THE IMPACT OF READING MOTIVATION ON STUDENT'S ATTITUDES TOWARDS SCHOOL

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ABSTRACT: *This study investigated the relationship between reading motivation and students' attitudes towards school. A descriptive-causal research design was employed, with a stratified random sampling technique used to select 400 Grade 10 students from various divisions in SOCCSKSARGEN, Philippines. Data were collected through an online two-part questionnaire, which demonstrated high validity and reliability. Statistical analyses, including mean, standard division and Pearson r, were conducted to interpret the data. Results revealed a highly significant relationship between students' attitudes towards school and their reading motivation, indicating that a more positive attitude towards school is associated with higher reading motivation levels.*

Keywords: *reading motivation, attitude towards school, Philippines*

1.   INTRODUCTION

Reading is a fundamental skill that not only improves understanding but also gives valuable information. It is vital to succeed as a reader if a student has the motivation to read. What motivates students depends on age and other factors. It is the teacher's responsibility to teach how to love reading and intrinsic motivation over time to ensure the students' success [1].

Students not interested in reading face challenges such as comprehension difficulties, doubts about their success and loss of interest in school activities.[2] study shows that students who lack motivation have difficulty getting the necessary information and do not engage in reading because the text is difficult to understand. This shows why it is important to be motivated to read for students to do better in school.

In life, reading is vital. It enables the discovery of crucial information and greatly expands the knowledge of an individual. However, the ability to engage in prolonged reading requires substantial motivation. Without this motivation, students may struggle to maintain their focus and interest, which can hinder their academic progress. Therefore, promoting reading motivation is very essential for the educational success and personal growth of a student [3].

Attitude toward school is also considered a significant factor affecting student reading motivation. Schools provide varied educational activities. School behavior impacts not only the academic performance of a student but also their happiness and interactions with others [4]. Several factors influence school behavior, including the influence of parents, acceptance, socialization, companionship, liking teachers, friendships, and teaching methods [5]. These components will mould how students behave in school and their motivation to engage in reading activities.

Yet, based on the current situation and the researcher's knowledge, there is no local research investigating the relationship between students' attitudes toward school and reading motivation. This gap in research has influenced the researcher to study how to enhance student reading motivation alongside its independent variables. Therefore, this relationship needs further investigation to contribute to the understanding and improvement of student reading motivation.

Reading is crucial for connecting with other people especially as societal needs depend more and more on literacy skills.

Effective reading comprehension revolves around having strong reading motivation. This study is important globally because it offers a way to study reading motivation in Filipino and other languages. For heads of education departments, whether in public or private schools and for teachers, this research provides helpful ideas for creating effective plans and programs to enhance students' motivation to read. It also empowers students to better understand their motivations for reading. Furthermore, this research will help future studies in related fields

The objectives of this study include: determining the level of students' reading motivation; assessing the level of students' attitude towards school; and examining the significant relationship between school behavior and reading motivation.

2.   MATERIALS AND METHODS

This study used a descriptive-causal approach to explore the reasons behind a specific issue. Descriptive analysis provided a clear understanding of the current situation through quantitative data. The study used adapted questionnaires [6, 7] to collect information from participants. The primary aim was to develop and evaluate models, theories, and concepts concerning reading motivation. The study utilized participant data to grasp their school attitudes and reading motivation.

This study emphasizes adapting data to fit models of attitudes toward school and reading motivation. To explore these relationships, a causal design was employed to describe how manifest and latent variables interact. It was utilized as a statistical approach to analyze the connections between independent variables—examined together or separately—and one or more dependent variables also examined jointly or separately.

The data were collected from a sample of 400 participants selected using stratified random sampling. All participants were tenth-grade students enrolled in various public schools across Region XII. The study excluded elementary, 7th to 9th grade and senior high school students from both private and public schools.

3.   RESULTS AND DISCUSSIONS

The data presents the analysis and interpretation of data gathered from the student's scores relevant for testing the study's hypothesis. The order of presentation follows the arrangement of the problems identified in the study.

Table 1: Level of Reading Motivation

Items	SD	Mean	Descriptive Level
I know that I will do well in reading next year.	1.12	4.16	High
I am a good reader.	0.98	3.93	High
I learn more from reading than most students in the class.	1.18	3.37	Moderate
In comparison to my other school subjects, I am best at reading	1.20	3.26	Moderate
I like hard, challenging books.	1.18	3.55	High
If the project is interesting, I can read difficult material.	1.08	3.66	High
I like it when the questions in books make me think.	1.07	3.79	High
I usually learn difficult things by reading.	1.03	3.88	High
If a book is interesting. I don't care how hard it is to read.	1.07	3.88	High
If the teacher discusses something interesting. I might read more about it.	1.05	3.99	High
If I am reading about an interesting topic, I sometimes lose track of time.	1.04	3.94	High
I read to learn new information about topics that interest me.	1.03	4.00	High
I read about my hobbies to learn more about them.	1.04	4.01	High
I like to read about new things.	1.07	4.13	High
I enjoy reading books about people in different countries.	1.09	3.78	High
I read stories about fantasy and make-believe.	1.12	3.93	High
I like mysteries.	1.10	4.05	High
I make pictures in my mind when I read.	1.02	4.17	High
I feel like I make friends with people in good books.	1.13	3.83	High
I read a lot of adventure stories.	1.12	3.89	High
I enjoy a long, involved story or fiction book.	1.13	3.96	High
It is very important to me to be a good reader.	1.12	4.16	High
In comparison to other activities I do, it is very important to me to be a good reader.	1.05	4.01	High
I do as little schoolwork as possible in reading.	1.08	3.55	High
I read because I have to.	1.23	3.78	High
I always do my reading work exactly as the teacher wants it.	1.10	3.80	High
Finishing every reading assignment is very important to me.	1.04	4.16	High
I always try to finish my reading on time.	1.06	4.00	High
I like having the teacher say I read well.	1.13	3.91	High
My friends sometimes tell me I am a good reader.	1.15	3.53	High
I like to get compliments for my reading.	1.13	3.73	High
I am happy when someone recognizes my reading.	1.12	3.84	High
My parents often tell me what a good job I am doing in reading.	1.20	3.52	High
Grades are a good way to see how well you are doing in reading.	1.17	3.60	High
I look forward to finding out my reading grade.	1.05	3.91	High
I read to improve my grades.	1.05	3.95	High
My parents ask me about my reading grade.	1.22	3.37	Moderate
I visit the library often with my family.	1.36	2.71	Moderate
I often read to my brother or my sister.	1.36	3.08	Moderate
My friends and I like to trade things to read.	1.25	3.29	Moderate
I sometimes read to my parents.	1.35	3.11	Moderate
I talk to my friends about what I am reading.	1.24	3.66	High
I like to help my friends with their schoolwork in reading.	1.18	3.61	High
I like to tell my family about what I am reading.	1.34	3.35	Moderate
I try to get more answers right than my friends.	1.23	3.44	High
I like being the best at reading.	1.22	3.54	High
I like to finish my reading before other students.	1.22	3.30	Moderate
I like being the only one who knows the answer in something we read.	1.51	2.84	Moderate
I need to see my name on a list of good readers.	1.21	3.68	High
I am willing to work hard to read better than my friends.	1.32	3.35	Moderate
*I don't like vocabulary questions.	1.25	2.92	Moderate
Complicated stories are no fun to read.	1.35	2.96	Moderate
*I don't like reading something when the words are too difficult.	1.32	2.98	Moderate
*I don't like it when there are too many people in the story.	1.30	2.75	Moderate
Total	**0.67**	**3.66**	**High**

Table 1 presents the study's findings on students' reading motivation, indicating a total mean score of 3.66 with a high descriptive level and a standard deviation of 0.67, highlighting predominant reading motivation among students. The statistics show that students engage in moderate reading activities with their families and peers. Parents are interested in their children's reading grades (mean: 3.37), but this involvement might be increased through more in-depth reading talks. The low frequency of family library visits (mean: 2.71) indicates the underutilization of this resource, implying that schools may create programs to enhance shared reading experiences. Furthermore, moderate engagement in reading to siblings (mean: 3.08) and parents (mean: 3.11) suggests the need for more regular shared reading sessions. Social contacts centred on reading, such as book exchange with friends (Mean: 3.29), also show potential for improvement, possibly through peer-led reading clubs. Finally, pupils demonstrate a desire to compete in reading (mean: 3.30), while expressing resistance to vocabulary questions (mean: 2.92) and discontent.

The study reveals that students frequently demonstrate motivation to engage in reading, which is beneficial in educational contexts. However, challenges in comprehension development arise when students show avoidance of reading due to a lack of interest. Hence, identifying effective motivational strategies becomes crucial to enhance students' reading comprehension, particularly since competitive motives significantly influence their reading motivation.

Competition has had diverse impacts on individuals, shaping their experiences as students, athletes, participants in classrooms, or contenders in academic arenas. While some remember positive outcomes, others recall distressing or even painful moments [8]. In today's highly competitive world, opinions vary widely: some believe competition is universally valued, while others argue it primarily benefits winners, potentially leaving losers feeling demoralized.

Students are influenced by the pervasive impact of competition. According to research [9] participants in the experimental group who engaged in the "I compete by reading" task exhibited notably higher comprehension success compared to the control group. Moreover, substantial disparities were observed in the mean scores of the Reading Attitude Scale post-test between these groups, underscoring the efficacy of competitive reading tasks in enhancing reading comprehension.

Table 2: Level of Student Attitude Towards School

Student Attitude Towards School	SD	Mean	Descriptive Level
I share my learning problems easily.	1.06	3.93	High
Students are provided with help in learning activities.	1.06	4.11	High
*I do not feel bored with the lessons.	1.05	3.93	High
I feel lucky that I am a student of this school.	1.03	4.29	Very High
It is a privilege to study in this school.	1.01	4.26	Very High
I adequately make use of the services given at school.	1.02	4.11	High
I wish I were a student of another school.	1.39	2.84	Moderate
I feel lonely in the classroom.	1.44	2.66	Moderate
*I am not able to have a healthy communication with my teachers.	1.42	2.32	Low
Teachers are only interested in hardworking students.	1.47	2.71	Moderate
Opportunities for questioning and criticizing are provided.	1.08	3.90	High
Students' mistakes are corrected without offending them.	1.07	4.10	High
Exams measure my real success.	1.20	3.86	High
Exam questions are clear and understandable.	0.98	3.89	High
Communication within the family makes me feel less positive towards school.	1.49	2.87	Moderate
My family consider my going to school unnecessary.	1.55	2.28	Low
Negative attitudes of the people in my close circle towards school negatively affect my eagerness.	1.38	3.19	Moderate
My efforts are being overlooked and this decreases my interest to study.	1.41	2.68	Moderate
*I feel as if I am out of the activities in most of the courses.	1.40	2.64	Moderate
*I cannot participate in many courses.	1.34	2.67	Moderate
*I do not want to go to school.	1.48	2.12	Low
*I do not feel that I belong to this school.	1.50	2.24	Low
Total	**0.63**	**3.21**	**High**

Table 2 shows the study's findings on students' attitudes toward school, revealing a mean score of 3.21 with a standard deviation of 0.63, indicating a moderate level of attitude. This suggests that attitudes towards school vary among students, highlighting different perceptions within the school environment.

The data highlights key insights into students' emotional well-being and sense of belonging in school. A moderate level of loneliness in the classroom (Mean: 2.66) suggests that many students feel isolated, which can impact their mental health and academic performance. While low dissatisfaction with teacher communication (Mean: 2.32) is positive, the low family support for education (Mean: 2.28) indicates some students lack encouragement at home. Additionally, moderate barriers to course participation (Mean: 2.67) suggest a need for increased support. Although most students do not resist attending school (Mean: 2.12), the moderate sense of not belonging (Mean: 2.24) indicates that some struggle to integrate. Schools should focus on fostering social connections, improving family engagement, and promoting a sense of belonging to create a more supportive and inclusive environment for students.

Lonely young adults may experience reduced subjective vitality. Loneliness and hesitation can harm students' experiences, as shown in research suggesting that loneliness is complex, involving negative thoughts about social relationships, conflicts, exclusion, changes such as moving to a new place, and withdrawal from social activities [10]. Addressing these issues is crucial for promoting positive student engagement and well-being in educational settings. It was also suggested [7] that overcoming adolescent loneliness should include increasing opportunities for peer inclusion.

Interventions should employ strategies that foster inclusive school environments.

The concept of belonging to school has garnered significant attention due to the critical role of belonging in social life, as well as its wide-ranging academic and non-academic impacts. Schools aiming to alleviate students' academic stress should prioritize cultivating a sense of belonging and teaching and supporting skills related to academic resilience [6].

Table 3: Significant Relationship between Reading Motivation and Student Attitude towards School

	Mean	r-value	p-value
Reading Motivation	3.66		
Student Attitude Towards School	3.21	0.607	0.000**

**P < Highly Significant

Table 3 indicates a highly significant relationship between attitude towards school and reading motivation, as evidenced by a calculated r-value of 0.607 and a corresponding p-value of .000, which is significantly lower than the predetermined significance level of .05 set for this study. Therefore, the null hypothesis is rejected, confirming a significant relationship between attitude towards school and students' reading motivation. In essence, higher levels of attitude towards school are positively associated with higher levels of reading motivation among students.

This finding diverges from the research hypothesis. Reading motivation significantly impacts students' academic performance, reflecting both intrinsic and extrinsic motivations crucial for developing proficient readers. While participants generally demonstrated positive reading motivation indicators in this study, they also exhibited hesitation when reading aloud in front of peers and teachers [11]. Additionally, students' attitudes toward school are influenced by diverse factors such as parental influence, social acceptance, peer interactions, teacher relationships, friendships, and instructional methods [12]. These elements collectively shape students' attitudes and behaviors within the school setting.

CONCLUSIONS AND RECOMMENDATIONS
In conclusion, the study on reading motivation and students' attitudes toward school provides valuable insights into enhancing student engagement and literacy development. It highlights the significance of addressing diverse aspects of the school environment, including teaching effectiveness and students' sense of belonging, to foster overall well-being and academic achievement.

The findings of this study underscore the complex interplay between reading motivation, attitudes toward school, and students' emotional well-being. This suggests the necessity for targeted motivational strategies to enhance students' reading comprehension and foster a more profound interest in reading.

Furthermore, the moderate level of students' attitudes toward school (mean: 3.21) reveals varying perceptions among students, influenced by factors such as social relationships, family support, and feelings of belonging. The study found a significant link between reading motivation and students' attitudes toward school (r-value of 0.607, p-value < 0.001), indicating that positive feelings about school are connected to

greater motivation to read. This suggests that schools should focus on creating supportive and inclusive environments that encourage social connections and family involvement.

Overall, the results show that schools need to implement strategies that help students feel like they belong and promote friendships to reduce loneliness. By addressing these issues and boosting reading motivation, educators can enhance students' academic performance and well-being, leading to a better overall school experience.

The results of this study implicate that schools should prioritize creating a supportive and inclusive environment that fosters students' sense of belonging, as this plays a key role in enhancing reading motivation and improving attitudes toward school. By promoting positive social relationships, involving families, and ensuring effective teaching strategies, schools can address both academic and emotional needs, thereby boosting student engagement, reading comprehension, and overall academic achievement. This approach may lead to better student engagement, stronger reading skills, and a more positive school experience overall.

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