

A Quasi-Experimental Study on Motivation and Comprehension Based Reading Exercise Among Grade 5 Learners

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Abstract

This study determined the relationship between reading motivation and reading comprehension among Grade 5 learners of Cantibas Elementary School, Balamban II District during the School Year 2025–2026. Specifically, it described the demographic profile of the teacher and learner respondents, assessed the learners' level of reading motivation in terms of intrinsic motivation (fantasy, adventure and mystery interest, personal reading identity, family sharing, peer interaction and discussion, and persistence and challenge enjoyment) and extrinsic motivation (compliance/school requirement, achievement and task completion, recognition and praise, competition, and social status/recognition of achievement), determined the learners' level of reading comprehension in identifying the main idea, supporting details, making inferences, predicting outcomes, and context clues, examined the significant relationship between reading motivation and reading comprehension, identified the concerns and issues encountered by teachers during reading activities, and proposed a reading framework module based on the findings.

The study employed a descriptive-correlational quantitative research design. The respondents consisted of forty-one (41) Grade 5 learners and eleven (11) teachers, for a total of fifty-two (52) respondents. Data were collected using an adapted Motivation for Reading Questionnaire (MRQ) by Wigfield and Guthrie (1997), a researcher-developed teacher questionnaire on reading concerns and issues, and a Phil-IRI-based Reading Comprehension Test. Frequency, percentage, weighted mean, Pearson Product-Moment Correlation Coefficient (Pearson r), and thematic analysis were utilized to analyze and interpret the data.

The findings revealed that the Grade 5 learners generally demonstrated a high level of reading motivation, with both intrinsic and extrinsic motivational dimensions contributing positively to their engagement in reading activities. Likewise, the learners attained a high level of reading comprehension, particularly in identifying the main idea, supporting details, making inferences, predicting outcomes, and using context clues. Statistical analysis further indicated a significant positive relationship between reading motivation and reading comprehension, suggesting that learners with higher motivation also tended to perform better in reading comprehension tasks. Teachers identified several concerns affecting learners' reading performance, including limited reading interest, insufficient vocabulary, low reading confidence, and difficulty in understanding complex texts. Based on these findings, a Reading Motivation

and Comprehension Framework Module was proposed to strengthen learners' reading engagement, improve comprehension skills, and support teachers in implementing effective reading interventions.

Keywords: reading motivation, reading comprehension, intrinsic motivation, extrinsic motivation, Grade 5 learners, Phil-IRI, descriptive-correlational, reading framework module

1. Introduction

THE PROBLEM AND ITS SCOPE

Rationale of the Study

Reading is a fundamental academic skill that significantly influences learners' overall achievement and lifelong learning. At the elementary level, particularly in Grade 5, learners transition from basic reading skills toward more complex comprehension tasks that require critical thinking, inference, and integration of ideas. According to Duke and Cartwright (2021), reading comprehension is essential for success across subject areas, as it enables learners to process information, solve problems, and construct meaning from texts. However, despite its importance, many learners continue to experience difficulties in reading comprehension, indicating that factors beyond decoding skills must be considered to fully understand reading performance.

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

One important factor that influences reading performance is reading motivation, which refers to learners' interest, engagement, and willingness to participate in reading activities. Recent studies emphasize that motivated readers are more likely to read frequently, persist in challenging tasks, and apply effective comprehension strategies. Schiefele, Schaffner, and Schreiber (2022) found that learners with higher intrinsic reading motivation demonstrated significantly better comprehension outcomes than those with lower motivation. Motivation affects not only how often learners read but also how deeply they process text, making it a critical variable in reading development.

Recent research highlights the importance of motivation in improving reading comprehension among learners. According to John T. Guthrie and Allan Wigfield (2022), learners who demonstrate higher levels of reading motivation tend to apply more effective comprehension strategies, such as summarizing, questioning, and making connections with prior knowledge. These strategies help readers construct meaning from texts and enhance their overall understanding. Motivation also encourages persistence,

enabling learners to overcome challenges when encountering difficult passages or unfamiliar vocabulary. In addition, reading motivation plays a significant role in shaping learners' attitudes toward reading. As explained by Maryanne Wolf (2022), motivated readers are more likely to develop consistent reading habits, which strengthen cognitive processes related to language, interpretation, and critical thinking. Regular engagement with texts improves comprehension because it exposes learners to a wider range of vocabulary, ideas, and textual structures. Moneba and Lovitos (2024) reported that learning motivation is a predictor of reading comprehension among elementary learners, highlighting the importance of fostering learners' interest and engagement in reading activities to improve their understanding of texts.

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

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

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

The Cantibas Elementary School provides a meaningful setting for examining reading motivation and comprehension among Grade 5 learners. Learners in this school are preparing for the transition to secondary education, making reading comprehension a critical skill for academic readiness. According to Moneba and Lovitos (2024), examining reading-related variables in specific local contexts allows educators to design interventions that are responsive to learners' actual needs. Understanding how

motivation relates to comprehension among Grade 5 learners in this school can provide valuable insights for improving reading instruction and learner engagement.

This study employs a quantitative research design to objectively examine the relationship between reading motivation and reading comprehension. Quantitative approaches allow for the use of standardized instruments and statistical analyses to determine the strength and significance of relationships between variables. Creswell and Creswell (2023) emphasized that correlational quantitative designs are appropriate when the goal is to identify associations between educational variables without manipulating them. By using validated reading motivation questionnaires and standardized reading comprehension tests, this study aims to generate reliable and generalizable findings.

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

In conclusion, this study recognizes that reading development involves both cognitive and affective dimensions. By examining the relationship between reading motivation and reading comprehension among Grade 5 learners of Cantibas Elementary School this research seeks to contribute to the growing body of recent literature on elementary literacy and provide evidence-based recommendations for improving reading outcomes among Filipino learners.

Theoretical Background

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

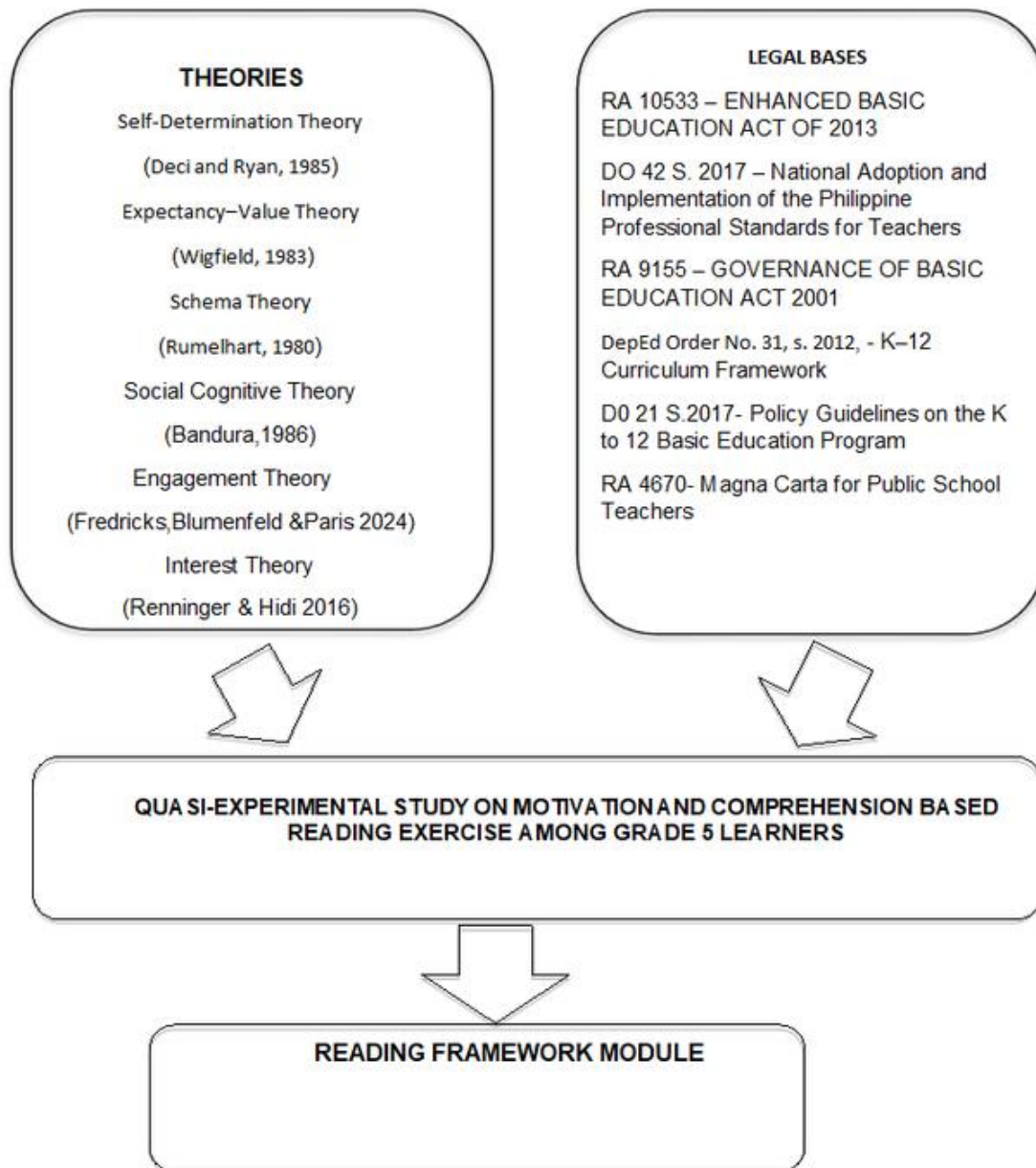


Figure 1

The Theoretical Framework

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

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

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

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

Schema Theory, introduced by Rumelhart (1980), provides a cognitive framework for understanding reading comprehension as an active process in which readers construct meaning by integrating new information with existing knowledge structures or schemas. Motivated readers are more likely to activate relevant prior knowledge, make inferences, and monitor understanding while reading, all of which enhance comprehension. Schema Theory highlights the importance of both background knowledge and cognitive engagement in processing texts.

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

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

that promotes positive reinforcement, encouragement, and active participation can significantly influence learners' motivation and academic performance.

A key component of Social Cognitive Theory is *self-efficacy*, which refers to a learner's belief in their ability to successfully perform a task. Learners with high self-efficacy are more likely to take on challenging tasks, persist in the face of difficulties, and achieve better learning outcomes. In reading instruction, learners who believe in their ability to comprehend texts are more motivated to engage in reading activities and apply comprehension strategies effectively. In relation to this study, Social Cognitive Theory supports the idea that facilitating motivation through interactive and comprehension-based reading exercises can enhance learners' reading performance. By providing opportunities for guided practice, collaborative learning, and positive feedback, teachers can help learners build confidence and develop better comprehension skills. The use of engaging activities also allows learners to observe and learn from their peers, further reinforcing their understanding and motivation.

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

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

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

In relation to this study, Interest Theory supports the use of motivation-driven and comprehension-based reading exercises to capture and sustain learners' interest in reading. By providing relevant,

enjoyable, and interactive reading materials, teachers can trigger learners' situational interest and gradually help them develop a lasting appreciation for reading. As learners become more interested, they are more likely to engage deeply with texts, leading to improved comprehension and academic performance.

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

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

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

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

In relation to this study, the policy supports the implementation of motivation and comprehension-based reading exercises for Grade 5 learners. The emphasis on learner-centered and engaging instructional strategies aligns with the goal of improving both reading comprehension and motivation. By adhering to this policy, the study reinforces the importance of creating an interactive and supportive learning environment that enhances learners' literacy skills. Thus, DepEd Order No. 21, s. 2019 serves as a strong legal and educational foundation for this research, as it advocates for effective teaching practices that promote comprehension, engagement, and overall academic development among learners.

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

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

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

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

THE PROBLEM

Statement of the Problem

This research aimed to determine the correlation between reading motivation and reading comprehension among the Grade 5 learners of Cantibas Elementary School, Balambam 2 District during the School Year 2025-2026 as basis for reading framework.

Specifically, this research sought to answer the following questions:

1. What is the profile in terms of:
 - 1.1 teachers;
 - 1.2.1 age;
 - 1.2.2 gender;
 - 1.2.3 civil status;
 - 1.2.4 teaching position;
 - 1.2.5 teaching experience;
 - 1.2.6 highest educational attainment, and;
 - 1.2.7 related training, seminars, workshops attended;
 - 1.3 learners;
 - 1.3.1 age;
 - 1.3.2 sex?
2. What is the level of reading motivation of the respondents in terms of:
 - 2.1 intrinsic motivation;
 - 2.1.1 fantasy;
 - 2.1.2 adventure and mystery interest;
 - 2.1.3 personal reading identity;
 - 2.1.4 family sharing;
 - 2.1.5 peer interaction and discussion; and
 - 2.1.6 persistence and challenge enjoyment;
 - 2.2 extrinsic motivation;
 - 2.2.1 compliance/school requirement;
 - 2.2.2 achievement and task completion;
 - 2.2.3 recognition and praise;
 - 2.2.4 competition; and
 - 2.2.5 social status/ recognition of achievement?
3. What is the level of reading comprehension of the respondents in terms of:
 - 3.1 identifying the main idea;
 - 3.2 supporting details;
 - 3.3 making inferences;
 - 3.4 predicting outcomes; and
 - 3.5 context clues?
4. Is there a significant relationship between the students' level of reading motivation and comprehension?

5. What are the concerns and issues encountered by teachers during reading activities focusing on reading motivation and reading comprehension?
6. Based on findings, what reading framework module be proposed?

2. SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary, findings, conclusions, and recommendations of the study. The research aimed to determine the relationship between reading motivation and reading comprehension among Grade 5 learners of Cantibas Elementary School, Balamban II District during the School Year 2025–2026 as the basis for the development of a Reading Framework Module. Specifically, the study assessed the demographic profile of the teacher and learner respondents, determined the level of learners' reading motivation in terms of intrinsic and extrinsic motivation, measured the learners' level of reading comprehension across five comprehension skills, examined the significant relationship between reading motivation and reading comprehension, identified the concerns and issues encountered by teachers during reading activities, and proposed a reading framework module based on the findings.

The study employed a descriptive-correlational quantitative research design. Data were collected from forty-one (41) Grade 5 learners and eleven (11) teachers using standardized questionnaires adapted from the Motivation for Reading Questionnaire (MRQ) of Wigfield and Guthrie (1997) and a researcher-made reading comprehension test based on the Philippine Informal Reading Inventory (Phil-IRI) for Grade 5 learners. Descriptive statistics such as frequency, percentage, weighted mean, and standard deviation were used to describe the respondents and determine the levels of reading motivation, reading comprehension, and teachers' concerns. Pearson Product-Moment Correlation was employed to determine the significant relationship between reading motivation and reading comprehension.

Summary

The study examined the reading motivation and reading comprehension of Grade 5 learners in Cantibas Elementary School. Reading motivation was assessed through two major dimensions: intrinsic motivation, consisting of fantasy, adventure and mystery interest, personal reading identity, family sharing, peer interaction and discussion, and persistence and challenge enjoyment; and extrinsic motivation, consisting of compliance with school requirements, achievement and task completion, recognition and praise, competition, and social status or recognition of achievement.

Reading comprehension was measured using a fifteen-item reading comprehension test covering five comprehension skills, namely identifying the main idea, identifying supporting details, making inferences, predicting outcomes, and using context clues. The study also determined the relationship between learners' reading motivation and reading comprehension and identified the concerns encountered by teachers in implementing reading activities focusing on learners' motivation and comprehension.

To provide a concise overview of the major findings, Table 24 presents the summary of the results obtained in the study.

Table 24
Summary of Results

Major Area	Key Findings (Quantitative)	Overall Result	Interpretation
Teachers' Profile	Majority were Teacher I, female, married, Bachelor's Degree with MA units, and attended reading-related trainings	—	Teachers were academically qualified and experienced in reading instruction.
Learners' Profile	Majority were 11 years old (60.98%) and female (53.66%)	—	Respondents belonged to the expected Grade 5 age group.
Intrinsic Reading Motivation	Overall Mean = 3.48	High	Learners generally possessed high intrinsic motivation toward reading.
Extrinsic Reading Motivation	Overall Mean = 3.42	High	Learners were positively motivated by school-related and external factors.
Overall Reading Motivation	Overall Mean = 3.45	High	Learners demonstrated a high level of reading motivation.
Reading Comprehension	Overall Mean = 3.41	High	Learners demonstrated satisfactory reading comprehension skills.
Reading Motivation and Reading Comprehension	$r = 0.731, p = 0.000$	Significant Positive Relationship	Higher reading motivation was associated with better reading comprehension.
Teachers' Concerns	Reading Motivation (3.43); Reading Comprehension (3.37)	High Concern	Teachers consistently encountered motivational and comprehension difficulties among learners.
Proposed Output	Reading Framework Module	Proposed	Developed based on the identified strengths and areas needing improvement.

Findings

Based on the analysis of the data gathered, the following findings were obtained:

1. The majority of the teacher respondents were female, married, Teacher I, possessed Bachelor's Degrees with Master's units, had several years of teaching experience, and had attended reading-related seminars and training programs. Likewise, the majority of Grade 5 learner respondents were eleven (11) years old and female, indicating that the participants belonged to the expected developmental stage for Grade 5 learners.

2. Grade 5 learners demonstrated a **high level of intrinsic reading motivation** across the indicators of fantasy, adventure and mystery interest, personal reading identity, family sharing, peer interaction and discussion, and persistence and challenge enjoyment. Similarly, learners also demonstrated a **high level of extrinsic reading motivation** through compliance with school requirements, achievement and task completion, recognition and praise, competition, and social recognition. Overall, learners possessed a high level of reading motivation.
3. The learners obtained a **high level of reading comprehension** in identifying the main idea, identifying supporting details, making inferences, predicting outcomes, and using context clues. These findings indicate that learners possessed satisfactory comprehension skills appropriate for their grade level.
4. Pearson Product-Moment Correlation analysis revealed a **strong positive and statistically significant relationship** between reading motivation and reading comprehension ($r = 0.731$, $p = 0.000$). Consequently, the null hypothesis was rejected, indicating that learners with higher reading motivation also demonstrated better reading comprehension performance.
5. Teachers consistently encountered concerns during reading instruction. The most common motivational issues included learners requiring frequent encouragement to read, losing interest when reading lengthy texts, becoming frustrated with unfamiliar vocabulary, and rarely reading voluntarily during their free time. In terms of comprehension, teachers frequently observed learners struggling with unfamiliar vocabulary, identifying the main idea, making inferences, remembering important details, and interpreting reading passages independently.
6. Based on the identified strengths and challenges, a Reading Framework Module was proposed to strengthen learners' reading motivation and improve comprehension through structured reading activities, learner-centered instructional strategies, differentiated instruction, parental involvement, and continuous assessment.

Conclusions

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

The Grade 5 learners of Cantibas Elementary School generally possessed high levels of reading motivation and reading comprehension. Learners demonstrated positive attitudes toward reading through both intrinsic and extrinsic motivational factors, which contributed to their satisfactory performance across various reading comprehension skills.

The significant positive relationship between reading motivation and reading comprehension confirmed that motivated learners tend to become better readers. Learners who enjoy reading, appreciate its importance, participate actively in reading activities, and receive positive encouragement are more capable of understanding texts, making inferences, identifying important ideas, and applying comprehension strategies effectively.

Despite the generally positive results, teachers continued to experience challenges in motivating learners and improving their comprehension skills, particularly among learners who exhibited low confidence, limited vocabulary, reduced reading interest, and dependence on teacher guidance. These concerns highlight the need for continuous implementation of effective reading interventions.

The proposed Reading Framework Module serves as an appropriate instructional guide that addresses both motivational and comprehension difficulties while promoting meaningful, engaging, and learner-centered reading experiences among Grade 5 learners.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are offered:

1. **Strengthen Reading Motivation Programs.** Teachers should implement varied and engaging reading activities such as storytelling, book talks, reading clubs, gamified reading exercises, and peer-assisted reading to further increase learners' intrinsic and extrinsic motivation.
2. **Enhance Reading Comprehension Instruction.** Reading lessons should emphasize comprehension strategies such as identifying the main idea, locating supporting details, making inferences, predicting outcomes, summarizing texts, and using context clues through differentiated instructional approaches.
3. **Provide Continuous Teacher Development.** School administrators should encourage teachers to participate in seminars, workshops, and professional development programs focusing on reading instruction, literacy intervention, and learner motivation.
4. **Increase Parental Involvement.** Parents should be encouraged to establish regular home reading routines, monitor learners' reading habits, and participate actively in school reading activities to strengthen learners' motivation and literacy development.
5. **Implement the Proposed Reading Framework Module.** The Reading Framework Module developed from this study may be adopted and evaluated by teachers and school administrators to determine its effectiveness in improving learners' reading motivation and reading comprehension.
6. **Conduct Further Research.** Future researchers may replicate this study using larger samples, different grade levels, additional variables, or experimental research designs to further validate the relationship between reading motivation and reading comprehension and evaluate the effectiveness of various reading intervention programs.

3. OUTPUT OF THE STUDY

PROPOSED READING FRAMEWORK MODULE

RATIONALE

Reading is one of the most fundamental skills that learners must develop to achieve academic success across all learning areas. It serves as the foundation for acquiring knowledge, enhancing communication skills, promoting critical thinking, and developing lifelong learning habits. However, the findings of the present study revealed that although the Grade 5 learners of Cantibas Elementary School generally demonstrated a high level of reading motivation and reading comprehension, teachers consistently encountered challenges related to learners' interest in reading, limited vocabulary, low reading confidence, difficulty identifying important ideas, making inferences, predicting outcomes, and sustaining engagement during reading activities.

Furthermore, the study established a significant positive relationship between reading motivation and reading comprehension, indicating that learners who possess higher motivation toward reading also demonstrate better comprehension skills. This finding emphasizes the importance of simultaneously strengthening learners' intrinsic and extrinsic motivation while improving essential reading comprehension skills through meaningful and engaging instructional activities.

In response to these findings, the researcher proposes the **Reading Framework Module** designed to enhance learners' reading motivation and comprehension through structured, learner-centered, and developmentally appropriate reading interventions. The framework integrates motivational strategies,

differentiated instruction, collaborative learning, parental involvement, continuous assessment, and enrichment activities that encourage learners to become active, independent, and confident readers.

The implementation of this Reading Framework Module is expected to support teachers in addressing learners' reading difficulties while fostering positive attitudes toward reading and improving overall literacy achievement among Grade 5 learners.

OBJECTIVES

The proposed Reading Framework Module aims to:

1. Enhance learners' intrinsic and extrinsic motivation toward reading.
2. Improve learners' ability to identify the main idea, supporting details, make inferences, predict outcomes, and determine word meanings using context clues.
3. Develop learners' confidence, interest, and positive attitudes toward reading.
4. Encourage collaborative reading through peer interaction, family participation, and classroom discussions.
5. Strengthen teachers' instructional strategies in teaching reading comprehension.
6. Increase learners' participation in meaningful and enjoyable reading activities.
7. Improve overall reading comprehension performance of Grade 5 learners through continuous intervention and assessment.

SCHEME OF IMPLEMENTATION

Table 25

Proposed Reading Framework Module Implementation Plan

Area of Concern	Objectives	Strategies/Activities	Budget (PHP)	Budget Source	Time Frame	Implementors	Evaluative Measures	Actual Accomplishment	Remarks
Reading Motivation Enhancement	Increase learners' interest and enjoyment in reading.	Conduct daily DEAR (Drop Everything and Read), storytelling sessions, book talks, and reading games.	12,000	School MOOE / PTA	Whole School Year	School Head, Grade 5 Teachers	Increase d learner participation, attendance, motivation survey	N/A	N/A
Fantasy and Adventure Reading Activities	Develop intrinsic motivation through enjoyable reading experiences.	Introduce fantasy books, mystery stories, comics, and adventure reading sessions followed by class discussions.	8,000	School Reading Fund	Quarterly	English Teachers	Reading participation records, reflection journals	N/A	N/A

Vocabulary Development Program	Improve learners' understanding of unfamiliar vocabulary.	Implement Word of the Day, vocabulary games, picture-word association, and context clue exercises.	10,000	School MOOE	Whole School 1 Year	English Teachers	Vocabulary quizzes, classroom observations	N/A	N/A
Reading Comprehension Enhancement	Improve comprehension skills in identifying main ideas, supporting details, making inferences, predicting outcomes, and using context clues.	Conduct guided reading sessions, comprehension drills, cooperative learning, and comprehension workshops.	15,000	School Literacy Fund	Whole School 1 Year	Reading Coordinators, Teachers	Phil-IRI results, reading test scores	N/A	N/A
Reading Recognition Program	Increase learners' motivation through positive reinforcement.	Award Best Reader, Most Improved Reader, Reading Star of the Month, and Reading Achievement Certificates.	6,000	PTA / School Funds	Monthly	School Head, Teachers	Number of awardees, motivation survey	N/A	N/A
Peer Reading and Reading Buddy Program	Encourage collaborative learning and peer interaction.	Pair proficient readers with struggling readers for guided peer tutoring and partner reading activities.	4,000	School Fund	Whole School 1 Year	Teachers, Reading Coordinators	Reading progress reports, peer evaluation	N/A	N/A
Family Reading Engagement Program	Strengthen parental involvement in learners' reading habits.	Conduct Family Reading Day, Home Reading Logs, Parent Orientation, and Take-	8,000	PTA Support	Quarterly	Teachers, Parents	Home Reading Logs, Parent Feedback	N/A	N/A

		home Reading Activities.							
Teacher Capacity Building	Improve teachers' competence in reading instruction.	Conduct seminars, Learning Action Cell (LAC) sessions, workshops, and classroom demonstrations on reading strategies.	20,000	DepEd INSET / School MOOE	Semi-Annual	School Head, Reading Coordinator	Training evaluation, classroom observation	N/A	N/A
Continuous Reading Assessment	Monitor learners' reading progress regularly.	Conduct pre-test, quarterly reading assessments, Phil-IRI administration, and post-test evaluations.	7,000	School Assessment Fund	Quarterly	Teachers	Assessment results, reading progress reports	N/A	N/A

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