Reading Motivation and Engagement among Grade IV Learners of Opol West District Schools

Shiela Mae Enguito Gulay[1], Pepa V. Pontillas [2]

[1,2]Phinma-Cagayan de Oro College, Cagayan de Oro City, Philippines

ABSTRACT: Reading motivation and engagement are crucial factors for developing good literacy skills and fostering a love for reading. This study was conducted to determine the reading motivation and engagement among Grade IV learners. Specifically, sought to answer the level of reading motivation regarding reading efficacy, reading challenge, reading curiosity, aesthetic enjoyment for reading, reading recognition, and reading competition, as well as level of reading engagement in terms of behavioral, affective, cognitive, and social; and the significant relationship between the learners' reading motivation and engagement. In this study the respondents were one hundred sixty-one (161) Grade IV learners of Opol West Districts Schools, Misamis Oriental for the School Year 2023-2024 with a margin of error of 7% using a Slovin's formula. This study used a patterned and modified questionnaires and employed descriptive design method and simple random sampling to get the appropriate number of respondents in every school. Statistical tools such as means, standard deviation, and Pearson-r were applied to interpret the data on the level and significant relationship between learners reading motivation and engagement. Findings of the study revealed that the respondents have a very high level of reading motivation and high level of reading engagement. There is a positive significant relationship between learners reading motivation and engagement. The study concludes that learners like to challenge themselves to think hard if there were difficult questions and they are proactive in seeking out of meanings of unfamiliar words in books. It recommends that to create a quarterly reading competition activity for learners, assist learners' academic and personal development by encouraging them to participate in regular reading activities and giving them access to a variety of interesting reading materials, and learners need push themselves to read more books and materials, and join book clubs or discussion groups. It is important to emphasize the reading motivation and engagement for educational improvement as it illuminates the current state of learners reading deficiency.

KEYWORDS: reading motivation, reading engagement

I. INTRODUCTION

In the recent report of Programme for International Student Assessment statistics OECD (2019), Filipino students performed worse in reading comprehension than their neighboring international peers. This suggests that there is a need to address the difficulties and possible areas for improvement in the reading ability of Filipino learners. This hinders the schools from meeting their goal of providing quality and well-informed individuals.

Additionally, concerns exist regarding the reading motivation and engagement of students in DepEd Misamis Oriental for the School Year 2023-2024. 65, 579 of the total enrolment in Grades III to VI, 1, 698 or 2.59 % of students identified as frustrated readers. For this reason, reading motivation and engagement in public elementary schools, especially in Misamis Oriental is a matter of concern that needs immediate attention.

The Philippines history of learners' reading motivation and engagement can be traced back to the country's colonial past. During the Spanish colonization, education was primarily reserved for the elite, and literacy rates were low among the general population (Bai, 2023). This lack of access to education and limited exposure to reading materials hindered learners' motivation and engagement with reading (Nmore, 2023).

However, with the American occupation in the early 20th century, there was a renewed emphasis on education and literacy in the Philippines. The introduction of public schools and English as the medium of instruction brought about significant changes in learners' reading habits. Reading materials became more accessible, and libraries were established across the country.

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In recent years, there has been a growing recognition of the importance of promoting reading motivation and engagement among Filipino learners. The government has implemented various initiatives such as November as National Reading Month and Book Week celebrations (DepEd, 2011), 3B's Bawat Bata Bumabasa (DepEd, 2019), and CATCH-UP Fridays (DepEd, 2024) to enhance students reading literacy and encourage to develop a love for reading.

Despite these efforts, challenges remain in fostering a culture of reading among Filipino learners. Limited access to quality books, especially in rural areas, continues to be an issue (Bai 2023). Additionally, distractions from digital media have also affected students' interest in traditional forms of reading. This contributes to learners reading literacy problems.

Due to this context, the Department Education launch the DepEd Order No. 1.s 2024, Known as Re Implementation of CATCH-UP Fridays, a one-day class catch-up session every Friday starting January 12, 2024, to all public schools elementary and secondary learners to cultivate a reading habit. The catch-up Friday program aims to: provide opportunities for learners to develop low proficiency levels in reading, enhance learners' academic performance through independent reading performance, address learning gaps, and strengthen the reading proficiency of every learner.

Furthermore, due to the limited availability of quality reading materials in public elementary schools. Many schools have outdated books that fail to capture the interest of young readers. This scarcity hampers students' enthusiasm for reading, as they are unable to explore a wide range of genres and topics. Another important issue facing the education system in the Philippines is the lack of resources and infrastructure in many schools, especially in rural areas. This challenge is widespread and affects a significant number of schools in the country.

Therefore, relevance to personal interest and access to diverse literature are identified as potential mediating factors of students' reading motivation and engagement. Emphasizing the importance of a conducive environment that promotes reading as an enjoyable activity rather than a chore can effectively nurture lifelong readers who find joy in exploring the written word.

This research study was anchored on the Cognitive Development Theory of Jean Piaget (1981) and Self-Determination Theory proposed by Ryan and Deci (2008).

Cognitive Development Theory emphasize the development in children and constructive role of experience with peers and family members. According to Piaget (1981), individuals construct their understanding of the world through assimilation and accommodation processes. Reading motivation plays a significant role in this construction process by stimulating learners' curiosity and desire to explore new concepts. When students are motivated to read, they actively engage with texts, making connections between prior knowledge and new information. Piaget's Theory also highlights the importance of social interaction in cognitive development. It can be enhanced through collaborative reading experiences where learners engage in discussions about texts with peers or teachers. These interactions provide opportunities for students to share perspectives, exchange ideas, and challenge each other's thinking.

In addition to that Piaget's Theory as cited Mcleod (2024) explained that the way parents interacted with the children during reading may have a positive or negative result of Piaget. In this regard, children learn best when they have opportunities to interact with their environments, particularly with their parents who were a vital part of children's environment (Lehrl et. al., 2020).

On the other hand, Ryan and Deci (2008), on their Self-Determination Theory, motivation refers to engaging in an activity for the inherent satisfaction it brings without expecting external rewards. When learners perceive themselves as capable readers who can comprehend texts effectively, they are more likely to engage with challenging materials. They stress the role of relatedness in promoting reading motivation. Learners who feel connected to others through shared interests or discussions about books are more likely to find value in reading activities. Social interactions surrounding reading foster a sense of belongingness and encourage learners to continue engaging with texts. This sense of mastery fuels intrinsic motivation and leads to increased engagement with reading tasks. Moreover, motivation can guide students to engage in academic activities driven by the desire for enjoyment, challenge, and novelty rather than external pressure or obligation, without the expectation of rewards. Motivation can be fostered, particularly in the initial stages, even for activities that may not inherently captivate learners, to gradually transform them into sources of motivation throughout the learning process.

Nevertheless, motivate learning through learners' engagement with the literacy tasks used for instruction and extensive reading practice. Learners are more engaged when literacy instruction and practice opportunities are embedded in meaningful learning activities that are useful to and valued by the learner.

This study anticipated that there were substantial correlations between the learners' reading motivation in terms of efficacy, challenge, curiosity, aesthetic enjoyment, recognition, and competition along with their level of reading engagement in terms of behavioral, affective, cognitive, and social.

Moreover, this study also anticipated that there were a statistically significant difference in learner's motivation and engagement in reading categories based on gender, monthly family income, and number of family members.

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The assumption of this study highlights that learners with higher reading motivation were more likely to engage in reading pursuits, contributing to their personal growth, and overall improvement of reading. Also, learners who are motivated in reading pursuits were likely more prepared for meaningful reading activities that address the special difficulties and opportunities within their capabilities to positively engage voluntarily in reading. Emphasizing the importance of conducive environments that promote reading as an enjoyable activity rather than a chore can effectively nurture lifelong readers who find joy in exploring the written word.

II. METHODOLOGY

This study used the descriptive design of research. According Manjunatha (2019), the descriptive research design is a study that describes the characteristics of a population or phenomenon being studied. Primarily used to gain an understanding of a group or phenomenon. This involves collecting data through surveys, interviews, or observation.

Through the data being gathered, it determined and answered the question if there is a significant relationship between the reading motivation and engagement of learners. The profile of the learner respondents, as well as their level motivation and engagement in reading, were be tested as variables. Data must be gathered, tabulated, and computed for this study. To derive the implication of the findings, it also involves the analysis and interpretation of the data. The results explained the underlying concepts that may be related to each piece of information after the interpretation.

The fundamental characteristics of the data in a study was described using descriptive statistics. Simple description of the sample and the measurements were provided. They served as the foundation for almost all quantitative studies of data, along with straightforward graphical analysis. The researcher used the following statistical tools to analyze the data of this study. For Problem 1, frequency and percentage were used to distribute the responders among various factors. While Problem 2 and 3, the mean was used as an indicator of the central tendency of responses, particularly those related to difficulties, and the standard deviation was used to gauge the distribution of data. And, when the respondents are divided into groups based on profiles, the analysis of variance was used to test the significance of the relationship in the problem, Pearson - r Correlation was used for Problem 3, to determine the significant relationship between the respondents' reading motivation and engagement.

III. RESULTS AND DISCUSSION

Problem 1. What is the respondents' level of reading motivation based on reading efficacy, reading challenge, reading curiosity, aesthetic enjoyment for reading, reading recognition, and reading competition?

Table 1: Summary of the Respondents' Level of Reading Motivation

Variables	Mean	SD	Interpretation
Reading Efficacy	3.26	0.83	Very High
Reading Challenge	3.34	0.81	Very High
Reading Curiosity	3.33	0.81	Very High
Aesthetic Enjoyment for Reading	3.26	0.83	Very High
Reading Recognition	3.32	0.83	Very High
Reading Competition	3.25	0.83	High
Overall	**3.29**	**0.82**	**Very High**

Legend: 3.26-4.00 At all Times/ Very High   1.76-2.50 Sometimes/ Low
2.51-3.25 Most of the Time/ High   1.00-1.75 Never/ Very Low

Table 1 summarizes the respondents' level of reading motivation with an overall mean of 3.29 (SD=0.82, interpreted as Very High. These results means that the participants exhibited a high level of motivation when it came to reading. This could be attributed to various factors such as personal interest in the material, perceived value of reading, or a desire to acquire new knowledge and skills through reading. The findings also suggest that the respondents may have experienced positive emotions while engaging with written text, further enhancing their motivation to read. By creating opportunities for students to explore a variety of genres and topics, educators can help cultivate a love for reading that extends beyond the classroom. Overall, these results offer valuable information for educators and researchers seeking to understand and enhance students' reading motivation. By recognizing the factors that contribute to high levels of reading motivation, we can develop strategies to support and encourage lifelong readership among individuals of all ages.

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In the study by Bakkaloğlu & Pilten (2022), personal interest plays a significant role in driving reading motivation. When individuals are genuinely interested in a topic or genre, they are more likely to engage in reading activities with enthusiasm and dedication. Enjoyment derived from reading also contributes to sustaining motivation over time, as individuals find pleasure and satisfaction in the act of reading itself. The findings of the study have important implications for educators and policymakers seeking to enhance students' reading motivation. By understanding the factors that drive individuals to engage with texts, educators can tailor instructional strategies and interventions to better support student learning outcomes.

The variable Reading Challenge obtained the highest mean of 3.34 (SD=0.81) interpreted as Very High. The high mean rating suggests that students find the reading challenge to be a valuable tool in promoting their reading skills and comprehension. This indicates that students who participated in reading challenge were able to effectively engage with challenging reading material and extract meaning from it. It is important for educators to continue implementing programs like the reading challenge to foster a love for reading among students. Additionally, the high mean rating suggests that students found the reading challenge to be both enjoyable and beneficial for their academic growth.

According to The National Literacy Trust (2020) Reading Challenge is a valuable tool in promoting reading skills and comprehension among individuals. This initiative encourages participants to engage in regular reading habits, which can have a positive impact on their overall literacy levels. Furthermore, the Reading Challenge fosters a sense of community among participants as they engage in discussions about the books they have read. This collaborative learning experience can enhance social skills and communication abilities in students.

In contrast, the variable Reading Competition got the lowest mean of 3.25 (SD=0.83) interpreted as High. The lowest mean indicates that the respondents were lack of motivation in engaging the activities in reading competition. It implies that teachers must create a program activities in reading competition that most of the learners were encouraged to participate. Another reason why this indicator got the lowest, perhaps there were issues with low reading competition activity implemented or communicated to learners. It suggests that there may be factors in engaging their full participation and enjoyment. It is necessary for educators and program developers to consider alternative approaches to fostering motivation in engaging the reading competition among learners.

Untold International (2020) reading with competition adds an element of fun and excitement to the learning process. Students are more likely to actively participate in reading activities when there is a competitive edge involved. This can lead to increased engagement, comprehension, and overall enjoyment of reading. Furthermore, students who engage in competitive reading activities tend to perform better than they even knew they were capable of. The pressure and thrill of competition can push students to strive for excellence and achieve academic success that may have seemed out of reach before. It is a valuable educational experience that encourages students to explore new ideas, connect with others through literature, and celebrate the beauty of language. It is an event that inspires young minds to become global citizens who appreciate the richness of diversity in our world.

Problem 2. What is the learners' level of reading engagement based on behavioral, affective, cognitive, and social?

Table 2: Summary of the Respondents' Level of Reading Engagement

Variables	Mean	SD	Interpretation
Behavioral	3.11	0.94	High
Affective	3.21	0.87	High
Cognitive	3.31	0.82	Very High
Social	3.18	0.89	High
Overall	**3.20**	**0.88**	**HIGH**

Legend: 3.26-4.00 Always/ Very High   1.76-2.50 Sometimes/ Low
        2.51-3.25 Often/ High   1.00-1.75 Never/ Very Low

Table 2 presents the summary of the respondents' level of reading engagement with an overall mean of 3.20 (SD=0.88) interpreted as High. The high mean score means that the respondents were actively engaged in reading activities and displayed a strong interest in consuming written materials. This is a positive finding, as reading engagement has been linked to various cognitive and academic benefits, including improved language skills, critical thinking abilities, and overall academic achievement. However, reading engagement refers to the extent to which individuals are actively involved in the reading process, including their

interest, motivation, and comprehension of the material. It is important to assess respondents' level of reading engagement as it can impact the quality and reliability of the data collected.

In the study by Barberg (2022) reading engagement plays a crucial role in developing critical thinking skills, expanding vocabulary, and fostering creativity. Students who are actively engaged in reading are better able to analyze complex texts, make connections between different ideas, and think critically about the world around them. Educators should strive to create an environment that encourages students to develop a love for reading and invest time and effort into their reading activities.

Moreover, the indicator Cognitive Engagement obtained the highest mean of 3.31 (SD=0.82) interpreted as Very High. This means that from this study highlight the significance of cognitive engagement in promoting academic success through reading. By fostering a culture of deep thinking and analysis in our classrooms, we can help students develop strong reading skills and become more active participants in their own learning. It is important for educators and institutions to recognize the importance of fostering cognitive engagement among students. By providing opportunities for active participation, critical thinking, and application of knowledge, educators can help students develop their cognitive abilities and ultimately enhance their academic success.

According to Miyamoto, Pfost, and Artelt (2019), children who are cognitively engaged are more likely to spend time deciphering unfamiliar words, working out the meanings of new words, monitoring their comprehension, and making connections between information in the book and their existing knowledge. This level of engagement not only enhances their vocabulary skills but also improves their overall reading comprehension. By actively participating in the reading process, children can deepen their understanding of the text and develop critical thinking skills. When they take the time to decode unfamiliar words and make connections between different pieces of information, they can construct a more comprehensive understanding of the material being read.

The variable Behavioral Engagement" got the lowest mean of 3.11 (SD=0.94) interpreted as High. This means that low rating suggests that there may be a lack of active participation and involvement in reading activities among individuals. This is concerning as behavioral engagement plays a crucial role in fostering a love for reading and improving literacy skills. It encompasses the actions and involvement of individuals in tasks or activities, reflecting their level of interest and motivation. Understanding behavioral engagement can provide valuable insights into how individuals approach tasks and interact with others. It is important for educators and researchers to further investigate why behavioral engagement received such a low rating and to develop strategies to enhance this aspect of reading engagement. By addressing this issue, we can help individuals become more motivated and enthusiastic readers who are actively involved in their reading experiences.

In the study by Mcgeown and Smith (2024) children's reading behaviors are reflected in their behavioral engagement. This covers the quantity and duration of children's independent reading as well as the range of their reading activities. .Moreover, Van Bergen et al. (2020) highlights the importance of children reading outside of school to enhance their reading skills and comprehension. Children who engage in regular independent reading outside of school are more likely to develop stronger vocabulary, comprehension, and critical thinking skills compared to those who do not.

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

Table 3: Relationship between the Learner's Reading Motivation and Engagement

Reading Motivation Indicators	Reading Engagement				OVERALL r-value p-value
	Behavioral r-value p-value	Affective r-value p-value	Cognitive r-value p-value	Social r-value p-value	
Reading Efficacy	0.335 (WPR)	0.366 (WPR)	0.295 (WPR)	0.303 (WPR)	0.383 (WPR)
	0.001* S	0.001* S	0.001* S	0.001* S	0.001* S
Reading Challenge	0.389 (WPR)	0.467 (WPR)	0.388 (WPR)	0.457 (WPR)	0.402 (WPR)
	0.001* S	0.001* S	0.001* S	0.001* S	0.001* S

Reading Curiosity	0.439 (WPR)	0.434 (WPR)	0.354 (WPR)	0.456 (WPR)	0.499 (WPR)
	0.001* S	0.001* S	0.001* S	0.001* S	0.001* S
Aesthetic Enjoyment for Reading	0.538 (MPR)	0.483 (WPR)	0.416 (WPR)	0.518 (MPR)	0.579 (MPR)
	0.001* S	0.001* S	0.001* S	0.001* S	0.001* S
Reading Recognition	0.474 (WPR)	0.366 (WPR)	0.384 (WPR)	0.438 (WPR)	0.493 (WPR)
	0.001* S	0.001* S	0.001* S	0.001* S	0.001* S
Reading Competition	0.301 (WPR)	0.363 (WPR)	0.231 (WPR)	0.368 (WPR)	0.374 (WPR)
	0.001* S	0.001* S	0.001* S	0.001* S	0.001* S

Legend: *significant at p<0.05 alpha level S – significant   NS – not significant

Table 3 shows the test relationship between the learner's reading motivation and engagement. Overall, results show that the learner's reading motivation and engagement showed weak to moderate positive significant relationship as indicated by the correlation r-value and probability value less than 0.05 alpha level which led to the rejection of the null hypothesis. This implies that the learner's reading motivation was associated to their reading engagement. This suggest that student who is actively participating in discussions about a book with peers (social engagement) may feel more motivated to continue reading and exploring new texts. Similarly, a learner who is deeply engaged cognitively with challenging material may find themselves more motivated to push through difficult passages. This finding is important as it highlights the importance of considering not only a student's motivation to read but also their level of engagement with the material. When students are motivated to read, they are more likely to engage with the text on a behavioral, affective, cognitive, and social level. This can lead to improved comprehension and retention of information. By fostering a positive reading motivation and encouraging active engagement with texts, teachers can help students become more proficient readers who are better equipped for academic success.

Moreover, reading efficacy, defined as one's belief in their ability to successfully comprehend and analyze text, plays a crucial role in determining reading engagement. Study revealed that learner with higher reading efficacy, they are approach to reading tasks with confidence and enthusiasm, leading to increased engagement with the material. And also, actively participate in reading activities, such as discussing the text with peers or asking questions about the content. This active engagement not only enhances comprehension but also fosters a deeper connection to the material. It is evident that reading efficacy plays a significant role in influencing an individual's level of engagement with book reading material. Educators should therefore focus on promoting and nurturing students' belief in their own abilities to read effectively in order to cultivate a love for reading and foster academic achievement.

Engaging in a reading challenge can significantly impact one's reading engagement. Reading challenges provide individuals with the opportunity to set goals, explore new genres, and actively participate in a community of readers. By committing to a reading challenge, individuals are more likely to prioritize reading as a regular habit and dedicate time to engage with literature. Participating in a reading challenge can also help individuals discover new authors, expand their literary knowledge, and develop critical thinking skills. Engaging with diverse texts through a reading challenge can broaden one's perspective and foster empathy towards different cultures and experiences. Participating in such challenges is not only beneficial for personal growth but also contributes to building a vibrant community of readers who share their love for books.

Additionally, reading curiosity plays a crucial role in determining an individual's reading engagement. Curiosity acts as a driving force that motivates individuals to explore new ideas, concepts, and perspectives through reading. When individuals are curious about a subject or topic, they are more likely to engage in deep reading practices, such as critical analysis and reflection.

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Moreover, reading curiosity fosters a sense of intellectual curiosity and lifelong learning. Learners who cultivate a habit of being curious readers tend to develop a passion for seeking knowledge and expanding their understanding of the world around them. This continuous pursuit of knowledge through reading not only enriches their personal growth but also contributes to their academic success. Cultivating reading curiosity is essential for enhancing reading engagement and fostering a lifelong love for learning. By nurturing learners innate sense of curiosity through reading, they can unlock new opportunities for personal growth and intellectual development.

When it comes to the act of reading, aesthetic enjoyment plays a crucial role in fostering reading engagement. This enjoyment can significantly enhance learners overall reading experience and motivate them to continue engaging with the text. One of the ways in which aesthetic enjoyment contributes to reading engagement is through its ability to captivate readers' attention and stimulate their imagination. When readers find a text aesthetically pleasing, they are more likely to become fully immersed in the story or content, leading to increased focus and interest in what they are reading. Therefore, aesthetic enjoyment is a powerful tool that can enhance reading engagement by capturing readers' attention, stimulating their imagination, and creating emotional connections with the text. By appreciating the aesthetics of what they are reading, individuals can derive greater pleasure from their reading experiences and develop a stronger connection with literature or other forms of written content.

Furthermore, reading recognition is the ability to identify and understand written words and texts. It is a fundamental skill that is crucial for reading comprehension and overall literacy development. However, simply recognizing words does not equate to true reading engagement. When reading recognition is paired with reading engagement, a powerful synergy occurs. Recognizing words effortlessly allows readers to focus their cognitive energy on higher-level comprehension tasks, such as analyzing themes, interpreting characters' motivations, or evaluating the author's argument. While reading recognition is a necessary foundation for literacy skills, true reading engagement takes this foundation to new heights by fostering a deep connection between the reader and the text. By cultivating both skills simultaneously, readers can unlock the full potential of their reading experiences.

Lastly, reading competitions can be a valuable tool in promoting reading engagement among students. By creating a friendly competition where individuals or teams compete to read the most books or pages, students are motivated to spend more time reading and expanding their literary horizons. This type of structured activity can help foster a love for reading and encourage students to explore new genres and authors. In addition, reading competitions can create a sense of camaraderie among participants as they work together towards a common goal. This collaborative effort not only enhances social skills but also promotes a positive attitude towards reading. In conclusion, reading competitions play an important role in promoting reading engagement among students by motivating them to read more, improving literacy skills, and fostering a sense of community. Educators should consider incorporating these competitions into their curriculum as an effective strategy for encouraging lifelong readers.

In the study conducted by Wiggins (2021) the study revealed a strong positive correlation between reading motivation and engagement and student reading outcomes. Students who were more motivated and engaged in their reading activities tended to achieve higher levels of reading proficiency compared to their peers who lacked motivation and engagement. This suggests that fostering a supportive environment that promotes intrinsic motivation and active engagement in reading can significantly impact student achievement outcomes.

On the other hand, in their study Permatasari and Wienanda (2023) emphasizes the impact of extensive reading on improving reading motivation from a student's perspective. Study found that engaging in extensive reading not only enhances students' reading skills but also boosts their motivation to read more. This is crucial in academic settings as students who are motivated to read tend to perform better academically. It also highlights the importance of providing students with a wide range of reading materials that cater to their interests and preferences. By offering diverse reading options, educators can help students develop a love for reading and encourage them to explore different genres and topics.

IV. CONCLUSIONS

Based on the results and discussions presented, the following conclusions are drawn:

Learners reading motivation in reading challenge indicate that students value thought-provoking questions that stimulate cognitive processes and encourage students to reflect on their own beliefs and values.

Moreover, regarding the reading engagement in cognitive engagement, respondents expressed that they still try to understand the words that they do not know that is essential components of effective reading comprehension.

Lastly, learner reading motivation based on reading efficacy, reading challenge, reading curiosity, aesthetic enjoyment for reading, reading recognition, and reading competition were significant related to their reading engagement based on behavioral, affective, cognitive and social. Motivated learners often feel competent and confident in their reading abilities.

V. RECOMMENDATIONS

On the basis of the findings of the study, the following recommendations are hereby forwarded:

1. For School Heads and School Reading Coordinators to create an quarterly reading competition activity for learners. By creating a friendly competition where individuals or teams compete to read the most books or pages, students are motivated to spend more time reading and expanding their literary horizons. This type of structured activity can help foster a love for reading and encourage students to explore new genres and authors. This collaborative effort not only enhances social skills but also promotes a positive attitude towards reading.

2. For teachers and parents to assist learners' academic and personal development by encouraging them to participate in regular reading activities and giving them access to a variety of interesting reading materials in order for learners to strengthen and improve their reading behavioral engagement. Additionally, parents must encourage their children to spend 2-3 hours or more in reading fiction and nonfictions books at home. Importantly, provide learners with a wide range of reading materials and activities.

3. For teachers assess learners in engaging book reading to increase their motivation in reading. Teachers must push learners to read books and materials that align with their interests and explore diverse genres to find what captivates them most. And also, learners must encourage to join book clubs or discussion groups because it can provide with opportunities to connect with others who share their passion for reading.

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