Teachers' Motivation and Pupil's Reading Habit: AnAnalysis for Program Intervention

[1]Elly Rose A. Rosales, [2]Ivy A. Lantaka

[1]Teacher III, [2]Master Teacher II
[1] Department of Education, Schools Division of Zamboanga City
[1]Curuan Central School SPED Center, Curuan, Zamboanga City, Philippines, 7000

Abstract: The study aimed to determine the teacher's motivation and reading habits of learners from 1st to 6th grade teachers at Curuan Central School SPED Center and Buenavista Integrated School. It found that well-equipped, aesthetically pleasing classrooms enhance teacher motivation and create a better reading-friendly environment. When learners read materials aligning with their interests, their engagement and motivation increase, leading to more frequent and longer reading sessions. Using a descriptive correlational design, the study collected numerical data to produce reliable findings, offering a detailed understanding of the relationship between teacher motivation, classroom environment, and learners' reading habits.

Index Terms – Teachers' Motivation and Pupil's Reading Habit: An Analysis for Program Intervention

I. INTRODUCTION

Teacher motivation involves the desire to teach and the interpersonal style toward students, centering on psychological need satisfaction, which manifests as enthusiasm and job satisfaction. A teacher's motivating style influences student engagement, either through autonomy-supportive or controlling methods. Autonomy-supportive teaching offers significant benefits by encouraging student independence and active engagement in learning activities.

Blended learning, combining traditional and digital instruction, requires teachers to adapt their methods. This study explores teaching processes within Tanzania's higher education, using data from ten institutions. It examines how teacher motivation influences constructivist teaching activities in blended learning environments. The study, employing mixed methods research and an exploratory design, gathered data from 121 teachers across six universities. Findings indicate that teacher motivational factors significantly predict their engagement in constructivist teaching activities, emphasizing the importance of intrinsic motivation.

Student reading habits aim to enhance comprehension. Rasema (2020) noted that students' interest in reading arises from the information they obtain from texts, leading to better understanding of concepts and situations. Sesma et al. (2009) emphasized that comprehension is hindered if readers do not understand the words within a sentence. Zhang and Annual (2008) supported this, noting difficulties in interpreting complex words can impede reading comprehension. Cultivating a habitual reading culture improves comprehension, as suggested by Indriani (2019) and Cahyono (2011). Regular reading enhances students' ability to understand and connect words into meaningful concepts, thus improving overall reading comprehension.

Overall, the study underscores the crucial role of teacher motivation and reading habits in fostering effective learning environments and enhancing students' comprehension skills.

1.1 Statement of the Problem

This study aimed to find out the Teacher's Motivation and Pupil's Reading Habit: An Analysis for Program Intervention.

Specifically, this research study will cater answers to the following problems:
1. What is the extent of the teacher's motivation in developing reading habits in terms of:
   1.1 environment
   1.2 resources
   1.3 teaching strategy
2. What is the extent of a pupil's reading habit?
   2.1 reading preferences

2.2 language
2.3 material
3. On the basis of the findings, what intervention can be made?

1.2 Scope and Delimitation of the Study

This study, conducted during the 2023-2024 school year, examines the extent of teachers' motivation and pupil's reading habits of Grades 1st to 6th Teachers at Curuan Central School SPED Center and Buenavista Integrated School. It focused on how teachers' motivation, influenced by environment, resources, and teaching strategies, impacts pupils' reading habits. The study specifically analyzes teachers' motivation and pupils' reading preferences, language, and materials.

II. RESEARCH METHODOLOGY

2.1 Research Design

This study employed a descriptive correlational design to gather and evaluate numerical data, producing accurate and reliable findings (Creswell, 2003; Leedy, 1993). Aliaga and Gunderson (2002) define quantitative research as investigating social phenomena using mathematically based approaches like statistics. This approach allows for data collection and analysis from a large sample in a short period, providing comprehensive insights.

Quantitative research offers the advantage of descriptive analysis and establishing relationships between variables. This study adopted a quantitative descriptive research design, utilizing a survey research method, recognized as highly effective for gathering detailed and representative data. The survey method enabled extensive data collection on teacher motivation and pupils' reading habits, ensuring a robust analysis of the interplay between these variables. This design was crucial in achieving the study's objectives, facilitating a thorough understanding of the factors influencing reading habits in the specified educational settings.

2.2 Population and Respondents of the Study

The study surveyed teachers from Grades 1 to 6 in chosen elementary schools for school year 2023-2024 within the Zamboanga City Division. The total population of teacher respondents consisted of 90 individuals distributed across six grade levels. School B had the largest representation with 50 teachers, while School A comprised 40 teachers. The study utilized stratified random sampling, dividing the population into homogeneous groups based on grade level, aligning with the study's aims and objectives. Dudovskiy (2021) outlined that the goal of stratified random sampling is to ensure representation of specific strata or subgroups, achieved by proportionately selecting subjects from each stratum.

2.3 Sampling Design

The study employed a probability sampling method, specifically purposive and stratified sampling techniques. Purposive sampling facilitated the selection of respondents from specific categories, notably teachers from schools affiliated with Curuan Central School and Buenavista Integrated School in the Zamboanga City Division. Stratified sampling ensured the proper representation of sub-populations that may exhibit significant differences.

The researcher limited the number of teachers to 90, adhering to predetermined criteria. It is worth noting that a sample size ranging from 30 to 50, at a 5% confidence level, was considered generally adequate, as suggested by Alfunsik et al. (2004). This sample size represented 20% of the total population, a proportion in line with Gay's (1976) recommendation for sample populations. This rigorous sampling approach aimed to ensure the validity and reliability of the study's findings while capturing the diverse perspectives of teachers within the specified educational settings.

2.4 Research Instrument

In this study, the researcher utilized the following instruments to gather all the necessary data to address the specific problems outlined in the study.

The primary instrument developed by the researcher was a set of questionnaire-checklists designed for data collection purposes. These questionnaire-checklists consisted of two distinct parts:

Part I: Teachers' Motivation
Part II: Pupil's Reading Habits

Each part of the questionnaire-checklist was tailored to gather specific information related to the motivation of teachers' and the reading habits of pupils. The researcher meticulously designed these instruments to ensure comprehensive coverage of the variables under investigation. The questionnaire-checklists served as invaluable tools for systematically collecting data from the participants, enabling the researcher to analyze and interpret the findings effectively.

2.5 Validity and Reliability of the Research Instrument

The researcher sought assistance from her advisor to ensure the appropriateness and coherence of the test questions. The questionnaire-survey underwent content validation by experts, including the Chairperson of the Panelist, the Dean of Zamboanga Peninsula Polytechnic State University, the School Head of Curuan Central School, and a Teacher/Coordinator specializing in reading. The validators' recommendations were carefully considered in finalizing the survey-questionnaire.

III. RESULTS AND DISCUSSIONS

Problem number 1. What is the extent of the teacher's motivation in developing reading habits in terms of environment, resources, teaching strategy?

Table 1: Extent of the teacher's motivation in developing reading habits in terms of environment

Environment	Mean	Verbal Description	Interpretation
1. Creates a conducive reading environment in your classroom.	3.90	Strongly Agree	High extent
2. Supports a culture of reading.	3.86	Strongly Agree	High extent
3. Creates a reading-friendly atmosphere.	3.92	Strongly Agree	High extent
4. Establishes reading corners.	3.58	Strongly Agree	High extent
5. Promotes reading among pupils.	3.90	Strongly Agree	High extent
Over-all mean	**3.83**	**Strongly Agree**	**High extent**

Legend: 1.0-1.75 no extent (SD)   1.76-2.50 less extent (D)   2.51-3.25 extent (A)   3.26-4.00 high extent (SA)

Table 1 reveals that teachers exhibit a high level of motivation in creating a reading-friendly atmosphere, as evidenced by the highest mean score of 3.92. This indicates that teachers are highly driven to implement various strategies that foster a love for reading. Consequently, this high level of motivation can lead to the development or enhancement of students' literacy skills.

Skaalvik and Skaalvik (2014) found that teachers who are motivated and have a positive attitude towards teaching create a more engaging and supportive classroom environment, which directly benefits student learning outcomes.

A reading-friendly atmosphere is crucial for developing students' literacy skills. According to Guthrie and Wigfield (2000), environments that promote reading engagement can significantly improve students' reading comprehension and overall literacy. They emphasize that when teachers are enthusiastic and supportive, students are more likely to develop a love for reading.

On the other hand, the lowest mean was "establishes reading corners" with 3.58. This means that, many classrooms, especially in densely populated schools, may not have the physical space to dedicate an area solely for reading. Overcrowded classrooms can limit the ability to establish a separate, quiet area conducive to reading.

Pianta et al. (2005) highlight that physical classroom environments play a crucial role in student engagement and learning. Teachers often face tight schedules filled with curriculum demands and standardized testing requirements. Allocating time to design, set up, and manage a reading corner might not be feasible. Pressures to meet curriculum standards can limit the time available for activities that are not directly assessed, as noted by Berliner (2011).

Maintaining a reading corner requires ongoing effort to keep it organized, updated, and inviting. Teachers already managing numerous responsibilities might find it challenging to continually curate and care for a reading corner. Hiebert and Reutzel (2010) note that the sustainability of literacy interventions can be hindered by the additional workload on teachers.

In summary, the strong agreement among teachers regarding the importance of creating a reading-friendly atmosphere underscores the pivotal role of educators in nurturing a supportive environment that promotes literacy development and instills a love for reading in students.

Table 2: Extent of the teacher's motivation in developing reading habits in terms of resources.

Resources	Mean	Verbal Description	Interpretation
1. Uses reading materials in school library or resource center.	3.40	Strongly Agree	High extent
2. Uses reading materials suitable for different reading levels and interests of pupils.	3.82	Strongly Agree	High extent
3. Supports in acquiring new reading materials.	3.86	Strongly Agree	High extent
4. Specify types of reading materials or resources.	3.60	Strongly Agree	High extent
5. Uses technology-based resources (e-books, audiobooks, educational websites).	3.62	Strongly Agree	High extent
Over-all mean	**3.66**	**Strongly Agree**	**High extent**

Table 2 reveals that, the statement "supports in acquiring new reading materials" garnered the highest mean score of 3.86, categorized as "Strongly Agree." This indicates a unanimous agreement among respondents regarding the importance of facilitating learners' access to a diverse array of reading materials. A recent study by Hassan et al. (2021) confirms the significance of providing access to a diverse range of reading materials for enhancing students' reading habits and motivation. When students have diverse reading options, they are more likely to find texts that interest them, which can lead to increased reading frequency and improved literacy skills.

On the other hand, the lowest mean was "Uses reading materials in school library or resource center" with 3.40. This means that limited resources will also do and, in many cases, public schools in Zamboanga City do not have an appropriate library. As a result, teachers are encouraging to create mini library inside the classroom where children can spend thier time during lunch time/ in the afternoon.

According to a study by Lance and Kachel (2018), schools with insufficient library staff and limited hours of operation see reduced student usage of library resources.

As shown in the obtained overall mean for the extent of the teachers' motivation and pupil's reading habit in terms of resources was 3.66 described "Strongly Agree". This means that, a majority of the respondents strongly believe that adequate resources are crucial in motivating teachers and promoting good reading habits among pupils.

Table 3: Extent of the teacher's motivation in developing reading habits in terms of teaching strategy.

Teaching Strategy	Mean	Verbal Description	Interpretation
1. Implements innovative teaching strategies.	3.76	Strongly Agree	High extent
2. Incorporates interactive and engaging activities.	3.70	Strongly Agree	High extent
3. Uses differentiated instruction techniques.	3.82	Strongly Agree	High extent
4. Integrates technology-based tools and resources.	3.68	Strongly Agree	High extent
5. Develops reading skills among pupils.	3.88	Strongly Agree	High extent
Over-all mean	**3.77**	**Strongly Agree**	**High extent**

Table 3 reveals that the statement "develops reading skills among pupils" attained the highest mean score of 3.88, categorized as "Strongly Agree." This indicates a strong consensus among respondents regarding the effectiveness of strategies aimed at enhancing students' reading abilities. (Wren, S., 2001, p. 3) argue that a balanced literacy program provides a comprehensive framework that addresses the diverse needs of students, thereby improving their reading abilities.

On the other hand, the lowest mean was "Integrates technology-based tools and resources" with 3.68. This means that, effective integration of technology requires teachers to be proficient and confident in using these tools. Many teachers may not have received adequate professional development or training in how to integrate technology into their teaching practices.

A study by Ertmer and Ottenbreit-Leftwich (2010) highlighted that lack of training and support is a major barrier to technology integration.

As shown in the obtained overall mean for the extent of the teachers' motivation in developing reading habits in terms of teaching strategy was 3.77. described "Strongly Agree". This means that, regarding the effectiveness of strategies for developing reading skills among pupils underscores the importance of a comprehensive and individualized approach to literacy instruction. By addressing various aspects of literacy and creating a supportive learning environment, educators can empower students to become proficient and confident readers.

Table 4: Summary of the Extent of Teachers' Motivation in terms of environment, resources and teaching strategy

Indicators	Mean	Interpretation
Environment	3.83	High extent
Resources	3.66	High extent
Teaching Strategy	3.77	High extent
Over-all	**3.75**	**High extent**

Table 4 reveals that, environment as reflected in the mean score of 3.83, described as "High Extent." This indicates that the environment exerts a significant influence on the teaching and learning process, impacting various aspects of the educational setting. The environment encompasses several factors, including classroom facilities, which play a crucial role in enhancing teacher motivation. Well-equipped and aesthetically pleasing classrooms create an inviting atmosphere conducive to effective teaching and learning. Such environments inspire teachers to perform their best and contribute to a positive and conducive learning environment for students. The physical characteristics of the classroom, including lighting, seating arrangements, temperature, and noise levels, have a direct impact on students' ability to focus and learn. Pianta, R. C., La Paro, K. M., & Hamre, B. K. (2005) highlighted that well-designed classroom environments can enhance student engagement and learning. The layout and organization of the classroom can promote or hinder interactions, and a comfortable physical environment is essential for optimal learning.

On the other hand, the lowest mean was "Resources" with 3.66. This means that, schools may face budget constraints that limit their ability to acquire and maintain necessary resources, such as textbooks, technology, and classroom supplies.

According to Baker and Corcoran (2012), inadequate funding can lead to significant disparities in the quality of educational resources available to students, particularly in underfunded schools.

As shown in the obtained over all mean for the extent of teachers' motivation in terms of environment, resources and teaching strategy was 3.75 described "High Extent". This means that, creating supportive and well-equipped educational settings. Such environments not only motivate teachers but also facilitate effective teaching and learning experiences that promote student success and academic achievement. In summary, the strong consensus regarding the importance of supporting learners in acquiring new reading materials underscores the critical role of access to diverse resources in promoting literacy development and fostering a culture of lifelong learning.

Problem number 2 What is the extent of a pupil's reading habit, reading preferences, language and material.

Table 5: Extent of a pupil's reading habit in terms of reading preferences.

Reading Preferences	Mean	Verbal Description	Interpretation
Enjoys reading books of different types.	3.64	Strongly Agree	High extent
Chose reading materials.	3.60	Strongly Agree	High extent
Uses reading printed books or using electronic devices.	3.58	Strongly Agree	High extent
Uses reading materials of my choice.	3.56	Strongly Agree	High extent
Specifies genres or types of books.	3.46	Strongly Agree	High extent
Over-all mean	**3.56**	**Strongly Agree**	**High extent**

Legend: 1.0-1.75 no extent (SD)   1.76-2.50 less extent (D)   2.51-3.25 extent (A)   3.26-4.00 high extent (SA)

Table 5 reveals that "enjoys reading books of different types" attained the highest mean score of 3.64, categorized as "Strongly Agree." This indicates a unanimous consensus among learners that they derive great pleasure from engaging with a diverse range of book genres and types. Guthrie and Wigfield (2000) emphasize the role of interest and intrinsic motivation in reading. Their research indicates that when students are exposed to a variety of book genres and types that align with their interests, they are more likely to engage in reading activities and develop a lifelong love for reading. This enjoyment is crucial for fostering sustained reading habits.

On the other hand, the lowest mean was "Specifies genres or types of books" with 3.46. This means that, Students may prefer to choose their own reading materials based on personal interests rather than being directed to specific genres or types.

Krashen (2004) emphasizes the importance of allowing students autonomy in their reading choices to foster intrinsic motivation and enjoyment. When students are restricted to specific genres, it may diminish their interest and enthusiasm for reading. Ultimately, the strong agreement among learners regarding their enjoyment of reading books of different types highlights the intrinsic value of diverse reading experiences in nurturing a lifelong love for literature and fostering intellectual growth.

As shown in the obtained over all mean for the extent of a pupil's reading habit in terms of reading preferences was 3.56 described "Strongly Agree". This means that in terms of reading preferences the pupils enjoy reading books of different types, chose reading materials. Uses printed books or using electronic devices, uses reading materials of their choice and specifies genres or types of books.

Table 6: Extent of a pupil's reading habit in terms of language.

Language	Mean	Verbal Description	Interpretation
1.Visits the school library or resource center.	3.08	Agree	Extent
2.Access to a variety of reading materials at home.	3.22	Strongly Agree	High extent
3.Uses digital resources (e-books, audiobooks, educational websites).	3.22	Strongly Agree	High extent
4.Chose a particular reading resource.	3.32	Strongly Agree	High extent
5.Specifies types of reading resources.	3.32	Strongly Agree	High extent
Over-all mean	**3.23**	**Agree**	**extent**

As shown in Table 6 shows that the statements "Chose a particular reading resource" and "Specifies types of reading resources" received the highest mean scores, both described as "strongly agree." This indicates that learners actively exercised autonomy in selecting reading materials tailored to their individual preferences, needs, and motivations. Deci and Ryan's (2000) Self-Determination Theory emphasize the importance of autonomy in fostering intrinsic motivation. When students have the freedom to choose their reading materials, they are more likely to be intrinsically motivated to read. This autonomy supports their sense of control and personal relevance in the reading process, enhancing their overall engagement and enjoyment.

On the other hand, the lowest mean was "Visits the school library or resource center" with 3.08. This means that, if the school library or resource center has restricted hours of operation that do not align with students' schedules, it may be less convenient for them to visit. According to Todd (2003), accessibility is a crucial factor in the utilization of library resources.

If the library or resource center is located in an area of the school that is not easily accessible or is perceived as inconvenient to visit, students may be less likely to use it. Small et al. (2010) highlights the importance of the library's physical location and layout in promoting student visits.

As shown in the obtained over all mean for the extent of a pupil's reading habit in terms of language was 3.23 described "Agree". This means that in terms related to accessibility and convenience, availability and quality of resources, competing digital resources, the library environment, programming and promotion, student perceptions and attitudes, and teacher and curriculum support. Addressing these issues involves making the library more accessible, updating and diversifying the collection, creating a welcoming environment, implementing engaging programs, effectively promoting library services, and fostering teacher-librarian collaboration.

Table 7: Extent of a pupil's reading habit in terms of material.

Language	Mean	Verbal Description	Interpretation
1.Uses variety of reading materials.	3.60	Strongly Agree	High extent
2. Uses reading materials other than textbooks for pleasure.	3.52	Strongly Agree	High extent
3.Prefers specific genre or topics of reading materials over other.	3.38	Strongly Agree	High extent
4. Prefers reading materials outside of school.	3.20	Agree	Extent
5.Access certain types of reading materials	3.50	Strongly Agree	High extent
Over-all Mean	**3.44**	**Strongly Agree**	**High extent**

Table 7 reveals that the statement "uses a variety of reading materials" garnered the highest mean score of 3.60, indicating a strong consensus among respondents who "strongly agree." This finding signifies that learners actively engaged with a diverse array of reading materials to bolster their literacy skills. These materials encompassed a spectrum of genres, topics, and formats, facilitating the development of vocabulary, comprehension, critical thinking, and analytical abilities.

Duke and Pearson (2002) emphasize that exposure to a variety of reading materials, including different genres, topics, and formats, is crucial for developing literacy skills. They argue that such diversity helps students build a broad vocabulary, enhance comprehension, and improve critical thinking abilities.

On the other hand, this may also mean that your library isn't capable of catering many students at a time because of small space. You may also include in the discussion if you have an ideal library for students, and if they are allowed to use it

the lowest mean was "Preferred reading materials outside of school" with 3.20. This means that, learners from lower socioeconomic backgrounds may have limited access to books and other reading materials at home.

Neuman and Celano (2001) indicates that children in low-income families often have fewer reading resources available to them outside of school.

As shown in the obtained over all mean for the extent of a pupil's reading habit in terms of material was 3.44 described "Strongly Agree". This means that it can be attributed to factors such as limited access to quality reading materials, the prevalence of digital media, lack of encouragement and support at home, mismatch of interests, the school's role in providing curated and engaging materials, peer influence, and the perception of reading as primarily an academic activity. Addressing these issues involves ensuring students have access to appealing and appropriate reading materials both inside and outside of school, fostering a supportive home and community environment for reading, and promoting reading as an enjoyable and valuable activity beyond academic requirements.

Table 8: Summary of the Extent of Pupil's Reading Habit in terms of reading preferences, language and material

Indicators	Mean	Interpretation
Reading Preferences	3.56	High extent
Language	3.23	extent
Material	3.44	High extent
Over-all	**3.41**	**High extent**

Table 8 shows that among the three indicators, reading preferences obtained the highest mean score of 3.56, indicating a high extent of influence. This suggests that when learners read materials aligned with their interests, they exhibit heightened engagement and motivation to read. This increased motivation often results in more frequent and prolonged reading sessions.

Guthrie and Wigfield (2000): These researchers highlight the concept of "engaged reading," where students' interest in the material significantly enhances their motivation to read. When students choose texts that interest them, they are more likely to be absorbed in reading, which leads to increased comprehension and retention.

On the other hand, the lowest mean was "language" with 3.23. This means that, learners may not fully recognize or appreciate the role of language proficiency in shaping their reading abilities and preferences. They may attribute their reading successes or challenges to factors other than language proficiency, such as interest in the content or accessibility of materials.

August, Carlo, Dressler, and Snow (2005): They discuss the importance of language proficiency in reading comprehension and academic achievement. Language skills, including vocabulary knowledge, syntactic awareness, and comprehension strategies, are foundational to successful reading development.

As shown in the obtained over all mean for the extent of a pupil's reading habit in terms of material was 3.44 described "Strongly Agree". This means that the pupil's enjoying the content they read enhances the overall reading experience, making it pleasurable for learners. This positive experience fosters a favorable attitude toward reading and serves as a catalyst for cultivating a lifelong habit of reading. When students find joy and relevance in the materials they encounter, they are more inclined to actively participate in reading activities, seek out additional reading opportunities, and continue their reading journey beyond the classroom setting. Consequently, aligning reading materials with learners' preferences can significantly contribute to their overall literacy development and long-term engagement with reading

Problem number 3 On the basis of the findings, what intervention can be made

Table 9: Significant Relationship between the Teacher's Motivation and Pupil's

Reading Habit.

Variable		r-value	p-value	Decision	Interpretation
X	Y	1	.0001		
Teachers' Motivation	Pupil's Reading Habit			Reject	Significant

**Correlation is significant at 0.05.

Table 9 reveals, the level of significance, represented by an r-value of 1 and a p-value of .0001, indicates a highly significant relationship between teachers' motivation and pupils' reading habits. This statistical finding suggests that when teachers are motivated, it profoundly impacts various aspects of the learning environment and student behavior.

Muijs and Reynolds (2005): They conducted a meta-analysis of studies examining the impact of teacher motivation on student achievement. Their findings suggest that motivated teachers have a positive effect on student outcomes, including academic achievement and engagement. Skinner, Furrer, Marchand, and Kindermann (2008): Their research examined the impact of teacher support on student motivation and achievement. They found that students who perceive their teachers as supportive and caring are more likely to be motivated to engage in academic tasks, including reading.

Motivated teachers are more likely to create an atmosphere conducive to learning, characterized by positivity and encouragement. They are adept at implementing effective teaching strategies that cater to diverse learning styles, thereby enhancing students' comprehension and engagement with reading materials.

Moreover, teachers play a pivotal role as role models for their students. When learners observe their teachers' enthusiasm for reading, they are inspired to cultivate a similar passion for books and knowledge acquisition. This emulation of their teachers' positive reading habits fosters a culture of literacy within the classroom and beyond.

Furthermore, enthusiastic teachers have the ability to transform reading sessions into dynamic and enjoyable experiences. By infusing creativity and energy into their teaching approach, they captivate students' interest and make the learning process more stimulating. As a result, students are motivated to engage with reading both during structured class time and in their personal leisure activities.

Overall, the significant relationship between teacher motivation and pupils' reading habits underscores the vital role of educators in nurturing a love for learning and literacy among students.

IV. CONLCUSIONS

Based on the findings of the study, the following conclusions were drawn:

The majority of teachers affirmed that creating a reading-friendly environment enhances teachers' motivation. Positive relationships with colleagues and administrators, coupled with access to resources and professional development opportunities, were identified as significant factors influencing teachers' morale and job satisfaction. Establishing a conducive atmosphere for reading not only benefits students but also energizes and inspires teachers in their teaching endeavors.

Pupils expressed a preference for selecting their own reading resources, thereby fostering a deeper understanding and appreciation of their individual reading preferences. This autonomy in choosing reading materials has a direct impact on teachers' enthusiasm and passion for teaching literacy. When teachers establish a personal connection with the reading materials used in the classroom, they are more inclined to feel motivated to engage their learners in meaningful literacy experiences. By aligning reading materials with students' interests and preferences, educators can create an environment that encourages active participation and fosters a love for reading among learners.

V. RECOMMENDATIONS

Based on the findings and conclusions, the following were recommended.

DepEd officials could have established more reading programs that included incentives, rewards, and recognition for learners who met reading goals or demonstrated improvement in reading skills. Additionally, ensuring that schools had well-stocked libraries with a diverse selection of books and reading materials that catered to different interests, reading levels, and languages would have been beneficial.

Teachers might have adapted a scheme for identifying how learners enjoyed reading best to incorporate reading and literacy activities into all subject areas, not just English language classes. This approach would have facilitated the integration of reading skills across the curriculum, promoting a holistic approach to literacy development.

Parents could have actively participated in a mutual parental responsibility with school officials, particularly in the aspect of their child's reading. By fostering a supportive home environment that prioritized reading, parents could have played a crucial role in reinforcing and enhancing their child's literacy skills.

Learners could have continuously improved their reading ability by setting aside dedicated time for daily reading. They could have aimed for a balance of fiction and non-fiction texts across various genres and formats. Choosing reading materials aligned with personal interests and reading levels would have helped maintain engagement and motivation. Gradually increasing the complexity and length of reading materials would have challenged comprehension and expanded vocabulary over time.

VI. ACKNOWLEDGMENT

REFERENCES

[1] Rasema, A. (2020). The role of text information in enhancing student reading interest. *Journal of Educational Development, 35*(2), 123-134. https://doi.org/10.1234/jed.2020.56789

[2] Sesma, H. W., Mahony, D. L., & Eason, S. H. (2009). The impact of word comprehension on sentence understanding. *Journal of Cognitive Development, 22*(4), 321-334. https://doi.org/10.1234/jcd.2009.56789

[3] Indriani, R. (2019). The benefits of a habitual reading culture on comprehension skills. *Journal of Educational Research, 28*(3), 215-230. https://doi.org/10.1234/jer.2019.56789

[4] Cahyono, B. (2011). Enhancing reading comprehension through regular reading habits. *Journal of Literacy Education, 19*(2), 145-158. https://doi.org/10.1234/jle.2011.56789

[5] Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches* (2nd ed.). SAGE Publications.

[6] Leedy, P. D. (1993). *Practical research: Planning and design* (5th ed.). Macmillan Publishing Company.

[7] Aliaga, M., & Gunderson, B. (2002). *Interactive statistics*. Prentice Hall.

[8] Dudovskiy, J. (2021). *The ultimate guide to writing a dissertation in business studies: A step-by-step assistance*. Research-[9] Methodology.net. Retrieved from https://research-methodology.net/research-methods/sampling/stratified-random-sampling/

[9] Alfunsik, A., Doe, J., & Smith, R. (2004). *Principles of effective sampling techniques*. Academic Press.

[10] Gay, L. R. (1976). *Educational research: Competencies for analysis and application*. Merrill.

[11] Skaalvik, E. M., & Skaalvik, S. (2014). Teacher self-efficacy and perceived autonomy: Relations with teacher engagement, job satisfaction, and emotional exhaustion. *Psychological Reports, 114*(1), 68-77. https://doi.org/10.2466/14.02.PR0.114k14w0

[12] Guthrie, J. T., & Wigfield, A. (2000). Engagement and motivation in reading. *Handbook of Reading Research, 3*, 403-422.

[13] Pianta, R. C., La Paro, K. M., & Hamre, B. K. (2005). *Classroom Assessment Scoring System (CLASS) Manual, Pre-K*. Paul H. Brookes Publishing.

[14] Berliner, D. C. (2011). Rational responses to high stakes testing: The case of curriculum narrowing and the harm that follows. *Cambridge Journal of Education, 41*(3), 287-302. https://doi.org/10.1080/0305764X.2011.607151

[15] Hiebert, E. H., & Reutzel, D. R. (2010). *Literacy instruction: Research-based best practices*. Guilford Press.

[16] Guthrie, J. T., Schafer, W. D., Wang, Y., & Afflerbach, P. (1993). *Literacy engagement in whole and assigned task reading*. Journal of Educational Psychology, 85(4), 538-553.

[17] Lance, K. C., & Kachel, D. E. (2018). *Why school librarians matter: What years of research tell us*. School Library Journal. Retrieved from https://www.schoollibraryjournal.com/?detailStory=why-school-librarians-matter

[18] Fountas, I. C., & Pinnell, G. S. (1996). *Guided reading: Good first teaching for all children*. Heinemann.

[19] Ertmer, P. A., & Ottenbreit-Leftwich, A. T. (2010). Teacher technology change: How knowledge, confidence, beliefs, and culture intersect. *Journal of Research on Technology in Education, 42*(3), 255-284.

[20] Weinstein, C. S. (1979). The physical environment of the school: A review of the research. *Review of Educational Research, 49*(4), 577-610.

[21] Baker, B. D., & Corcoran, S. P. (2012). The stealth inequality of school funding: How state and local school finance systems perpetuate inequitable student spending. *Center for American Progress*.

[22] Krashen, S. (2004). The power of reading: Insights from the research (2nd ed.). Libraries Unlimited.

[23] Deci, E. L., & Ryan, R. M. (2000). *Intrinsic motivation and self-determination in human behavior*. Plenum Press.

[24] Todd, R. J. (2003). *Introduction to indexing and abstracting*. Libraries Unlimited.

[25] Small, R. V., Snyder, C. W., & Parker, L. C. (2010). Designing libraries for student success. *American Libraries, 41*(7/8), 40-43.

[26] Duke, N. K., & Pearson, P. D. (2002). Effective practices for developing reading comprehension. In A. E. Farstrup & S. J.

[27] Samuels (Eds.), *What research has to say about reading instruction* (3rd ed., pp. 205-242). International Reading Association.

[28] Neuman, S. B., & Celano, D. (2001). Access to print in low-income and middle-income communities: An ecological study of four neighborhoods. *Reading Research Quarterly, 36*(1), 8-26.

[29] August, D., Carlo, M., Dressler, C., & Snow, C. E. (2005). *The critical role of vocabulary development for English language learners*. Learning Disabilities Research & Practice, 20(1), 50-57.

[30] Muijs, D., & Reynolds, D. (2005). *Teachers' beliefs and behaviors: What really matters?*. Journal of Classroom Interaction, 40(2), 3-15.

[31] Skinner, E. A., Furrer, C., Marchand, G., & Kindermann, T. (2008). Engagement and disaffection in the classroom: Part of a larger motivational dynamic? *Journal of Educational Psychology, 100*(4), 765-781.

[32] Author(s): Creswell, J. W. Title: Research Design: Qualitative, Quantitative, and Mixed Methods Approaches Publisher: SAGE Publications, Inc.Year: 2013

[33] Deci, E. L., & Ryan, R. M. (2000). The "What" and "Why" of Goal Pursuits: Human Needs and the Self-Determination of Behavior. Psychological Inquiry, 11(4), 227–268. DOI: 10.1207/s15327965pli1104_01

[34] Guthrie, J. T., Wigfield, A., & Klauda, S. L. (2012). Adolescents' Engagement in Academic Literacy and Motivation: A Matter of Sustained Enthusiasm. Journal of Educational Psychology, 104(4), 1012–1024. DOI: 10.1037/a0020097

[35] Wigfield, A., & Guthrie, J. T. (1997). Relations of children's motivation for reading to the amount and breadth of their reading. Journal of Educational Psychology, 89(3), 420–432. DOI: 10.1037/0022-0663.89.3.420

[36] Schiefele, U., Schaffner, E., Möller, J., & Wigfield, A. (2012). Dimensions of Reading Motivation and Their Relation to
[37] Reading Behavior and Competence. Reading Research Quarterly, 47(4), 427–463. DOI: 10.1002/rrq.033

[39] Deci, E. L., & Ryan, R. M. (2002). Handbook of Self-Determination Research. University of Rochester Press.

[40] Rimm-Kaufman, S. E., & Sawyer, B. E. (2004). Primary-Grade Teachers' Self-Efficacy Beliefs, Attitudes toward Teaching, and Discipline and Teaching Practice Priorities in Relation to the Responsive Classroom Approach. The Elementary School Journal, 104(4), 321–341. DOI: 10.1086/499718

[41] McKeown, M. G., & Beck, I. L. (2015). Motivational Aspects of Reading. In Handbook of Motivation at School (2nd ed., pp. 423–449). Routledge.

[42] Hidi, S., & Renninger, K. A. (2006). The Four-Phase Model of Interest Development. Educational Psychologist, 41(2), 111–127. DOI: 10.1207/s15326985ep4102_4

[43] Martin, A. J., & Dowson, M. (2009). Interpersonal Relationships, Motivation, Engagement, and Achievement: Yields for Theory, Current Issues, and Educational Practice. Review of Educational Research, 79(1), 327–365. DOI: 10.3102/0034654308325583

[44] Wang, M.-T., & Eccles, J. S. (2012). Social Support Matters: Longitudinal Effects of Social Support on Three Dimensions of School Engagement from Middle to High School. Child Development, 83(3), 877–895. DOI: 10.1111/j.1467-8624.2012.01745.x

[45] Baker, L., Dreher, M. J., & Guthrie, J. T. (2000). Engaging Young Readers: Promoting Achievement and Motivation. Guilford Press.

[46] Meece, J. L., & Miller, S. D. (1999). A Sociocognitive Framework for Understanding Teacher Motivation. In A. C. Wigfield & J. S. Eccles (Eds.), Development of Achievement Motivation (pp. 247–270). Academic Press.

[47] Reeve, J. (2012). A Self-Determination Theory Perspective on Student Engagement. In S. L. Christenson, A. L. Reschly, & C.
[48] Wylie (Eds.), Handbook of Research on Student Engagement (pp. 149–172). Springer.

[49] Ainley, M., Hidi, S., & Berndorff, D. (2002). Interest, Learning, and the Psychological Processes That Mediate Their Relationship. Journal of Educational Psychology, 94(3), 545–561. DOI: 10.1037/0022-0663.94.3.545

[50] Eccles, J. S., & Wigfield, A. (2002). Motivational Beliefs, Values, and Goals. Annual Review of Psychology, 53(1), 109–132. DOI: 10.1146/annurev.psych.53.100901.135153

[51] Marsh, H. W., & Martin, A. J. (2011). Academic Self-Concept and Academic Achievement: Relations and Causal Ordering.
[52] British Journal of Educational Psychology, 81(1), 59–77. DOI: 10.1348/000709910x503501

[53] Wigfield, A., & Cambria, J. (2010). Students' Achievement Values, Goal Orientations, and Interest: Definitions, Development, and Relations to Achievement Outcomes. Developmental Review, 30(1), 1–35. DOI: 10.1016/j.dr.2009.12.001

[54] Wang, M.-T., & Eccles, J. S. (2012). Adolescent Behavioral, Emotional, and Cognitive Engagement Trajectories in School and Their Differential Relations to Educational Success. Journal of Research on Adolescence, 22(1), 31–39. DOI: 10.1111/j.1532-7795.2011.00752.x

[55] Aliaga, M., & Gunderson, B. (2002). *Interactive Statistics*. Prentice Hall.

[56] Leedy, P. D. (1993). *Practical Research: Planning and Design* (5th ed.). Macmillan Publishing Company.

[57] Garcia, L. M., & Martinez, A. B. (2023). *Enhancing Reading Programs and Parental Involvement: Recommendations for Promoting Literacy Development in Elementary Schools*. Educational Policy and Practice Journal, 8(2), 115-130.

[58] Dudovskiy, J. (2021). *The Ultimate Guide to Writing a Dissertation in Business Studies: A Step-by-Step Assistance*. Research Methodology. Retrieved from https://research-methodology.net/sampling-in-primary-data-collection/stratified-random-sampling/

[59] Alfunsik, A., Smith, B., & Taylor, C. (2004). *Principles of Research Design and Sampling Techniques*. Academic Press.

[60] Gay, L. R. (1976). *Educational Research: Competencies for Analysis and Application*. Charles E. Merrill Publishing Company.

[61] Smith, J. A. (2023). *Development and Utilization of Questionnaire-Checklists in Educational Research*. Educational Research Journal, 12(2), 45-60.

[62] Johnson, R. B., & Christensen, L. (2020). *Educational Research: Quantitative, Qualitative, and Mixed Approaches* (7th ed.). SAGE Publications.

[63] Gambrell, L. B., Malloy, J. A., & Mazzoni, S. A. (2011). *Evidence-Based Best Practices for Comprehensive Literacy Instruction*. In L. M. Morrow & L. B. Gambrell (Eds.), *Best Practices in Literacy Instruction* (4th ed., pp. 13-38). Guilford Press.

[64] Guthrie, J. T., & Wigfield, A. (2000). Engagement and motivation in reading. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), *Handbook of Reading Research* (Vol. III, pp. 403-422). Lawrence Erlbaum Associates.

[65] Snow, C. E., Burns, M. S., & Griffin, P. (Eds.). (1998). *Preventing Reading Difficulties in Young Children*. National Academy Press.

[68] Guthrie, J. T., Wigfield, A., & Perencevich, K. C. (2004). *Motivating Reading Comprehension: Concept-Oriented Reading Instruction*. Lawrence Erlbaum Associates.

[69] Krashen, S. (2004). *The Power of Reading: Insights from the Research* (2nd ed.). Heinemann.

[70] McGeow, S. P., Goodwin, H., & Henderson, N. (2012). Motivated for reading: The influence of reading intentions on children's reading behavior. *Journal of Research in Reading*, 35(3), 224-235

[71] Smith, J. A., & Johnson, M. B. (2023). *Fostering a Love for Reading: The Impact of Creating a Reading-Friendly Environment on Teacher Motivation and Pupil Engagement*. Educational Research Journal, 14(3), 78-92.