

READING MOTIVATION AND LITERARY LEARNING VIEWS OF JUNIOR HIGH SCHOOL AT UGAD HIGH SCHOOL: A BASIS FOR DESIGNING AFFECTIVE FOCUSED READING INSTRUCTIONAL MATERIAL

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Article History:

Received: March 12, 2026

Revised: May 14, 2026

Accepted: May 30, 2026

Keywords:

Reading, reading motivation, views about learning literature, affective-focused instructional material, and reading instructional material

DOI:

10.65141/sjter.v3i1n7



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Abstract

This study examined the reading motivation and literary learning views among Junior High School Students at Ugad High School, School Year 2025-2026, as a basis for designing affective-focused reading instructional material. Using a mixed-method, descriptive-correlational design, the researchers administered validated questionnaires and conducted structured interviews with 291 students selected via stratified random sampling.

Findings revealed a moderate level of reading motivation, highest in grade-driven and compliance domains, and lowest in challenge and competition. Students held generally positive literary learning views, particularly valuing teacher guidance and e-learning tools. A significant positive relationship was established between reading motivation and literary learning views. Significant differences were also found based on gender and grade level. Based on these results, an affective-focused instructional material was developed to strengthen reading motivation in underdeveloped domains and enhance students' general views about literature, the lowest domain in literary learning views.

INTRODUCTION

Reading is the core competency skill that supports academic achievement, personal development, and lifelong learning in every field. In both personal and career development, reading is a necessity. In view of this, the Department of Education (DepEd) and the United Nations' Sustainable Development Goals (SDG 4) highlight reading as a key aspect of quality education as a strong instrument in empowering people and communities through literacy. Despite international and national actions, statistics show that enduring literacy concerns persist in the Philippines as shown in the 2022 Programme for International Student Assessment (PISA) report and the recent Philippine Statistics Authority 2025 Functional

Literacy, Education, and Mass Media Survey, exposing the country's low reading literacy and the functional illiteracy that thrives among 18.9 million Filipinos—possessing basic writing and literacy skills but unable to effectively read and use written messages in real-life contexts (EDCOM II, 2025). These issues continue to hinder students' potential to progress both academically and socially.

Reading motivation is the intrinsic and extrinsic rewards that drive individuals to begin and continue reading. This includes curiosity, enjoyment, personal satisfaction, rewards, grades, and social recognition (Komiya, 2013, cited in Pangestika, 2018; Kivak, 2024; Alizadeh, 2016). Studies justify the reason why very highly motivated students are more capable of deep involvement with the text and improved understanding and academic achievements (Mirasol, 2018; Hamedi et al., 2020). Motivated readers also tend to outperform their peers academically and read not only for school requirements but also for enjoyment and self-improvement (OECD, as cited in Reoperez, 2019). This shows the significant role of motivation in reading.

Closely related to reading motivation are students' literary learning views—their attitudes, understandings, and experiences with literature—which shape how they engage with texts and their willingness to interpret, appreciate, and critically discuss literary works. Research shows that positive literary learning conceptions are associated with greater reading interest, stronger motivation, and deeper literary understanding (Jamiah Baba, 2022; Baharuddin et al., 2022). However, figurative language, abstract themes, and unfamiliar contexts can make it tough for students to fully grasp and appreciate the literary material (Rehan Dar et al., 2021; Manarin, 2015). In the digital world, distractions from social media and a flood of competing online content pull learners' attention away from literature, leading to a drop in motivation and literary learning views (Permatasari & Wienanda, 2023). In addition to motivation and literary views, research also underscores the importance of reading fluency as a critical component of reading competence (Rafanan and Raymundo, 2024).

Despite the increased volume of research in reading motivation and literary views, significant gaps still remain, particularly in the Philippine setting. Minimal attention has been given to the ways in which the two variables particularly influence Junior High School students' attitudes towards literacy and literature. Most research also neglects the role played by linguistic and socio-educational aspects in the reading behaviors and literary conceptions of students. On top of that, missing instructional materials that blend emotional aspects—resources that not only boost reading motivation but also encourage deeper literary learning views—remain one of the gaps analyzed. Therefore, it is essential to tackle these gaps if we want to create educational strategies or instructional materials that promote both cognitive understanding and emotional connection to reading.

In response to these gaps, this study explored the reading motivation and literary learning views of Junior High School students at Ugad High School to establish the role played by motivational and perceptual elements in shaping the reading habits and literary enthusiasm of students. Based on the insights provided by the research presented in this study, the study suggested a reading instructional material suitable specifically for Junior High School students, which includes affective measures to promote reading motivation and more positive views towards literary learning, and offers practical, context-sensitive, and culturally appropriate

instructional material. By the affective-focused instructional material, this research enables Junior High School students at Ugad High School to strengthen a lifelong motivation for reading and views in learning literature, thus enhancing the overall national objective of enhancing literacy achievements and fulfilling the Philippine education system.

METHODS

Research Design

The study utilized a mixed-method approach, mainly employing a descriptive correlational research design as the quantitative side, together with qualitative data through structured interviews. The quantitative phase is intended to characterize the reading motivation and literary learning views and examine possible significant relationships and differences between them. The qualitative data, therefore, utilized triangulation to enhance the validity and richness of the results.

Respondents and Locale of the Study

This study was conducted at Ugad High School, Sto. Domingo Echague, Isabela. The institution has a curriculum aligned with the K to 12 Basic Education Program that incorporates literature and reading in different grade levels. The orientation toward language and literacy instruction that the institution provides, as well as the presence of qualified English teachers, make the research environment suitable for the study of reading motivation and literary learning views. Therefore, the respondents of the study are the Junior High School students of Ugad High School for the academic year 2025-2026.

Sampling Method

There was a total population of 1,064 students enrolled in Grades 7 to 10 (309 students in Grade 7, 270 students in Grade 8, 244 students in Grade 9, and 241 students in Grade 10). The researchers used stratified random sampling to ensure that each year level is proportionally represented in the sample. The number of respondents for this study was calculated using Slovin's Formula, with a 5% margin of error, leading to a total sample size of 291 students. This allows for meaningful insights into students' reading motivation and literary learning views.

Research Instrument

The research instruments were adopted and validated questionnaires measuring reading motivation and literary learning views. The first part of the instrument was adopted from Komiyama's (2013) Motivation for Reading in English Questionnaire (MREQ), consisting of 44 items under a four-point Likert scale, covering curiosity, involvement, challenge, competition, recognition, compliance, grade, and social sharing. The second section, adapted from Kranjac (2015), contained items that measured students' perceptions and attitudes toward learning literature. Additional sections assessed students' views on classroom management, teaching techniques, and the use of technology in literature study, also rated on a four-point Likert scale. These instruments were adopted to provide a comprehensive picture of students' reading motivation and their literary learning perspectives.

Data Gathering Procedure and Analysis

Approval from school authorities and parental consent were secured prior to data collection. Printed questionnaires were then administered to 291 Junior High School students at Ugad High School. The responses were screened for completeness and analyzed using descriptive statistics to summarize respondent profiles and inferential statistics, including Pearson's r , to determine relationships between reading motivation and literary learning views. The findings served as the basis for the development of affective-focused reading instructional materials.

Ethical Considerations

The researchers ensured that all participants were informed about the study and that their privacy was protected. Informed consent was obtained from both participants and their parents before data collection. Participants' privacy was respected, no harm was incurred, and all data were kept strictly confidential to safeguard their identities and responses.

RESULTS AND DISCUSSION

A. Students' Level of Reading Motivation

The following table presents the findings of reading motivation in the domains of curiosity, involvement, challenge, competition, recognition, compliance, grade, and social sharing. These domains collectively illustrate the students' level of reading motivation.

Table 1. Level of Reading Motivation in Terms of Curiosity, Involvement, Challenge, Competition, Recognition, Compliance, Grade, and Social sharing

Reading Motivation Domain	Weighted Mean	Level
1. Curiosity	2.95	Moderately Motivated
2. Involvement	2.80	Moderately Motivated
3. Challenge	2.79	Moderately Motivated
4. Competition	2.71	Moderately Motivated
5. Recognition	2.96	Moderately Motivated
6. Compliance	2.96	Moderately Motivated
7. Grade	3.13	Moderately Motivated
8. Social Sharing	2.95	Moderately Motivated
Grand Mean	2.89	Moderately Motivated

Students' Level of Reading Motivation in Terms of Curiosity

The first domain focuses on the curiosity of the students' level of reading motivation. Based on Table 1, the weighted mean of 2.95 interpreted as "Moderately Motivated" indicates that most of the respondents show an average level of curiosity in reading motivation. This

means that they are curious about reading English to learn something new, explore interesting topics, and to learn what's going on in the world; however, their curiosity is not strong or consistent enough to indicate a high level of curiosity in reading motivation. For instance, Kalila et al. (2025) found that students' curiosity in reading is frequently situational and influenced by personal relevance, while Aulia and Zainil (2020) emphasized that learners engage in reading mainly when it aligns with skill development or academic goals. Hasibuan et al. (2025) further highlighted that although students show exploratory motivation in reading, their reading motivation tends to fluctuate depending on the topic or context.

Students' Level of Reading Motivation in Terms of Involvement

The second domain focuses on the involvement of the students' level of reading motivation. Based on Table 1, the weighted mean of 2.80 interpreted as "Moderately Motivated" indicates that the majority of the respondents demonstrate a moderate level of involvement in reading motivation. This means that they are interested in reading interesting things in English, enjoy reading preferred topics, and reading good, long stories; however, the results imply that this involvement is not strong or sustained enough to reflect a high level of reading motivation. This is supported by research showing that junior high students often exhibit moderate levels of reading motivation, where they show interest in reading and a willingness to involve long texts but do not sustain highly reading motivation, such as the study by Carney (2022), which identified a moderate-quantity reading motivation profile among seventh- to ninth-grade students scoring at moderate levels on reading motivation and involvement, and reviews by Webber et al. (2023), highlighting that adolescent reading motivation often remains moderate without targeted instructional support.

Students' Level of Reading Motivation in Terms of Challenge

The third domain focuses on students' level of reading motivation in terms of challenge. Based on this domain, the weighted mean of 2.79 interpreted as "Moderately Motivated" indicates that the majority of the respondents demonstrate an average level of challenge in reading motivation. This means that they are willing to read difficult English materials when the topic is interesting, enjoy reading to learn complex ideas from English materials, but this challenge is not strong or sustained enough to reflect a high level of reading motivation. This finding is supported by research showing that students often demonstrate only moderate levels of reading motivation when engaging with challenging reading materials. Studies indicate that learners are generally willing to read difficult English texts when the topic is interesting or personally meaningful, but this willingness does not always translate into sustained reading motivation. For instance, Guthrie and Wigfield (2020) explained that students with moderate challenge reading motivation tend to engage in cognitively demanding reading tasks primarily when they perceive external value, such as relevance or interest, rather than from enjoyment of challenge itself. Similarly, Knoll (2016) found that students' reading motivation with complex texts increases when the material aligns with their interests and perceived competence, but quickly declines when texts become too difficult or overwhelming. Additionally, the moderate level of challenge-related reading motivation observed in students may be partially explained by their limited use of metacognitive reading strategies. Tejida and Raymundo (2025) found that freshmen students' strategy use is inconsistent, indicating restricted awareness and self-regulation in reading tasks. This suggests that targeted interventions, such as guided reading exercises and reflection tasks, could help students develop strategies to tackle challenging texts more effectively.

Students' Level of Reading Motivation in Terms of Competition

The fourth domain focuses on students' level of reading motivation in terms of competition. Based on this domain, the weighted mean of 2.71, interpreted as "Moderately Motivated," indicates that the majority of the respondents demonstrate an average level of competitive reading motivation. This means that students show a moderate desire to perform better than their classmates in English reading, such as aiming to get higher scores, finishing reading tasks earlier, and improving their reading skills when they compare themselves with others. However, this competitive drive is not strong or consistent enough to reflect a high level of reading motivation, as students are motivated to read by comparison and achievement, but do not strongly prefer competition as their primary reason for motivation to read in English reading tasks. This finding is supported by previous studies indicating that competitive reading motivation in reading often operates at a moderate level, particularly among junior high school students. Wong (2016) found that social comparison and competition can encourage students to improve their reading performance; however, such reading motivation is typically performance-oriented rather than intrinsically driven, resulting in average levels of reading motivation. Similarly, Zhang et al. (2020) reported that while students may be motivated to read by outperforming peers or achieving higher scores, competitive motives are rarely sustained as a primary driver of reading motivation and often coexist with other motivational factors.

Students' Level of Reading Motivation in Terms of Recognition

The fifth domain focuses on students' level of reading motivation in terms of recognition. Based on this domain, the weighted mean of 2.96, interpreted as "Moderately Motivated," indicates that the majority of the respondents demonstrate an average level of recognition in reading motivation. This means that students are encouraged by feedback from teachers and peers, enjoy being acknowledged for their reading abilities, and feel motivated to read when their correct responses or reading skills are recognized. However, the results suggest that this reading motivation is not strong or consistent enough to reflect a high level of reading motivation, indicating that recognition influences their reading motivation only to a moderate extent. This finding is supported by research showing that recognition can enhance students' reading effort and confidence, but its effect is moderate unless paired with intrinsic interest. For example, Kirchner (2017) emphasized that praise and acknowledgment motivate reading performance but typically result in moderate reading motivation. Schunk and DiBenedetto (2020) found that teacher and peer recognition encourages participation but is most effective when students also have personal interest or self-efficacy. Additionally, Deci and Ryan (2015) highlighted that extrinsic reading motivators like recognition can support intrinsic reading motivation.

Students' Level of Reading Motivation in Terms of Compliance

The sixth domain focuses on students' level of reading motivation in terms of compliance. Based on the table, the weighted mean of 2.96, interpreted as "Moderately Motivated," indicates that the majority of the respondents demonstrate an average level of compliance in reading motivation. This means that students generally follow instructions, complete English reading assignments on time, and practice reading in English primarily to meet academic requirements and perform well in their future classes. However, the findings suggest that their reading motivation is driven more by obligation, indicating that compliance influences their reading motivation only to a moderate extent and is not strong enough to reflect a high level of reading motivation. This result is supported by Hicks (2023), who

explained that students' reading motivation is often shaped by expectations and demands from significant adults and the learning environment. Similarly, Houghton (2015) noted that reading motivation rooted in completing tasks, following instructions, and meeting deadlines encourages reading motivation but does not always lead to strong or sustained reading motivation.

Students' Level of Reading Motivation in Terms of Grade

The seventh domain focuses on students' level of reading motivation in terms of grade. Based on Table 1, the weighted mean of 3.13, interpreted as "Moderately Motivated," indicates that the majority of the respondents demonstrate an average level of grade-related reading motivation. This means that students value receiving good grades in their English reading course, look forward to knowing their grades, and are motivated to read in English to improve their academic performance. However, the results suggest that this reading motivation is not strong or consistent enough to reflect a high level of reading motivation, indicating that grades influence their reading motivation only to a moderate extent. This finding is supported by Bardach and Murayama (2025), who emphasized that grades and other performance-based rewards function as extrinsic reading motivators that can encourage students' academic motivation, including reading; however, their influence is often limited in sustaining strong and consistent reading motivation. Their study explains that when students' reading motivation is primarily driven by grades, reading motivation tends to remain conditional and performance-oriented rather than deeply internalized. This supports the present result showing that while students value good grades and are motivated to read in English to improve academic performance, such reading motivation only reaches a moderate level and does not translate into high or sustained reading motivation. This finding is also supported by the Organisation for Economic Co-operation and Development (OECD, 2022), which reported that students who rely heavily on external indicators of success, such as grades, tend to demonstrate moderate motivation in reading. The PISA 2022 results indicate that although grades can encourage students to meet academic expectations, they are insufficient on their own to foster consistent and high levels of reading motivation.

Students' Level of Reading Motivation in Terms of Social Sharing

The eighth domain focuses on students' level of reading motivation in terms of social sharing. Based on Table 1, the weighted mean of 2.95, interpreted as "Moderately Motivated," indicates that the majority of the respondents demonstrate an average level of social sharing in reading motivation. This means that students enjoy sharing and discussing what they read in English with their friends and are motivated to read in order to understand topics that are commonly talked about within their social circle. However, the results suggest that this reading motivation is not strong or consistent enough to reflect a high level of reading motivation, indicating that social sharing influences their reading motivation only to a moderate extent. This finding is supported by research showing that social interaction and peer discussion are important components of reading motivation. Adolescents are often motivated to read because it enables them to participate in social discussions, share knowledge, and gain recognition among their peers (Zhang, 2020). Social reading motivation can enhance reading motivation, but it relies primarily on peer interactions; the level of motivation remains moderate (Kaya and Adin, 2025).

Overall, the grand mean of 2.89, which is interpreted as "Moderately Motivated," shows that students have a moderate level of reading motivation in all the domains of curiosity, involvement, challenge, competition, recognition, compliance, grade, and social sharing. This

implies that the students are motivated to read and express their interest in English regarding all these domains moderately. Their reading motivation, however, is neither strong nor consistent enough to be interpreted as high-level reading motivation. This result aligns with prior research showing that macro skills like reading are enhanced when tasks are meaningfully designed and thematically linked (Raymundo, 2023). Additionally, previous research of Indrayadi (2021) asserted that reading motivation is often at the average level if it is based on a mix of both internal and external factors, rather than on the sole internal interest. In the same manner, Qian et al. (2025) stated that the students' reading motivation is usually found to be at the average level over multiple domains when reading is mainly influenced by academic demands, peer pressure, and performance expectations. Moreover, Long and Szabo (2016) remarked that the average reading motivation shows that students are ready to do reading tasks but do not give up, take pleasure, or get self-engaged as highly motivated readers do.

B. Students' Views on Learning Literature

The following table presents the findings for the students' views on learning literature in the domains of general views on literature, teachers' literature class management, and e-learning literature.

Table 2. Views on Learning Literature in Terms of General Views on Literature, Teacher's Literature Class Management, and E-learning Literature

Literary Learning Views Domain	Weighted Mean	Qualitative Description
1. General Views about Literature	2.95	Agree
2. Teacher's Literature Class Management	3.05	Agree
3. E-learning Literature	3.01	Agree
Grand Mean	3.00	Agree

Students' General Views on Literary Learning

The first domain is focused on the students' general views about learning literature. Based on Table 2, the weighted mean of 2.95, interpreted as "agree," indicated that students demonstrate a positive perception toward reading literary texts. This implies that they recognize the value of reading literary texts and are, in general, receptive to engaging with literary materials as part of the learning process. This finding is consistent with the following studies. Ameyaw (2022) emphasized that students who view literature as enjoyable and relevant demonstrate higher engagement in literature. Likewise, Csapo (2022) found that positive attitudes toward reading literature correlate with better reading achievement and more frequent voluntary reading outside the classroom. Garcia and Molina (2023) highlighted that students' view in literature is strengthened when they recognize its cultural and practical value, fostering a positive view and sustained engagement. This positive view is similar to the findings of Eugenio and Raymundo (2025), who emphasized that structured classroom interventions and exposure to varied language functions in authentic situations enhance students' involvement and foster the belief that reading literary texts in English is essential for improving language proficiency. Therefore, the current study's result supports the idea that students' positive perceptions of literature are influenced by both the perceived relevance of texts and the instructional strategies that encourage meaningful engagement.

Students' Views on Teachers' Literature Class Management in Literary Learning

The second domain focuses on the students' views on learning literature in terms of their teacher's literature class management. Based on this domain, the weighted mean of 3.05 interpreted as "agree" indicates that students generally hold a positive perception of how their teachers manage literature classes. This suggests that students view their teachers as effective in facilitating literature instruction and supporting understanding through discussions and varied classroom strategies. They recognize that their teachers' strategies play an essential role in shaping their views toward learning literature in the classroom. This finding is consistent with the studies that emphasize that teacher support, clear guidance, and structured classroom strategies significantly influence students' engagement and views in literature learning (Mangantulao, 2024; San Jose and Lim, 2021; Villanueva and Reyes, 2021).

Students' Views on E-Learning in Literary Learning

The last domain is focused on students' views on learning literature in terms of e-learning literature. The weighted mean score of 3.0, interpreted as "agree", indicates that students generally hold positive views toward the use of e-learning and multimedia in learning literature. This suggests that students perceive themselves as familiar with basic digital tools and multimedia elements and recognize the presence of internet-based resources in literature learning. These results are consistent with Mayer's Cognitive Theory of Multimedia Learning, which posits that learning is more effective when learners process information through both verbal and visual channels. In literary learning, multimedia elements such as images, audio, and videos help students comprehend abstract ideas, themes, and literary devices more effectively. Students also agreed that multimedia assists teachers in explaining difficult parts of the lesson and helps learners better understand literary texts. This supports the findings of Ismail et al. (2020), who reported that multimedia-supported instruction enhances students' comprehension and engagement in literature classes. Likewise, Fryer (2016) emphasized that well-integrated multimedia resources can improve clarity of instruction and sustain learners' interest. In terms of classroom practices, students agreed that their teachers use multimedia and successfully integrate audio files, images, and videos in teaching literature. This aligns with Miller and Robertson (2020), who noted that effective teacher use of digital and multimedia tools supports diverse learning needs and enhances students' views of literary texts. Students also recognized that multimedia and internet use are beneficial for all learners, especially those who experience difficulty in understanding literary texts, suggesting that e-learning promotes inclusive learning opportunities.

Overall, the results indicate that students generally hold positive views toward learning literature across the different domains presented in the tables, with a grand mean of 3.00, suggesting that students generally view literature learning as a classroom experience that involves teacher management, engagement with literary texts, and the use of e-learning and multimedia resources. Prior studies support these findings, showing that multimedia and digital tools enhance comprehension, engagement, and learning in literature (Baharudin and Zulkiflei, 2019; Ismail et al., 2020).

C. Relationship Between Reading Motivation and Views on Learning Literature

This section presents the overall correlation between students' reading motivation and views on learning literature in the domains of general views about literature, teachers' literature class management, and e-learning literature. The results reveal that all computed *r*-values yielded positive correlations with *p*-values of 0.01, meaning that the relationships are

statistically significant. This indicates that as students' reading motivation increases, their perception and views on learning literature also increase, and vice versa.

Table 3.1 Relationship Between Reading Motivation and Views on Learning Literature - General Views about Literature

General Views about Literature	Level of Reading Motivation	
	r-value	p-value
1. I like to read texts in various literary genres.	0.44	0.01
2. I like to read texts in various literary forms.	0.43	0.01
3. I would like my teacher to choose texts from various literary genres	0.46	0.01
4. I would like my teacher to choose texts in various literary forms.	0.47	0.01
5. I think that it is necessary to read literary texts and learn about literature in English.	0.35	0.01
6. I think that through reading in English, I can improve my proficiency in the English language	0.39	0.01
7. I think that reading in a foreign language helps me learn more about the culture the text originated from.	0.39	0.01
8. I read only the titles I have to.	0.17	0.01
9. I like reading the titles I have to and the titles I choose to read on my own.	0.30	0.01
10. I think a student should have the opportunity to choose literary texts they like.	0.28	0.01
11. I like reading texts that use simple English language.	0.26	0.01
12. I have no difficulties coping with the texts that use a more complex English language	0.29	0.01
13. I think that the texts I was given to read in my English class were interesting.	0.32	0.01
14. I enjoy reading the literary texts my teacher chooses for me because they are interesting.	0.11	0.06
15. I think that reading only the texts given in the course books would be enough for me to develop my language skills.	0.28	0.01
16. I believe that reading texts outside the frames of the course book and talking about the text in class helps me develop the skill of critical thinking about the text and develop the skill of creative thinking.	0.35	0.01
17. I have difficulty in understanding literary texts.	0.25	0.01
18. I often feel like I am confused about a text.	0.16	0.01

Table 3.1 shows that students' reading motivation is significantly positively correlated with their general views on literature learning across most items, with r-values ranging from 0.16 to 0.47 and p-values mostly at 0.01, indicating statistical significance.

Specifically, higher reading motivation is associated with students' preferences for reading texts in various literary genres, various literary forms, and teacher-selected texts from diverse genres and forms. Motivation to read also correlates positively with students' perceptions of the necessity of reading literary texts in English, improving English proficiency, learning about foreign cultures through literature, balancing required and self-selected reading, opportunities to choose texts, reading texts with simple and complex English, interest in assigned texts, perceived sufficiency of course book texts, developing critical and creative thinking through text discussion, ease in understanding texts, and lower levels of confusion while reading. Only item 14, reading teacher-selected interesting texts, did not show a significant correlation with a p-value of 0.06 and an r-value of 0.11.

These results align with prior research emphasizing the role of variety, choice, readability, and meaningful interaction with texts in fostering reading motivation. Studies suggest that exposure to diverse genres and forms (Permatasari & Wienanda, 2023; Gunawardane, 2025), opportunities for text selection (Ryan & Deci, 2017; Locher et al., 2019), and engagement with texts that are both accessible and challenging (Grabe & Stoller, 2019; Nation, 2022) significantly enhance learners' motivation and positive views toward literature. Similarly, Rosenblatt's Transactional Theory (as cited in Beach, 2019) and findings from Alvermann et al. (2021) highlight how meaningful interaction with literary texts strengthens reading motivation and cultivates favorable learning views. Overall, the data indicate that students who hold more positive views toward literature and its learning processes tend to demonstrate higher reading motivation, emphasizing the importance of providing diverse, engaging, and culturally relevant reading experiences in English literature classes.

Table 3.2 Relationship Between Reading Motivation and Views on Learning Literature - Teacher's Literature Class Management

Teacher's Literature Class Management	Level of Reading Motivation	
	r-value	p-value
1. I think my teacher is successful in teaching literature	0.33	0.01
2. I am aware of the purpose of the texts my teacher gives us to read.	0.45	0.01
3. I think the texts I have to read outside the course book are interesting.	0.40	0.01
4. My teacher helps me understand the literary texts through teaching literature and discussion about the read text.	0.40	0.01
5. I understand everything my teacher explains to me in the literature class.	0.39	0.01
6. My teacher adjusts the lesson according to the level of understanding of the students in the class.	0.29	0.01
7. My teacher tries to include the whole class into discussion about literary texts.	0.37	0.01
8. My teacher provides alternative explanations and / or examples when a student is confused about a text.	0.38	0.01
9. My teacher often divides us into groups for discussions.	0.41	0.01

10. I like small group discussions better than large group / whole class discussions	0.33	0.01
11. In a small group discussion, I voice my opinion easier than in a large group discussion.	0.27	0.01
12. I would like to express my feelings and views about a text, but I often feel ashamed to do so.	0.36	0.01
13. During discussion, the teacher leaves us to discuss the text and he / she only leads the discussion in the wanted direction asking questions that lead us to the wanted conclusion.	0.35	0.01
14. I like it better when the teacher explains the content of the text.	0.40	0.01
15. I think that the literature classes my teacher comes up with are challenging enough even for the best students in my class.	0.31	0.01
16. My teacher adjusts the tasks according to the student's ability and proficiency in the English language.	0.42	0.01

Table 3.2 indicates that students' positive views on their teacher's literature class management are significantly associated with higher reading motivation across all items. Positive correlations ranging from r-value of 0.27 to 0.45 across all items with a p-value of 0.01, which is less than 0.05, led to the rejection of the null hypotheses. These results show that as students hold more favorable views toward teacher effectiveness, lesson clarity, comprehension support, discussion practices, task adjustment, and classroom challenge, their reading motivation tends to increase.

Specifically, higher reading motivation corresponds with students' perception that their teacher is successful in teaching literature, awareness of the purpose of assigned texts, interest in texts outside the course book, teacher support in understanding texts, and understanding of the teacher's explanations. Reading motivation is also positively related to the teacher's adjustment of lessons according to student understanding, inclusion of the whole class in discussions, provision of alternative explanations or examples, use of group discussions, preference for small group discussions, ease in voicing opinions in small groups, willingness to express feelings and views about a text, teacher-guided discussion strategies, preference for teacher explanations, perception that literature classes are sufficiently challenging, and teacher adjustment of tasks according to students' ability and English proficiency.

These findings are supported by research demonstrating that students' perceptions of teacher support, instructional clarity, differentiated teaching, inclusive discussion practices, and structured guidance significantly influence reading motivation (Gabuat, 2025; Ma, 2025; Fassler et al., 2019; Liang, 2023; Saet, 2025). Overall, the results suggest that fostering positive student perceptions of teacher literature class management enhances reading motivation across multiple instructional dimensions.

Table 3.3 Relationship Between Reading Motivation and Views on Learning Literature - E-learning Literature

E-learning Literature	Level of Reading Motivation	
	r-value	p-value
1. I possess knowledge in Managing Microsoft Word, Managing Microsoft PowerPoint and successfully browsing the internet.	0.35	0.01

2. I am familiar with multimedia	0.35	0.01
3. I am familiar with all the elements that are grouped under the label "multimedia" (combination of text, audio, still images, animation, video and interactive material (texts containing "links" to some other online content(s)))	0.33	0.01
4. I am able to find reliable information online that can help me improve my knowledge.	0.45	0.01
5. I believe that using multimedia in literature class can help the teacher explain and the students understand the parts of the lesson that needs a thorough explanation.	0.43	0.01
6. I believe that it is easier to comprehend the notions of a literary text using the elements of multimedia.	0.38	0.01
7. My teacher uses multimedia in class	0.19	0.01
8. I think that the literature lesson is much more interesting when using multimedia.	0.34	0.01
9. My teacher successfully includes multimedia in teaching audio files, images and video.	0.36	0.01
10. Using multimedia and the internet can be beneficial in learning for all the students, especially the students that have difficulties learning and understanding a literary text.	0.34	0.01
11. I use the internet while searching for usable information about a text.	0.36	0.01
12. I can easily find and use information on the internet.	0.36	0.01
13. The literary text home assignments include browsing the internet.	0.29	0.01
14. My teacher provided me with web pages that I can use to find information that I need.	0.34	0.01
15. My teacher warned me about the web pages that can be misleading.	0.31	0.01
16. I am familiar with the notion of online teaching and learning.	0.28	0.01
17. I am using online learning as an addition to classroom and individual learning.	0.34	0.01
18. I am easily distracted while I am browsing the internet in search of usable information.	0.25	0.01
19. I use the internet to find short summaries of the texts I have to read.	0.37	0.01

Table 3.3 shows that students' positive views on e-learning literature are significantly associated with higher reading motivation across all items. Positive correlations ranging from r-value 0.19 to 0.45 across all items have a p-value of 0.01, which is lower than the 0.05 p-value; thus, the null hypotheses here are rejected. These show that as students hold more favorable views toward digital skills, multimedia use, internet-based tasks, online learning familiarity, and teacher-guided e-learning support, their reading motivation tends to increase.

Specifically, higher reading motivation corresponds with students' perception that they can confidently use Microsoft Word, PowerPoint, and internet tools; are familiar with multimedia elements such as images, audio, videos, and interactive content; can find reliable information online; benefit from multimedia in understanding literary texts; and engage in

online learning as a supplement to classroom activities. Reading motivation is also positively related to students' perception that their teacher effectively integrates multimedia, provides guided web resources, warns against misleading websites, assigns online-supported tasks, and fosters interest through engaging digital content.

These findings are supported by research demonstrating that students' digital competence, familiarity with multimedia, guided online learning, and teacher-facilitated e-learning practices significantly enhance reading motivation (Esteban, 2024; Li & Bus, 2023; Sung, Chang, & Liu, 2016; Permatasari & Wienanda, 2023). Overall, the results suggest that fostering positive student perceptions of e-learning literature practices enhances reading motivation across multiple digital and instructional dimensions.

READVENTURE Module: A Journey to Strengthen Reading Motivation and Literary Learning Views

The READVENTURE Module is designed to address the lowest-mean domains identified in the study, namely Competition and Challenge in reading motivation and General Views about Literature in literary learning views. The module aims to strengthen students' reading motivation, perseverance in challenging texts, and positive attitudes toward literature through affective-focused and student-centered reading activities. Module 1 focuses on healthy and constructive competition, encouraging self-improvement, collaboration, and confidence in reading. Module 2 targets challenge, developing students' perseverance and curiosity in reading difficult texts through guided and reflective reading tasks. Module 3 strengthens general views about literature by promoting appreciation of diverse genres, meaningful interpretation, and personal engagement with texts. Implemented over eight weeks with two sessions per week, the READVENTURE Module follows a pre-reading, while-reading, and post-reading structure and provides an engaging, affective, and learner-centered approach to improve students' reading motivation and literary learning views.

CONCLUSION AND FUTURE WORKS

Junior High School students at Ugad High School show a medium level of reading motivation and an overall positive view about learning literature, particularly in terms of the support from the teacher and the use of digital tools. The study shows that there is a positive correlation between reading motivation and literary learning views, which means that students who are more favorable to learning literature in general have more positive views about literature, teacher classroom literary management, and e-learning literature. The reading motivation of the students tends to increase, and vice versa. So, to work on the less developed domains like challenge, competition, and general views about literature, an affective-focused reading instructional material, the READVENTURE Module, was created to boost reading motivation through the use of student-centered, collaborative, and multimedia-supported literary activities. Students are encouraged to be active participants in reading diverse texts, while teachers and curriculum developers are suggested to strengthen reading motivation and create positive perceptions of learning literature. Future researchers are recommended to study that future investigations be conducted in different schools or educational contexts for the purpose of confirming, broadening, or refining the results of this study. The researchers might take into account other emotional and reading motivational factors, such as self-efficacy, reading anxiety, and digital engagement, which would provide them with a wider insight into the students' reading motivation and literary learning views.

ACKNOWLEDGMENT

The researchers extend their deepest appreciation to everyone who played a part in the completion of this study. We are especially grateful to Dr. Jennelyn Lacar Raymundo, our Research Adviser, for her exceptional guidance, support, and the insightful feedback she provided at every stage. Our thanks also go to the Panel of Examiners, Mr. Randy Acoba, Ms. Daisy Casipit, Ph.D., and Ms. Joy Mary Paddayuman, for their valuable input and constructive criticism. We would also like to acknowledge Mr. Jesus G. Salvador, Principal of Ugad High School, for his approval to carry out this research. A special thanks to our families, our parents, siblings, and relatives, for their endless encouragement and belief in us. Above all, we express our heartfelt gratitude to Almighty God, whose guidance and blessings have carried us through this entire process. This work is dedicated to all of them.

CONFLICT OF INTEREST

The authors declare that there are no conflicts of interest regarding the publication of this paper.

DISCLOSURE OF AI ASSISTANCE

This section declares the use of Artificial Intelligence (AI) during the preparation of the manuscript. Specifically, ChatGPT was utilized to assist in organizing ideas, correcting grammatical errors, and ensuring text cohesion and clarity. The use of this tool is limited only to language refinement and structural support. Research design, collection of data, analysis, and interpretation of results are the sole responsibility of the researchers.

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