes my reading.	3.67	1.21	Agree	High
5.	My parents often tell me what a good job I am doing in reading.	3.85	1.35	Agree	High
6.	I am happy when my friends tell me I am a good reader.	4.01	1.08	Agree	High
7.	I read because I like it when other people think I am a good reader.	3.89	1.12	Agree	High
8.	I read because my parents think it is important that I read a lot.	3.92	1.18	Agree	High
9.	I read because other people say it is good for me to read a lot.	3.77	1.22	<b>Agree</b>	High
	<b>Overall Mean</b>	<b>3.89</b>	<b>1.15</b>	<b>Agree</b>	<b>High</b>

*Note:* 4.21 – 5.00 Very High; 3.41 – 4.20 High; 2.61 – 3.40 Moderately High; 1.81 – 2.60 Low; 1.00 – 1.80 Very Low

Table 3 displays the level of extrinsic motivation of the pupils in terms of recognition with an Overall Mean of 3.89 with SD=1.15, which is described as Agree and interpreted as High. This indicates that the pupils are highly motivated in terms of recognition. Further, their extrinsic motivation will increase if they can get recognition in terms of awards, praise, or compliments from their teacher or classmates if they perform better in reading. This is also stated by Ahmadi (2017) who emphasized that extrinsic motivation comes from the pleasure one gets from the task itself or from the sense of satisfaction in completing the task.

The same table also reveals the indicator *I like having the teacher say I read well* and *I like to get compliments for my reading*, with their highest Mean rating of 4.10 with SD=1.13 and .93, respectively, which is described as Agree and interpreted as High. This entails that the pupils' motivation will increase if they are praised and receive compliments from their teachers and peers. Moreover, the findings suggest that it

is important that a teacher recognize and compliment each pupil's reading success. This collaborates with Legault (2017) who pointed out that extrinsic motivators such as money or other rewards are sources of extrinsic motivation because they generate a desire for the consequence of the activity.

Meanwhile, the indicator *I am happy when someone recognizes my reading*, got the lowest Mean rating of 3.67 with SD=1.21, which is described as Agree and interpreted as High. However, it is still described as high. It means that pupils' motivation will increase if they are praised and received compliments from their teachers and peers. As observed, when pupils are recognized by the teacher, they feel more accomplished and became more independent. This findings suggest that a teacher should recognize each pupil's reading accomplishments. This is supported by the study conducted by Hidi and Renninger (2019) that when students received acknowledgment and praise for their reading accomplishments, it enhanced their perceived competence and this led to increased their interest and investment in reading activities.

**Table 4**  
*Extrinsic Motivation of the Pupils in Terms of Competition*

	<b>Indicators</b>	<b>Mean</b>	<b>SD</b>	<b>Description</b>	<b>Interpretation</b>
1.	I read because it is important to me to understand things better than other pupils.	3.99	1.21	Agree	High
2.	I read because it is important to me to be among the best pupils.	3.80	1.11	Agree	High
3.	I read because I want to perform better than others in my class.	3.65	1.19	Agree	High
4.	I read because it is important to me always to be the best	3.98	1.04	Agree	High
5.	I read to get more answers right than my friends.	3.91	1.05	Agree	High
6.	I like to finish my reading before other pupils.	3.89	1.02	Agree	High
7.	It is important for me to see my name on a list of good readers.	3.99	1.04	Agree	High
8.	I am willing to work hard to read better than my friends.	3.45	1.22	Agree	High
	<b>Overall Mean</b>	<b>3.83</b>	<b>1.11</b>	<b>Agree</b>	<b>High</b>

*Note:* 4.21 – 5.00 Very High; 3.41 – 4.20 High; 2.61 – 3.40 Moderately High; 1.81 – 2.60 Low ;1.00 – 1.80 Very Low

Table 4 displays the level of extrinsic motivation of the pupils in terms of competition. It has an Overall Mean of 3.83 with SD=1.11, which is described as Agree and interpreted as High. This entails that the pupils are motivated to read when there is an element of competition in the classroom. Competition can motivate, encourage, and inspire pupils. However, educators must determine the best ways to support students through their own competitive nature while also creating healthy competitions at school that promote collaboration, compassion, and creativity (Harris, 2022). Moreover, the Indicators *I read because it is important to me to understand things better than other pupils* and *It is important for me to see my name on a list of good readers*, got the highest Mean rating of 3.99 with SD=1.21 and 1.04, which is described as Agree and interpreted as High.

The findings suggest that the pupils are very competitive in terms of their reading performance. It is important for a teacher to create this spirit of competition among the pupils to enhance their performance in reading. Competition brings out the best in people and pushes them to excel. In schools, if used effectively, it can enhance learning significantly (Fabien, 2022). Further, it allows pupils to extend themselves, explore their real capabilities, and maximize their potential. It is also important to acknowledge the good performance of the pupils by posting their names in bulletin boards to increase their motivation to read.

On the other hand, the indicator, *I am willing to work hard to read better than my friends*, obtained the lowest Mean rating of 3.45 with SD=1.22, which is described as Agree and interpreted as High. This indicator was rated low by the pupils but still they are extrinsically motivated to read because of competition.

This implies that the pupils need more push and encouragement to read better not just because of competition but the importance of becoming fluent in the use of language in everyday transactions. In addition, pupils are motivated to read when they believe they read more proficiently than their friends. According to Morin (2022), extrinsically motivated people will continue to perform a task even though it might not be in and of itself rewarding.

**Problem 2.** What is the level of reading strategies of the pupils in terms of:

- 2.1 Problem-solving;
- 2.2 Support Reading; and
- 2.3 Global Reading?

**Table 5**  
*Problem-Solving Reading Strategy of the Pupils*

Indicators	Mean	SD	Description	Interpretation
1. I read slowly but carefully to be sure I understand what I am reading.	4.03	1.25	Agree	High
2. I try to get back on track when I lose concentration.	3.67	1.21	Agree	High
3. I adjust my reading speed according to what I am reading.	3.93	1.14	Agree	High
4. When text becomes difficult, I pay closer attention to what I am reading.	3.83	1.21	Agree	High
5. I stop from time to time and think about what I am reading.	3.51	1.17	Agree	High
6. I try to picture or visualize information to help remember what I read.	3.72	1.24	Agree	High
7. When I read, I guess the meaning of unknown words or phrases.	3.45	1.30	Agree	High
<b>Overall Mean</b>	<b>3.73</b>	<b>1.22</b>	<b>Agree</b>	<b>High</b>

*Note:* 4.21 – 5.00 Very High; 3.41 – 4.20 High; 2.61 – 3.40 Moderately High; 1.81 – 2.60 Low; 1.00 – 1.80 Very Low

Table 5 reveals the level of the Problem-Solving Reading Strategy of the pupils. It has an Overall Mean rating of 3.73 with SD=1.22, which is described as Agree and interpreted as High. This entails that the pupils have critical reading strategies, including adjusting their speed in reading the text for them to understand. Edsys (2020) stressed that problem-solving strategies in reading are actions and procedures to comprehend the text, such as adjusting reading speed and guessing the meaning of unknown words. This reading strategy is also known as the critical reading strategy. Further, critical reading is from one's perspective, apart from what the writer has painted for somebody. This support to the study conducted by Rapp and Stiefel (2022) which explored the benefits of problem-solving strategies for struggling readers. Moreover, research indicates that problem-solving strategies provided struggling readers with structured approaches to overcome comprehension difficulties.

In addition, the indicator, *I read slowly but carefully to be sure I understand what I am reading*, obtained the highest Mean rating of 4.03 with SD=1.25, described as Agree and interpreted as High. The finding suggests that the pupils adjust their speed in reading to get the gist or main idea of the text they read. In addition, although the pupils read slowly, they still understand what they are reading. According to Adler (2022), adapting the pupils' reading speed to fit the difficulty of the text and fixing any comprehension problems they have can facilitate understanding the text they read.

On the other hand, the indicator, *When I read, I guess the meaning of unknown words or phrases*, got the lowest Mean rating of 3.45 with SD=1.30, which is described as Agree and interpreted as High. However, the teacher can help enhance their comprehension by unlocking of difficulties before the pupils read the text.

Additionally, research by Pressley and Afflerbach (2017), emphasized the importance of problem-solving strategies in reading comprehension. The researchers found out that skilled readers actively engage in problem-solving processes, such as identifying and resolving difficulties, making inferences and monitoring comprehension.

Table 6 presents the level of support reading strategy of the pupils. It has an Overall Mean rating of 3.73 with  $SD=1.19$ , which is described as Agree and interpreted as high. This entails that the pupils employ several strategies to understand and comprehend the text they read. Parrish (2020) emphasized some support strategies in reading, such as discussing or activating prior knowledge, developing questions while reading, connecting what the learners are reading to another text, something they have seen, or something they have experienced, visualizing or picturing what they are reading can facilitate understanding the text.

**Table 6**  
*Level of Support Reading Strategy of the Pupils*

Indicators	Mean	SD	Description	Interpretation
1. I take notes while reading to help me understand what I read.	3.82	1.28	Agree	High
2. When text becomes difficult, I read aloud to help me understand what I read.	3.73	1.27	Agree	High
3. I use reference materials (e.g., a dictionary) to help me understand what I read.	3.59	1.14	Agree	High
4. I paraphrase or restate ideas in Visayan to better understand what I read.	3.64	1.14	Agree	High
5. go back and forth in the text to find relationships among ideas in it.	3.73	1.20	Agree	High
6. I ask myself questions I like to have answered in the text.	3.85	1.14	Agree	High
7. When reading, I translate from English into Visayan.	3.76	1.20	Agree	High
<b>Overall Mean</b>	<b>3.73</b>	<b>1.19</b>	<b>Agree</b>	<b>High</b>

Note: 4.21 – 5.00 Very High; 3.41 – 4.20 High; 2.61 – 3.40 Moderately High; 1.81 – 2.60 Low; 1.00 – 1.80 Very Low

Moreover, the indicator, *I ask myself questions I like to have answered in the text*, got the highest Mean rating of 3.85 with  $SD=1.14$ , which is described as Agree and interpreted as High. This implies that to understand the text, the pupils have questions in their minds to be answered by the text they intend to read. In addition, they also have note-taking to facilitate their comprehension of the text that they are reading. Gaytos et al. (2019) pointed out that actions and procedures to comprehend the text, such as adjusting reading speed, guessing the meaning of unknown words, and taking notes, were the strategies used by the pupils to understand the text that they read.

On the other hand, the indicator, *I use reference materials such as a dictionary to help me understand what I read*, got the lowest Mean rating of 3.59 with  $SD=1.14$ , which is described as Agree and interpreted as High. This implies that there is still a need to orient the pupils on how to use the dictionary and other reference materials that can help them understand the text that they are reading. Moreover, pupils find the meaning of difficult words in the text read using a dictionary. Dictionary usage has many functions as a reference tool, including helping students understand the meaning of words and expressions can help improve understanding of a subject, improve communication, and help improve grades (Gerarld, 2021).

**Table 7**  
*Global Reading Strategy of the Pupils*

Indicators	Mean	SD	Description	Interpretation
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1.	I think about what I know to help me understand what I read.	3.90	1.26	Agree	High
2.	I take an overall view of the text to see what it is about before reading it.	3.72	1.20	Agree	High
3.	I review the text first by noting its length and organizations.	3.73	1.10	Agree	High
4.	When reading, I decide what to read closely and what to ignore.	3.27	1.33	Undecided	Moderately High
5.	I use tables, figures, and pictures in text to increase my understanding.	3.89	1.20	Agree	High
6.	I critically analyze and evaluate the information presented in the text.	3.78	1.07	Agree	High
7.	I check to see if my guesses about the text are right or wrong.	3.95	1.12	Agree	High
<b>Overall Mean</b>		<b>3.75</b>	<b>1.18</b>	<b>Agree</b>	<b>High</b>

Note: 4.21 – 5.00 Very High; 3.41 – 4.20 High; 2.61 – 3.40 Moderately High; 1.81 – 2.60 Low; 1.00 – 1.80 Very Low

Table 7 discloses the level of global reading strategy of the pupils. It has an Overall Mean rating of 3.75 with SD=1.18, which is described as Agree and interpreted as High. This indicates that the pupils have intention, carefully planned techniques, and a purpose in mind when reading, previewing the text length and organization. Proficient readers plan before reading (The Black Sheep Community, 2022).

The table also presents the indicator, *I check to see if my guesses about the text are right or wrong*. It got the highest Mean rating of 3.95 with SD=1.12, which is described as Agree and interpreted as High. This means that the pupils used their prior experience or knowledge to understand the text that they were reading. Moreover, they already have in mind what the text is all about, but they still read the text to confirm what they have in mind. According to Carrell and Eisterhold (2017), emphasizing the importance of global reading in improving reading comprehension. They found that global reading allows reader to activate their background knowledge, make predictions and form an initial understanding of the text.

On the contrary, the same table presents the indicator. *When reading, I decide what to read closely and what to ignore*, which obtained the lowest Mean of 3.27 with SD=1.33, which is described as Undecided and interpreted as Moderately High. This implies that the pupils need to strengthen this strategy on how to discriminate important details and the less relevant in the text to fully comprehend what they are reading. Noting details is an important reading comprehension skill. When pupils note details, they become able to perform more difficult comprehension skill like summarizing and synthesizing (Wolf, 2022). More so, it is important that the teacher supervises the pupils when they are reading a text and emphasizes the importance of the clues or important details that help them understand what they are reading. This will help them answer any questions about the selection when they are done reading.

**Problem 3.** What is the reading performance of the pupils?

**Table 8**

*Frequency and Percentage Distribution of the Reading Performance of the Pupils*

Reading Level	Frequency	Percentage
Independent	83	49.4
Instructional	39	23.2
Frustration	46	27.4
<b>Total</b>	<b>168</b>	<b>100</b>

Table 8 presents the frequency and percentage distribution of the reading performance of the pupils. It can be gleaned from the table that the majority of the pupils are independent readers, with a frequency (83 or 49.4%). This is followed by pupils at the frustration level with a frequency of (46 or 27.4%) and (39 or 23.2%).

23.2%) belonging to the instructional level. The data implies that the majority of pupil-respondents can read a text on their own with ease. Further, they hardly make any errors when reading the text and has excellent comprehension of the story. The child can read the story alone with confidence. However, half of the pupils need the support of the teacher or parent to enhance their reading performance. Cabalo and Cabalo (2019) emphasized that participation of the parents in developing the reading competency of their child is of utmost importance. Reading activities are not to be limited inside the classroom, nor do learners tend to read just because they are instructed by their teachers to do so. Whether at school or at the convenience of their respective houses, a habit of reading must be developed by the pupils.

**Problem 4.** Is there a significant relationship between reading performance and the level of reading motivation and reading strategies of the pupils?

**Table 9**

*Correlation Analysis Between Reading Performance and Pupils' Motivation and Reading Strategies*

Variables	R-value	P-value	Decision on Ho	Interpretation
Curiosity (intrinsic)	0.54**	0.047	Reject	Significant
Enjoyment (intrinsic)	0.030**	0.042	Reject	Significant
Recognition (extrinsic)	.042**	0.034	Reject	Significant
Competition (extrinsic)	0.048	0.536	Accept	Not Significant
Global Reading Strategy	0.021	0.783	Accept	Not Significant
Support Reading Strategy	0.015	0.849	Accept	Not Significant
Problem-Solving Reading Strategy	0.044	0.572	Accept	Not Significant

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 9 presents the correlation analysis between the reading performance of the pupils and the level of motivation and level of reading strategies. It can be gleaned from the table that curiosity, enjoyment, and recognition are statistically related to the reading level of the pupils, as evidenced by their P-values. Curiosity with (P-value=0.047<0.05); Enjoyment with (P-value=0.042<0.05; and Recognition with (P-value=0.034<0.05). Thus, the null hypothesis is rejected on this ground. Therefore, curiosity, enjoyment, and recognition are statistically associated with the reading performance of the pupils. The findings find support to the study conducted by Wu et al. (2019) which revealed that reading motivation was related to reading comprehension. Moreover, the research indicates that motivation plays a significant role in how well pupils learn to read and in how much they read (Toste et al., 2020).

Furthermore, the table also shows that competition as extrinsic motivation, global reading strategy, support reading strategy, and problem-solving strategy is not statistically related to the reading level of the pupils as revealed by their P-values. Competition with (P-value=0.536>0.05); Global Reading Strategy with (P-value=0.783>0.05); Support Reading Strategy with (P-value=0.849); and Problem-Solving Strategy with (P-value=0.572). Therefore, the null hypothesis is accepted on this ground. Thus, competition and the strategies in reading employed by the pupils has no bearing on their reading performance. This is supported by the study conducted by Jusoh and Abdullay (2016) revealing no bearing on the overall strategies preferred on learning English as a Foreign Language and English as a Second Language). However, significant differences were found in support strategies.

#### 4. Conclusions and Recommendations

Based on the significant findings, the following conclusions were drawn:

1. The pupils were both intrinsically and extrinsically motivated to read. They read because of their curiosity and the satisfaction or enjoyment and the recognition they can get from reading.

2. The pupils used all the strategies in reading in order to understand the text that they read. This suggests that the teacher may create a situation where the pupils can apply the strategies in reading.

3. Almost half of the pupil-respondents can read a text on their own with ease and can read the story alone with confidence. However, a significant number of pupils find reading materials so difficult that they cannot successfully respond to them.

4. Curiosity and enjoyment as intrinsic motivation and recognition as extrinsic have significant bearing on the pupils' reading performance level, as well as recognition.

Based on the findings of this study, the researcher came up with the following recommendations:

1. The teacher may select reading materials that are interesting and enjoyable to pupils so that their interest can be sustained and they would be able to understand the text that they read.

2. If possible, the teacher can use activity-based or technology-driven approaches to sustain the enthusiasm and interest of the pupils to read.

3. An intervention program may be implemented by the teacher to help pupils who are at the frustration and instructional levels for them to be at the independent level.

4. The school head may endorse the intervention plan to subject teachers to English for implementation.

5. Future research may be conducted in the future exploring other variables and wider scope to validate or refute the results of this study.

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