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# READING MOTIVATION APPROACH UTILIZED BY PUBLIC ELEMENTARY SCHOOL TEACHERS IN CLUSTER III OF ALAMINOS CITY DIVISION

## ABORDAGEM DE MOTIVAÇÃO DE LEITURA UTILIZADA POR PROFESSORES DO ENSINO FUNDAMENTAL PÚBLICO NO CLUSTER III DA DIVISÃO DE ALAMINOS CITY

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Jomar Padlan Allam, LPT, MAEd  
Cayucay Elementary School  
Schools Division Office of Alaminos City  
Department of Education  
[jomar.allam@deped.gov.ph](mailto:jomar.allam@deped.gov.ph)

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**Abstract:** This study was conducted to determine the level of utilization of the reading motivation approaches by public elementary school teachers in Cluster III of Alaminos City Division during the school year 2019 - 2020. Specifically, it delved on determining the profile of the respondents, the level of utilization of teachers on the reading motivation approaches, and the level of seriousness of the problems encountered by the teachers in utilizing the reading motivation approaches. Likewise, it determined the significance of the difference of the level of utilization of the public elementary schools on the reading motivation approaches across their profile variables. Moreover, it determined if the level of seriousness of the problems encountered in utilizing the reading motivation approaches differ significantly across the respondent-teachers' profile variables. The study made use of the descriptive-survey method of research with the FivePoint Likert Questionnaire as the main tool used in gathering pertinent data to this study.

**Keywords:** Reading, Motivation, Approach, Utilized, Teacher.

**Resumo:** Este estudo foi realizado para determinar o nível de utilização das abordagens de motivação de leitura por professores do ensino fundamental público no Cluster III da Divisão de Alaminos City durante o ano escolar de 2019 - 2020. Especificamente, ele se aprofundou em determinar o perfil dos respondentes, o nível de utilização dos professores nas abordagens de motivação de leitura, e o nível de gravidade dos problemas encontrados pelos professores na utilização das abordagens de motivação de leitura. Da mesma forma, determinou o significado da diferença do nível de utilização das escolas públicas de ensino fundamental sobre as abordagens de motivação de leitura através de suas variáveis de perfil. Além disso, determinou se o nível de seriedade dos problemas encontrados na utilização dos métodos de motivação de leitura difere significativamente entre as variáveis de perfil dos professores respondentes. O estudo utilizou o método de pesquisa descritiva com o questionário Likert FivePoint como a principal ferramenta utilizada na coleta de dados pertinentes a este estudo.

**Palavras-chave:** Leitura, Motivação, Abordagem, Utilizado, Professor.

## Introduction

The more you read, the more things you will know. The more that you learn, the more places you'll go," is a great reminder from Dr. Seuss (Eder, 2018). The quotation coined by him reminds every one of the values of reading and what it can do to everyone.

Reading is indeed important in the success of an individual and in his/her daily life activities. The reading skills he/she acquires will ensure his/her success academically, socially, and emotionally. It is undeniably true that reading is a tool that an individual can use to understand the things happening around him. Not only this, but it is also vital in his/her communication with other people. In addition to this, it is not only important in doing school tasks but also in the workplace. Thus, the educational system emphasizes that schools should make every learner a reader (Gabriel, 2012).

According to Essberger (1997), reading is the action of seeing at presented text or written symbols and analysing and making meaning from them. It is the third among the four language skills which are listening, speaking, reading, and writing. It is also one of the communicative competences and multiliteracies mentioned in the English Curriculum Guide of the Department of Education (DepEd, 2012). Among the multiliteracies are writing and presenting, listening, speaking, and viewing which all of them require thinking for the learners to make meaning. In the English Curriculum Guide, the performance standards indicate that at the end of Grade 3, learners should be able to activate schema conceptually related to text establish into a purposive reading and they will use it in their everyday life. Thus, in comprehensive strategies, learners should have self-awareness as they analyse and clear out text for them to make meanings and to relearn, unlearn, and learn new things. To attain success, one needs to have good reading and comprehension skills. Without these skills, children will struggle to grow academically as reading is the foundation to all academic subjects such Science, mathematics, History, and it influences children's ability to write (Keyser, 2017).

It is believed that poor comprehension skills occur when a child has a problem with following directions, remembering a series of number of words, or not being able to understand what someone is telling him or her. Further, if a child finds decoding difficult, he/she may be unable to break a large word into syllables or smaller words. When a child has problems on breaking down large words, he/she will have limited vocabulary and finds difficulty in levelling up his reading comprehension.

Nowadays, one of the problems encountered by teachers is poor reading comprehension (Par-

rish, 2020). This is very evident in the result of the Program for International Students Assessment (PISA) conducted last 2018. According to the report, the Philippines ranks the last in Reading. Filipino students obtained an average score of 340 points in Overall Reading Literacy which was significantly lower than the OECD average of 487 points. In addition, only 1 out of 5 Filipino students (19.4%) achieved at least the minimum proficiency level (Level 2 in Overall reading Literacy. Moreover, Filipino students from private schools averaged 390 points, which was significantly higher than public school students who averaged 328 points. The mean Reading Literacy score of SHS students (428 points) was significantly higher than that of JHS students which is 339 points (Besa, 2019).

Assessments conducted by the Department of Education corroborate with the PISA

2018 Results. According to the report of DepEd's Bureau of Education Assessment, the National Achievement Test (NAT) 2018 mean percentage Score (MPS) for Elementary English is 34.46 which is very much lower than the NAT 2017 MPS of 40.37. Specifically, Alaminos City Division ranked the last in the subject English among the 13 divisions in Region I which gained an MPS of 28.89.

Reading is truly a fundamental key to the best result of performance of learners in school and in their life. If the learners do not have the reading skills, the result will be felt both in schools and in the community (Przychodin-Havis, 2005). Reading is essential to the everyday living of a learner. However, the abovementioned results show that there is a need for teachers and school administrators to exert extra effort to improve the reading performance of every Filipino learner. New and effective methods and/or strategies of teaching reading be explored if teachers are desirous of improving learners' reading performance.

Fully aware of the importance of reading and the dismal results of assessments in reading performance of learners. It is essential that teachers or the school, in general, should create an atmosphere which makes learners love to read. There is a need to motivate learners to engage in reading so they would succeed in other learning areas and in future endeavours. Motivation, according to Cambria and Guthrie (2010), as cited by Boulhrir (n.d.), is the will, the urge, the intention, and a decision to engage (or not to engage) in a certain reading activity. In the same vein, Ulrich Schiefele (1999), as cited by Boulhrir (n.d.), motivation is simply defined as the wish or intention to engage in a certain

activity (Lindsay, 2014).

Researchers have found various factors that are essential in reading motivation. These factors are the self-concepts and the value on critical reading, the choice of tasks, the read aloud and discussion, engagement, the use of rewards (Marinak, 2009). Indeed, there are many ways to motivate a child to read and make them realize the importance of reading. Premised on these points of view, the researcher was motivated to find out what are the motivation approaches utilized by teachers in engaging their pupils to read.

### **Statement of the Problem**

This study determined the reading motivation approach utilized by public elementary school teachers in Cluster III of Alaminos City Division, Alaminos City, Pangasinan during the school year 2019-2020.

Specifically, it answered the following problems: What is the profile of the respondents in terms of; age; field of Specialization; number of pupils being taught; highest educational attainment; position/rank; grade level taught; number of years in teaching English; other subjects taught; and number of seminars attended related to reading? What is the level of utilization of the different motivation approaches in teaching reading by the teachers? What is the level of seriousness of the problems encountered by teachers in using the different motivation approaches in teaching reading? Is there a significant difference between the level of utilization of the respondents of the reading motivation approaches teachers across their profile variables? Is there a significant difference between the level of seriousness of the problems encountered by teachers in using different motivation approaches and profile of the respondents as variables?

### **Research Hypothesis**

This study tested the following hypotheses at the 0.05 level of significance: There is no significant difference between the level of utilization of the respondents on the different reading motivation approaches across their profile variables. There is no significant difference between the level of seriousness of the problems encountered by the teachers in utilizing the different approaches across their

profile variables.

### **Scope and Delimitation of the Study**

This study focused on determining the teacher's level of utilization of the motivation approaches utilized by teachers in teaching reading to learners. It was conducted in Cluster III of Alaminos City Division, Alaminos City, Pangasinan during the school year 2019- 2020. The said cluster is composed of thirteen (13) schools with 94 teachers teaching English in Grade 3 to Grade 6. In determining the respondents of this study, total enumeration was used since the number of teachers is less than 100.

## **REVIEW OF RELATED LITERATURE AND STUDIES**

### **Nature of and Concepts on Reading and Its Importance**

Reading is the process of looking at a series of written symbols and getting meaning from them. When one reads, he/she uses his/her eyes to receive written symbols like letters, punctuation marks, and spaces and his/her brain to convert them into words, sentences, and paragraphs that communicate something to him or her. Reading can be silent through our head or aloud through our tongue or mouth. Further, it is a receptive skill - through it one receives information. However, the complex process of reading also requires the skill of speaking so that one can pronounce the words that he/she reads. In this regard, reading is also a productive skill in that one is both receiving information and transmitting it, even if only to himself/herself (English.Com, n.d.). Leipzig (2001) argues that reading is making meaning from print. As such, it requires that one can: First, identify the words in print - a process called word recognition; second, construct an understanding from them - a process called comprehension, and third, coordinate identifying words and making meaning so that reading is automatic and accurate - an achievement called fluency. Reading in its fullest sense includes weaving together word recognition and comprehension in a fluent manner. These three processes are complex, and each is important (Leipzig, 2001). Children are expected to develop four language skills. These are listening, speaking, reading, and writing. Reading, according to Johnson (2017), is being

able to interpret written symbols and understand printed materials. He believes that learning does not happen all at once, but it happens gradually through continuous experiences with printed materials and reading related activities. The National Reading Panel, as cited by him, has identified five elements of reading instruction necessary to reading achievement. These are phonemic awareness, phonics, vocabulary comprehension, and fluency (Johnson, 2017).

Grabe (2009), as cited by Fernandez (2019), views reading as several interactive processes between the reader and the text in which readers use their knowledge to build, to create, and to construct meaning. This point of view indicates that three important key words, namely: interactive, processes, and knowledge. The term interactive refers to two different conceptions, and these are, to wit: The interaction that occurs between the reader and the text, whereby the reader constructs meaning based partly on the knowledge drawn from the text and partly from the existing knowledge that the reader has, and the interactivity occurring simultaneously among the many component skills that results in comprehension. He notes, too, that the interactive reading processes involve “both an array of low-level rapid, automatic, identification skills and an array of higher-level comprehension/interpretation (Fernandez, 2019).

Processes, the second keyword, Grabe (2009) stated that when people read, several processes are at work. These processes are categorized as “lower-level” and “higher-level” processes. Lower-level processes include word recognition, syntactic parsing, and meaning encoding as propositions. The next level includes text-model formation (what the text is all about) situation-model building we decide to interpret the text), inferencing, executive-control processing or how to direct the attention’s reader and strategic processing (Fernandez, 2019).

The third keyword, knowledge, is critical. This includes the knowledge of the language like the writing system, grammar, vocabulary, knowledge of the topic of the text, knowledge of the author, knowledge of the genre such as editorial in a newspaper, a romance novel, and the knowledge of the world, including experiences, values, and beliefs. These knowledges are used by people to build, to create, and to construct a meaning (Fernandez, 2019).

In another point of view, reading, like listening, speaking, and writing, is a communication skill. It is viewed to be a process because it has series of acts proceeding from one step to the next. The steps involve in reading are perception, comprehension, and reaction. Perception is the step involve in reading by which the reader perceives the written symbols on the text using his external sens-

es. The next step which is comprehension is the one involved in reading by which the reader understands the text. Lastly, reaction is the step involved in reading wherein the reader evaluates the text which is being read (Fernandez, 2019).

According to Bridgers (2017), there are three foundational literacy concepts that one must reflect on when developing students' skills in reading, writing, and thinking. These are: Reading is not a subject. It is a behavior; Reading is more than fluency. It is comprehension and application, and Reading is not random. It is a daily occurrence.

Reading is important for many reasons, such as learning new things, expanding the mind, and boosting imagination. Many people also read for pleasure, which in turn can help the reader relax and better handle the stress in her life.

In addition to the abovementioned reasons why people read, here are some of the reasons why one must read: 1) Reading improves vocabulary. Through reading, one may come across many new words, phrases, and writing styles; 2) Better comprehension. When children are encouraged to read at an early age, they will have better comprehension of things around them. They develop smart thinking abilities and are more receptive to creativity and ideas; 3) Develops critical thinking skills. One of the primary benefits of reading books is its ability to develop critical thinking skills. Critical thinking skills are crucial when it comes to making important day-to-day decisions; 4) Improves memory. When one reads a book, he/she must have to remember the setting of the book, the characters, their backgrounds, their history, their personalities, the sub-plots, and many others. When the brain remembers these, memory becomes better; 5) Improves results at school. Children who indulge in reading books and learning new things do better in school. They are more creative, open to new ideas, and develop empathy for others; 6) Improves analytical skills. Reading allows one's thinking skills to become more developed in the sense that he/she considers all aspects; 7) Builds confidence. Reading books sharpens many skills and all together they will build confidence; 8) Helps one to socialize. Reading leads to the formation of book clubs and other forums where one gets a chance to share and interact with others; 9) Broadens horizons. By reading books, one gets a glimpse of other cultures and places; 10) Improves writing skills. Reading a well-written book affects ones' ability to become a better writer. Many successful authors gained their expertise by reading the works of others; 12) Improves focus and concentration. Reading helps a reader to focus on certain thing and make the best out of it.; 13) Makes one more empathetic. By reading a book, one becomes a part of the story and feel the pain and other

emotions of the characters. This in turn allows one's mind to become more aware of how different things affect other people. This will eventually improve one's ability to empathize with other people; 14) It develops emotions. When one reads a book, he/she is on the receiving end of knowledge. The sender, the writer, is delivering a message, imparting something of value, a fact, an opinion, a view, or at the very least, an emotion. These invite one into their own psyche and hoping that one will care enough to listen and respond to it; 15) Readers are leaders. It believed, though not definitively proven, almost all great leaders are readers because they have developed a healthy reading habit. Reading has been the source of inspiration, growth, and new ideas, and 16) Learn at one's own pace. Since one has the book all the time, he/she can always go back to a section he/she feels he/she doesn't understand. Aware of the importance of reading in one's life, children should engage in reading. Learning to read is a skill that every child must have to master to thrive in today's world. Teachers play a vital role in developing the love for reading to children. In this regard, they must exert all efforts to make every child in the classroom a reader, so he/she becomes a life-long learner.

### **Nature of and Concepts of Motivation**

Every individual has a goal in life. To attain this goal, there is a driving force which may either comes from within or outside of the individual. This driving force is called motivation. Motivation is a psychological phenomenon which generates within an individual. A person feels the lack of certain needs, to satisfy which he feels working more. The need satisfying ego motivates a person to do better than he normally does. It refers to degree of readiness of an organism to pursue some designated goal and implies the determination of the nature and locus of the forces, including the degree of readiness (Management, n.d.)

The following three definitions cover all aspects of the meaning of the term motivation: Motivation is a driving force which stimulates an individual to initiate and sustain a behavior: It is a biological, social, or psychological state that drives a person towards a specific action, and it is a desire that fuels an individual to perform or continue an action based on needs and wants of an individual.

The term motivation and motives are sometimes used interchangeably but there is a difference in the meaning of both terms. Motivation is a generalized term while motive is a specific term. A motive is an agent of motivation. It is a goal, an aim, ambition, a need, a want, an interest, or a desire

that motivates an individual towards an action. On the other hand, the term motivation refers to the process in which motives motivates an individual towards an action.

Motivation is categorized into two: the intrinsic and extrinsic motivation. Intrinsic motivation refers to motivation that is animated by personal enjoyment, interest, or pleasure. On the other hand, extrinsic motivation is manipulated by reinforcement contingencies (Guay, et. al., 2010, cited by Lai, 2011).

According to Meadow-Fernandez 2017), it is reward-driven behavior and is a type of operant conditioning. Operant conditioning is a form of behavior modification that uses rewards or punishments to increase or decrease the likelihood that specific behavior recurs (Lai, 2011)

Sharma (n.d.) states that motivation was taken from the Latin word *movere*, meaning “to move.” According to her, motivation is a decision-making process, through which the individual chooses the desired outcomes and sets in motion the behavior appropriate for them (SlideShare.Com)

In addition to the above points of view about motivation, Cherry (2020) states that there are three major components of motivation: activation, persistence, and intensity. Activation involves the decision to initiate a behavior while persistence is the continued effort toward a goal even though obstacles may exist. The last component, intensity, can be seen in the concentration and vigour that goes into pursuing a goal.

According to Cherry (2020), psychologists have proposed different theories to explain motivation, and these are: 1) Instincts. The instinct theory of motivation suggests that behaviors are motivated by instincts, which are fixed and inborn patterns of behavior. Instincts might include biological instincts that are such as fear, cleanliness, and love; 2) Drives and Needs. Drive Theory suggests that people have basic biological drives and that behaviors are motivated by the need to fulfil these drives, and 3) Arousal Levels. The arousal theory of motivation suggests that people are motivated to engage in behaviors that help them maintain their optimal level of arousal.

Cavas (2011) believes that motivation is a fundamental education variable as it helps previously learned skills, strategies, and behaviors to promote new learning and performance. Without motivation, proper curriculum and good instruction are not enough to guarantee the success of students (Dornyei and Csizer, 1998). Hence, student motivation is vital in enhancing students’ performance. Brophy (1998) defines student motivation or learning motivation as the tendency of a student to find meaningful and useful academic activities and to try to obtain academic benefits from them (Yilmaz,

et.al., 2017).

Based on the articles, conference papers, master's theses, and doctoral dissertations reviewed and analyzed by Yilmaz, et. al. (2017), there are factors affecting student motivation and student achievement considerably based on establishing effective and efficient teaching-learning process in education systems. The studies show many motivational factors (psychological, social, and cultural): intrinsic and extrinsic directions, parental influence and participation, family history, peer pressure, self-efficacy expectations, effort, value attributed to a relative, anxiety, self-regulation and determination of goals, talent perceptions, learning strategies, teaching style, and school environment. As an example, the school environment optimizes motivation and learning when it is accessible, secure, positive, personalized, and empowering. Teachers play a very important role because they are integral part of the school environment. Research indicates that teachers' knowledge and skills, motivation level, qualifications, forms of evaluation, teaching style, quality of enthusiasm can contribute to the motivation of learners. The more enthusiastic, motivated, and qualified teachers are in teaching and evaluating, the greater the capacity to increase learners' motivation to learn (Williams and Williams, 20011, cited by Yilmaz, et. al., 2017).

Gottfried, Fleming, and Gottfried (1994), as cited Yilmaz, et. al. (2017), believe that lack of participation in the parents' education of the students may have a negative impact on the sense of incompleteness and lack of value for the materials the children read. This view is supported by studies reviewed indicating that there is a significant relationship between parent involvement and children's academic motivation and educational development.

Corollary to the above views on motivation, Suhag, et. al. (2016) states that motivation has several effects on learning and behavior of students. Firstly, motivation leads behavior to specific goals. Motivation sets specific goals that people strive for and, thus, influences the choices of students. Motivation also increases the effort and energy to determine whether a student will pursue a task that is difficult with enthusiasm or lifeless attitude. Motivation will be an important factor affecting the learning and success of the students by affecting the initiation and continuity of the activities, increasing the time of the students' duties. Motivation affects how information is processed and how it is processed as it increases the cognitive processing process and, thus, motivated students get more inclined to understand and examine material than to observe learning movements just superficially (cited by Yilmaz, et. al., 2017).

Palmer (2007) argues that student motivation is an essential element for high quality education, and learning does not really occur unless a constant motivation is provided for the student. Internal motivation and external motivation are common types of motivation. According to Deci and Ryan (1985), intrinsic motivation depends on individual feelings, internal instincts, and desires, while external motivation depends on the incentives of external events, their purpose, and their external stimuli. Further, intrinsic motivation arises from within the individual and is guided by pleasure and satisfaction performed on the challenge. It has a unique possibility to release human potential (Deci and Ryan 2008, cited by Yilmaz, et. al., 2017).

Learning motivation, according to Wang, Lin, and Chen (2008), as cited by Yilmaz, et. al., (2017), can be classified as: desire to know, willingness to participate in an activity, desire to comply with official requirements, and desire to reach a social goal, and desire to escape. Shih (2010) views learning motivation in two groups, as career advancement and learning.

Hong Min and Chon (2020) conducted the study with the title “Teacher Motivational Strategies for EFL Learners: For Better or Worse.” This study examined how English as a Foreign Language (EFL) teachers’ motivational practice affects learners based on a motivational design for learning and performance, the Attention, Relevance, Confidence, Satisfaction (ARCS) model of motivation. There was also an examination of how learners’ perceptions of teachers’ motivational practices were contributing to learners’ L2 proficiency. A total of 242 high school EFL learners completed questionnaires on their teachers’ motivational practice, and 12 of the learners’ teachers completed complementary questionnaires to indicate their use of motivational tactics or strategies. One-to-one interviews with eight learners were additionally conducted. Results indicated that the learners were underutilizing the motivational strategies (MS) that their teachers claimed to use. On the other hand, teachers’ attention-getting strategies and confidence-building strategies were significant predictors of learners’ language proficiency. Interview data revealed that the learners’ underutilization of teachers’ motivational practices was due to problems in lack of MS variability, motive mismatching, and natural consequences. Although teacher’s use of MS is generally believed to enhance learners’ motivation, the findings provide empirical evidence on how MS need to be implemented to accommodate learners’ vocational aspirations, and support classroom climates that can promote communicative language teaching practices Ucar and Kumtepe (2019) conducted the study “Effects of the ARCVS-V-Based Motivational Strategies on Online Learners’ Academic Performance, Motivation, Volition, and Course

Interest.” The study is exploratory experimental in nature and aimed at investigating the impact of motivational strategies based on Attention, relevance, Confidence, Satisfaction, and Volition (ARCS-V) Model on online learners’ academic performance, motivation, volition, and course interest. The research was conducted over an 11-week semester with 122 undergraduate online learners within two groups. One group received a traditional e-course, while the other group was offered the course with extra motivational strategies derived from the ARCS-V model. The results revealed that the group who used motivational strategies showed significantly higher gains in motivation, academic performance, and course interest scores. However, there were no significant differences between the groups regarding the volition. Furthermore, the motivation and interest variables were measured with Attention, Relevance, Confidence, and Satisfaction subscales of the ARCS-V model. In terms of interest variable, there was a statistically significant difference on the Attention subscale. Regarding motivation variable, the results also showed a statistically significant difference on attention, confidence, and satisfaction subsections of the ARCS-V model., et. al. (2017) conducted the study entitled “Variables Affecting Student Motivation Based on Academic Publications.” In this study, the variables having an impact on the student motivation have been analysed based on articles, conference papers, master’s theses, and doctoral dissertations published in the years 2000 – 2017. A total of 165 research papers were selected for the research material and the data were collected through qualitative research techniques through document review and content analysis. According to the research results, the most important factors affecting student motivation are the fields of teacher, teachers’ classroom management skills, and their teaching methods. In this research, factors having less influence on the student motivation are parental communication, student characteristics, and study fields.

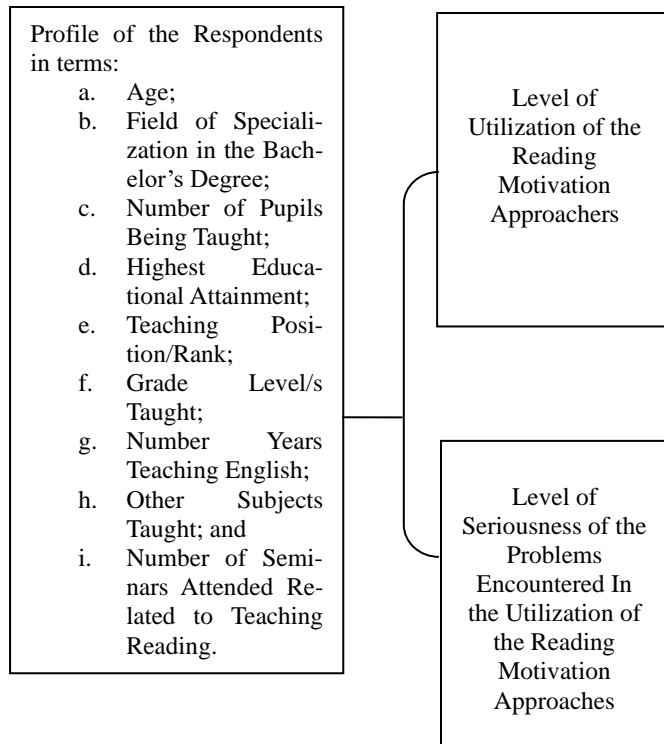
### **Conceptual Framework of the Study**

The academic success of a learner depends much on the teacher. Once a learner gets inside the classroom, he/she has a goal and a need which he/she must achieve. The teacher should be aware of this so he/she could help the learner attains his/her goal or need. As a teacher she should be knowledgeable then of approaches that can be used to motivate the learner to attain his/her goals and needs which consequently would lead to the attainment of his/her highest need, self-actualization. Aware of the importance of reading in an individual’s life and the dismal reading performance of

learners as indicated in the PISA 2018 results, teachers should exert extra effort to make learners engage in reading. Motivating them to read is essential, hence, teachers should employ varied motivational approaches in teaching. Hence, this study which determined the motivation approaches utilized by teachers in teaching reading to public elementary learners was conducted. This study first determined the profile of the respondents after which their extent of utilization of the different approaches used in motivating learners was established. After determining the profile and the extent of utilization of the different motivation approaches, the researcher established the significance of the difference of the extent of utilization of the different motivation approaches across the respondents' profile variables. Lastly, the extent of seriousness of the problems encountered by teachers in the utilization of the motivation approaches was determined. Figure 1 illustrates the flow of the study.

## Research Paradigm

### Independent Variables      Dependent Variables



### 3 RESEARCH METHODOLOGY

#### **Research Design**

The aim of this study which is to determine the extent of reading motivational approach utilized by public elementary school teachers suggests the use of the descriptive-survey method of research. This method of research concerns itself with the present phenomena in terms of conditions, practices, beliefs, processes, relationships, or trends invariably (NeeruRU Salaria, 2012)

The method of research which concerns itself with the present phenomena in terms of conditions, Dr. Y.P. Aggarwal (2008) states that descriptive research is devoted to the gathering of information about prevailing conditions or situations for the purpose of description and interpretation. This type of research method is not simply amassing and tabulating facts but includes proper analyses, interpretation, comparisons, identification of trends and relationships.

#### **Subjects of the Study**

The respondents of this study were the public-school elementary teachers of Cluster III in Alaminos City Division, Alaminos, Pangasinan teaching English during the school year 2019-2020. The total enumeration was used in determining the number of teachers who were involved in this study.

#### **Data-Gathering Instrument**

To gather the data pertinent to the study, the researcher constructed a questionnaire which has three parts. Part 1 deals on the profile of the respondents in terms of age, field of specialization in college, number of pupils taught, highest educational attainment, teaching position or rank, grade level/s taught, number of years in teaching English, other subject/s taught, and number of seminars attended related to reading. Part II of the questionnaire delves on the level of utilization of the reading motivation approaches of teachers. Part III will be on the level of seriousness of the problems encountered by teachers in the utilization of the reading motivation approaches. Moreover, Part IV deals in the significance difference between the level of utilization of reading motivation and profile of the respondents. Part V focuses on the level of problem encountered in utilizing the reading motivation to the level of reading motivation being utilized by the respondents. Since the instrument is constructed by the researcher, its content validity will be established.

### **Validation of the Instrument.**

The questionnaire which was constructed by the researcher was submitted to her adviser and critic-reader for their comments and/or suggestions. Their comments or suggestions were incorporated in the final draft of the instrument. The final draft was submitted to a pool of evaluators composed of 2 principals, 2 English coordinators, and 1 master teacher teaching English. This pool of evaluators should have finished their masteral or doctoral degrees. An Expert's Assessment Checklist which is adapted from the study of Manlongat (2019) with some modifications was used. Her permission was sought by the researcher. The questionnaire is said to be valid if the evaluators' ratings have grand mean of 2.00 or greater.

### **Data-Gathering Procedure**

Before the start of the study, the researcher sought the permission of the City Schools Division Superintendent of the Division of Alaminos City, Alaminos City, Pangasinan. Upon receipt of the approved request, the researcher provided copies through Google Form to the public-school education program specialist, school principals/head teachers, and selected teacher-respondents. The questionnaire was administered by the researcher through online via Google Forms to the respondents for fast and efficient floating of questionnaires. Further, this ensured a 100 percent retrieval of the filled-out questionnaires.

### **Statistical Treatment of Data**

To arrive at accurate analysis and interpretation of the data gathered. The data obtained was submitted to appropriate statistical tools. The researcher sought the help of the PSU-Alaminos City Campus Statistical Center. Problem number 1 which is on the profile of the respondents in terms of age, field of specialization in college, number of pupils being taught, highest educational attainment, teaching position/rank, grade level/s taught, number of years teaching English, other subjects taught, and number of seminars attended related to teaching reading was answered using frequency counts and percent. The second and third problems which are on the level of utilization of the reading motivation approaches of public elementary school teachers and the extent of seriousness of the problems encountered were answered using frequency counts, rank, and weighted means (WM). Problem num-

ber 4 which is on the significance of the difference of the level of utilization of the reading motivation approaches of teacher-respondents across their profile variables was answered by using Multi-Variate Analysis of Variance (MANOVA). Problem number 5 which is on the significance of the difference of the level of seriousness of problems encountered across the profile of the respondents was answered by using Multi-Variate Analysis of Variance (MANOVA).

## RESULTS AND DISCUSSION

### I. PROFILE OF THE RESPONDENTS

The profile of respondents was described in terms of age, field of specialization, number of pupils taught, highest educational attainment, position/rank, grade level taught, number of years teaching in English, number of subjects taught, and number of seminars attended related to reading. Table 1 presents the profile of the respondents

**Age.** The table shows that most of the respondents, 28 or 29.8%, have ages within the bracket 36 – 45 years old. This is closely followed by the number of respondents who indicated that they are within the range 26 – 35 (27 or 28.7%). Twenty-three (23) or 24.5% of the respondents are within the age range 46 – 65 years old. Only 15 or 16% of the respondents have ages within the range 25 years old and below. The findings imply that majority of the teachers teaching reading are in their middle adulthood or the so-called Generation X.

**Field of Specialization.** It could be gleaned from the table that in terms of field of specialization that majority of the respondents are graduates of the Bachelor of Elementary Education major in Enhanced General Education (61 or 64.9). Twenty-four (24) or 25.5% are graduates of the Bachelor of Secondary Education and only 5 or 5.3 are graduates of other courses.

The findings of this study show that more than one-fourth of the teacherrespondents are not graduates of the BEEd program. However, there is a PRC guideline that BSEd graduates could teach in the elementary, but a BEED graduate cannot. Those who indicated that they are graduates of other courses are those who have taken 18 units in Professional Education and passed the Licensure Examination for Teachers (L.E.T.).

**Number of Pupils Taught.** With regards to the number of pupils taught by the teacher-respondents, the table shows that there are 43 or 45.7% have 21 – 30 pupils. Coming in next is the number of teachers who handle 31 – 40 pupils (32 or 34%). Ten (10) or 10.6% have 20 and below pupils and only 8 or 8.5% have 41 – 50 pupils. It is noteworthy that in Cluster III of Alaminos City Division, they met the standard or ideal size of classes which is 30 pupils per class. Only a few have big classes.

**Highest Educational Attainment.** In terms the respondents' highest educational attainment, 52 or 55.3% has earned units in the masteral program and 20 or 21.3% have completed their masteral degrees. Thirteen (13) or 13.8% of the respondents are graduates of the bachelor's program. There are 6 or 6.4% of the respondents who have earned units in the doctoral program. Two (2) or 2.1% are graduates of the doctoral program and only 1 or 1.1% have completed academic requirements in the masteral program.

The findings of this study in this variable are supported by the findings in age. Majority of the respondents are middle-aged, or they belong to Gen X. It is believed that they are more focused in their profession/career. During this period, adults may take on new job responsibilities and therefore feel a need to reassess their professional standing and make changes while they feel they still have time (<https://www.psychologytoday.com>). Since most of the principals are in their midlife, they are said to be more eager to advance than their counterparts.

**Position or Rank.** It is shown on the table that more than half of the respondents (49 or 52.1%) are holders of Teacher III position. Coming in next is the number of teacher-respondents who hold Teacher I position (35 or 37.2%). Eight (8) of the teachers or 8.5% hold Master 1 and Master II positions and only 2 or 2.1% are holders of Teacher II position.

The findings on the variable position are supported by the findings on highest educational attainment. Their completing or earning units in the masteral and doctoral program qualifies them to the next higher position as provided in DECS Order No. 52, s. 1999 using DepEd Equivalent Record Form (ERF).

**Grade Level Taught.** The table shows that most of the teacher-respondents, 23 or 24.5% have taught Grade 5. This number is closely followed by those who taught grade 6 (21 or 22.3%). Nineteen (19) or 20.2% taught Grade 4 and 17 or 18.1% taught Grade III. The remaining 12 teachers or 12.77% taught in the primary grade levels (Grades 1 – 3). Findings imply that there are more

teachers in the intermediate grade level than in the primary grades. This is because there are more learning areas than in the primary grades and classes are departmentalized. In the primary grades, classes are self-contained, meaning there is one teacher per class.

**Number of Years in Teaching English.** The table discloses that majority of the teachers, 50 or 53.2% have been teaching English for 7 years and below. Twenty-six (26) or 27.7% indicated that they have been teaching English 8 – 15 years. Only 13 or 13.8% indicated that they have been teaching English for 16 and above. Findings imply that most of the teacher-respondents are relatively new in teaching English. These findings are supported by the findings on age of the respondents. Some of the teachers are young adults but most of them are middle-aged. These middle-aged teachers may have taught in the primary grades before they were assigned to teach in the intermediate classes. Another possibility is that these teachers did not teach at once. They may have been employed to jobs not related to teaching before they were employed by DepEd.

**Number of Subjects Taught.** As shown on the table, the same number of respondents (19 or 20.2) have taught 3 and 6 subjects, respectively. This is followed by those who taught 7 subjects (17 or 18.1%). It is also shown on the table that there are 16 or 17% who indicated that they taught 4 subjects. Fourteen (14) or 14.9% of the respondents taught 2 subjects and only 2 or 2.1% have only 1 subject taught. Findings of the study in terms of this variable could be supported by the findings on the variable grade level taught. Since most of the teachers are assigned in the intermediate level, they handle only a few subjects because it is departmentalized. Those who indicated that they handle 6 to 7 subjects may have been the teachers in the primary levels where classes are self-contained.

**Seminars Attended Related to Reading.** Almost two-thirds of the teacher-respondents (69 or 73.4%) have attended 3 and below seminars related to reading. Next to it is the number of respondents who indicated that they have attended 4 – 6 seminars related to reading. The remaining number of respondents indicated they have attended 7 or more seminars related to teaching. The findings imply that teachers have attended a relatively few seminars. The findings are supported by the findings on the number of years they have been teaching English. Since teachers are relatively new in teaching English, then they may not have been sent to seminars related to reading. In addition, seminars related to reading may not have been conducted.

## II. Level of Utilization of Motivation Approaches

## In Teaching Reading

### A. Stick/Authoritarian Approach

The table shows that two of the indicators were rated by the respondents to be **moderately utilized** by them in motivating the learners to read. These indicators and their respective means are: “I separate a learner from the rest of the class and give him a story book to read and answer questions later, 3.01” and “I do not let my learners go home unless they have read the story/selection given to them, 2.70.” All the other three indicators were rated by the respondents to be **slightly utilized** as evidenced by their respective weighted means which are within the range 1.51 – 2.50. The authoritarian approach was rated by the respondents as **slightly utilized** as indicated by the computed mean of 2.24. The mean of the ratings of the respondents in the indicator “I let the learners who refuse to read to clean the classroom/comfort room” which is 1.48 shows that teachers do **not utilize** it.

The findings imply that the teachers are aware of the Child Protection Policy. The Policy states that the Department of Education should reiterate a zero-tolerance policy for any act of child abuse, exploitation, violence, discrimination, bullying, and other forms of abuse. Likewise, every school personnel should practice positive and nonviolent discipline, as may be required under the circumstances, provided, that in no case shall corporal punishment be inflicted upon them. Based on these two provisions of the policy, teachers refrain from using authoritarian approach. These may be the reasons behind why teachers do not make use of this approach in motivating the learners to read.

### B. Carrot/Paternalistic Approach

Presented in Table 3 on page 45 is the summary of the computations in establishing the level of utilization of the carrot/paternalistic approach in teaching reading.

It could be gleaned on the table that the indicator “I praise learner/s who can read a story or a selection” to be very **highly utilized** as shown by the computed mean of 4.77. All the other indicators were **highly utilized** as evidenced by its respective mean which are within the range 3.51 to 4.50 except the indicator “I post on the bulletin board the “best reader of the day.”. This indicator was rated by the respondents to be **moderately utilized** as evidenced by its mean which is 3.19. The average weighted mean of 3.82 indicates that the teacher-respondents **highly utilized** the carrot or paternal-

istic approach. The study implies that The findings imply that teachers conform with the provision in the Child Protection Policy stating that every school personnel should practice positive and nonviolent discipline, as may be required under the circumstances, provided, that in no case shall corporal punishment be inflicted upon them. The findings of this study as to the use of the carrot/paternalistic approach in motivating learners to read imply that the English teachers are aware of the Child Protection Policy. Further, the results of the study indicate that teachers do believe that using positive reinforcement/motivation approaches work better than negative reinforcement. Moreover, most of the teachers are women characterized to be patient and have the mother instinct, hence, they prefer to make use of the positive reinforcers.

### C. Carrot and Stick/Exchange Approach

Table 4 found on page 47 presents the summary of the computations of the means of the different indicators of this approach in motivating learners to read and their descriptive equivalents. The table reveals that out of the six indicators in this motivation approach three were rated to be **very highly utilized** as evidenced by their computed mean which are within the range 4.51 – 5.00. Two indicators were rate as **highly utilized** as shown by the computed means which are within the range 3.551 – 4.50. Only one indicator was rated to be **moderately utilized** and this is “I provide snacks to those who cannot afford to buy or look for donors of free snack for them” with a mean of 3.33. The average weighted mean of 4.37 indicates that the carrot and stick or the exchange approach is **highly utilized** by the teachers.

### D. Maslow’s Hierarchy Needs Motivation Approach

Table 5 on page 48 presents the summary of the computation on the level of utilization of Maslow’s Hierarchy of Needs Motivation Approach. The findings of this study show that teachers give importance to the basic needs of the learners which are the physiological and the safety needs of the learners. Again, the teachers conform to one of the provisions of the Child Protection Policy which states that they should enhance, protect, preserve, and always maintain their physical and mental health. It is believed that when a child or a learner is in his/her best state, his/her mind tends to assimilate and accommodate what he or she reads. This is in accordance with Piaget’s Theory of Cogni-

tive Development.

#### D. Behaviorist Approach

The indicators of the behaviorist approach used in motivating learners to read, their corresponding means, and descriptive interpretations are presented in Table 6.

The table shows that all the indicators obtained mean ratings which are within the range 3.51 – 4.50 which are interpreted as **highly utilized**. The average weighted of the ratings of the respondents which is 4.05 shows that the behaviorist approach is **highly utilized** by the respondents. As stated in the Child Protection Policy, teachers or any other school personnel should furnish them with good and wholesome educational materials, supervise their activities, recreation, and association with others, protect them from bad company and prevent them from acquiring habits detrimental to their health, studies, and morals. The findings of the study imply that teachers adhere to this provision of the Policy. Hence, they make use of this approach in motivating learners to read. This is also in consonance to Lev Vygotsky's Social Cognitive Development Theory of Learning which states that children's cognitive development depends on the tools provided by society, and their minds are shaped by the cultural context in which they live. Hence, the respondent-teachers utilize this approach in motivating learners to read.

#### E. Technology-Mediated Approach

Table 7 presents the indicators of technology-mediated approach in motivating learners to read, their corresponding means and descriptive equivalents. As shown on the table, two of the indicators were rated **highly utilized** by the respondents evidenced by their obtained means of 3.52 and 3.66, respectively. These indicators are "I provide technology-mediated interactive reading materials" and "I see to it that the technology-mediated reading materials I provide are developmentally appropriate." The indicator "I let my learners watch a video clip of the story/passage after they have read it" was rated **moderately utilized** as shown by the obtained mean which is 3.36. Rated by the respondents **not utilized** is the indicator "I give emodules and other e-activity sheets via android phones. The technology-mediated approach in motivating learners to read is rated **moderately utilized** as indicated by the average weighted mean of the indicators which is 3.13.

The findings of the study imply that teachers do not utilize e-modules and eactivity sheets via android phones because the learners may not have android phones. It is worthy to note that teachers make use of interactive learning materials which is in consonance with one of the provisions in the Child Protection Policy which is teachers or any other school personnel should furnish them with good and wholesome educational materials. Again, the findings of this study imply that English teachers are aware of the Social Cognitive Development Theory of Learning by Lev Vygotsky, hence, they make use of this approach in motivating learners to read.

#### **F. Communicative Language Teaching and Text-Strategic Motivation Approach**

Presented in Table 8 are the indicators of the Communicative Language Teaching and Text-Strategic Motivation Approach, their respective means, and descriptive equivalents.

The table shows that all the 8 indicators of the communicative language teaching and text-strategic motivation approach are **highly utilized** by the teacherrespondents. This is shown by the means of each indicators which are within the range 3.51- 4.50. The average weighted mean of 4.29 indicates that the communicative language teaching and text-strategic motivation approach is **highly utilized** by the teachers.

The utilization of this approach in motivating learners to read by the teachers is an indication of their awareness of their duties and responsibilities as stipulated in the Child Protection Policy which states that teachers should furnish their learners with good and wholesome educational materials and supervise their activities. Additionally, the teachers give opportunities for the learners to communicate their ideas freely. The findings of the study are in conformity with the theory of George Theller known as the Information Processing Theory. This theory focuses on the following: 1) how people process the information; 2) how they perceive the stimuli around them; 3) how they put what they have received into their memories; and 4) how they find what they have learned when they need to use it.

#### **G. Summary of the Levels of Utilization of the Different Reading Motivation Approaches.**

Presented on Table 9 is the summary of the levels of utilization of the different reading motivation approaches.

Summary of the Levels of Utilization of the Different Reading Motivation Approaches.  
N=94

Motivation Approaches	Average Weighted Mean	Descriptive Equivalents
Stick/Authoritarian Approach	2.24	Slightly Utilized
Carrot/Paternalistic Approach	3.82	Highly Utilized
Carrot and Stick or Exchange Approach	2.33	Slightly Utilized
Maslow's Hierarchy of Needs Approach	4.37	Highly Utilized
Behaviourist Approach	4.08	Highly Utilized
Technology-Mediated Approach	3.13	Moderately Utilized
Communicative Language Teaching and Text-Strategic Approach	4.29	Highly Utilized
<b>OVERALL MEAN</b>	<b>3.46</b>	<b>Moderately Utilized</b>

Legend: 4.51 – 5.00 – Very Highly Utilized    3.51 – 4.50 – Highly Utilized  
2.51 – 3.50 – Moderately Utilized    1.51 – 2.50 – Slightly Utilized    1.00 – 1.51 – Not Utilized

The table reveals that among the seven approaches that can be used to motivate the learners to read, the approach Maslow's Hierarchy of Needs obtained the highest average weighted mean of 4.37 indicating that it is **highly utilized**. Having the least average weighted mean is the approach stick or the authoritarian approach which is 2.24 showing that this approach is slightly utilized. The findings of the study imply that teachers believe that they must consider the basic needs of the children and find ways on how they could be provided. This is because when children are not comfortable and they are hungry, they will not comprehend and retain what is taught to them. In the same vein, teachers do not often utilize the stick or authoritarian approach because they are aware or knowledgeable of the provisions in the Child Protection Policy.

### III. Level of Seriousness of the Problems

#### Encountered by Teachers in Using the Approaches

Table 10 on the next page presents the possible problems encountered by teachers in utilizing

the different approaches, their corresponding weighted means, and their descriptive equivalents.

The table shows that in terms of the problems encountered by the teachers themselves, the obtained average weighted mean of 2.51 indicates that their problems are **moderately serious**. Two of the indicators rated to be **moderately serious** are “I lack resources in providing prizes/tokens, 2.53” and “Lack of time for planning due to work overload, 2.96.”

As to their problems on school administrators, two of the indicators were rated **moderately serious** as evidenced by their respective weighted means. These indicators are “Lack of support or guidance from school administrators, 2.51” and Administrators do not support attendance of teachers to in-service trainings on reading motivation approaches or strategies, 2.70.” The problems encountered on school administrators, the average weighted mean of 2.20 indicates that they are **fairly serious**. As to problems encountered on parents and other stakeholders, the table shows that one indicator is rated by the respondents as **highly serious** as shown by its mean of 3.20. This indicator is “There is no follow-up at home about the reading activity of the learner.” Rated by the respondents to be **serious** is the indicator “There are conflicting views of parents and stakeholders in the reading programs for the learners and in motivating learners to read.” This is evidenced by the computed mean which is 2.44. Problems encountered by teachers on parents and other stakeholders were rated **moderately serious** as indicated by the average weighted mean of the respondents’ ratings which is 3.20. When taken as a whole, the overall mean of 2.64 shows that the problems of teachers in utilizing the motivation approaches are **moderately serious**.

The findings imply that teachers meet problems in utilizing the different approaches, but their level of seriousness is moderate. As it has always been observed, most parents do not make follow-up of their children’s lessons at home. They depend on teachers maybe because most of them are busy finding a living for the family. Since most of the schools involved in this study are found in barangays away from the city proper, their means of living is farming or fishing.

### **Conclusion and Recommendation**

This study was conducted to determine the level of utilization of the reading motivation approaches by public elementary school teachers In Cluster III of Alaminos City Division during the school year 2019 - 2020. Specifically, it delved on determining the profile of the respondents, the level

of utilization of teachers on the reading motivation approaches, and the level of seriousness of the problems encountered by the teachers in utilizing the reading motivation approaches. Two hypotheses were tested in their null form at the 0.05 level of significance and these are: The level of utilization of the teachers on the reading motivation approaches is significantly different across their profile variable and the level of seriousness of the problems encountered in utilizing the reading motivation approaches differ significantly across profile variables. The presentation of the findings followed the sequence of the specific problems posed.

Based on the analysis and interpretation of the data gathered the following findings were arrived at:

**Age.** Most of the respondents, 28 or 29.8%, belong to the age bracket 36-45.

This is followed closely by those who belong to the age range 26 - 35 (27 or 28.7%).

Coming in next is the number of respondents, 23 or 24.5%, whose age range is 46 - 65. The least number of respondents, 15 or 16%, have ages which are within the range 25 years old and below.

**Field of Specialization.** Majority of the respondents, 61 or 64.9%, are graduates of the Bachelor of Elementary Education major in Enhanced General Education. Twentyfour (24) or 25% are graduates of Bachelor of Secondary Education. Only 5 or 5.3% are graduates of other courses.

**Number of Pupils Taught.** Forty-three (43) or 45.7% of the respondents taught 21 - 30 pupils. Next to it is the number of respondents, 32 or 34%, who indicated they have taught 31 - 40 pupils. Ten (10) or 10.6% have taught 20 pupils and below. Only 8 or 8.5% have taught 41 - 50 pupils.

**Highest Educational Attainment.** Fifty-two (52) or 55.3% of the respondents have earned units in the masteral program. Twenty (20) or 21.3% have completed their masteral degrees. Thirteen (13) or 13.8% are bachelor's degree graduates and 6 or 6.4% have earned units in the doctoral program. Only 1 or 1.1% indicated she/he has completed academic requirements in the masteral program.

**Position/Rank.** Forty-nine (49) or 52.1% of the respondents are Teacher III and 35 or 37.2% are Teacher I. Eight (8) or 8.5% of the respondents are holders of either master Teacher I or Master Teacher II positions. Only 2 or 2.1% holds a teacher II position.

**Grade Level Taught.** Most of the respondents, 23 or 24.5%, taught in Grade V and next to it are those who taught Grade 6, 21 or 22.3%. Nineteen (19) or 20.2% taught Grade 4 and 17 or 18.1% taught in Grade 3. The remaining number of teachers (12 or 12.8%) taught in the primary level.

**Number of Years Teaching English.** Fifty (50) or 53.2% have been teaching English for 7 years below. Twenty-six (26) or 27.7% percent taught English for 8-15 years. The least number of teachers (13 or 13.8%) indicated that they taught English for 16 years and above.

**Number of Subjects Taught.** The same number of respondents (19 or 20.2%) indicated that they taught Grade 3 and grade 6, respectively. Seventeen (17) or 18.1% taught Grade 7 and 14 or 14.9%% taught in Grade 2. The remaining 8 teachers or 8.5% taught Grade 1 and Grade 5.

**Number of Seminars Attended.** Majority of the respondents (69 or 73.4%) have attended at most 3 seminars. Eighteen (18) or 19.1% attended 4-6 seminars. The remaining 7 or 7.3% of the respondents have attended 7 or more seminars.

## II. Level of Utilization of the Reading Motivation Approaches

1. The respondents as indicated by the average weighted mean of the respondents which is 2.24 **slightly utilized** the stick or authoritarian approach.
2. The respondents **highly utilized** the carrot/paternalistic approach as indicated by the average weighted mean of their ratings which is 3.82.
3. The carrot and stick or exchange approach is **slightly utilized** by the respondents as shown by the average weighted mean of their ratings which is 2.33.
4. The Maslow's Hierarch of Needs Approach is **highly utilized** by the respondents as shown by the computed average weighted mean of their ratings which is 4.37.
5. The respondents indicated that they **highly utilized** the Behaviorist Approach as evidenced by the computed average weighted mean of their ratings which is 4.05.

6. The average weighted mean of the ratings of the respondents indicate that they **moderately utilized** the technology-mediated approach.

7. The communicative language teaching and text-strategic motivation approach is **highly utilized** by the respondents as evidenced by the computed average weighted mean of their ratings which is 4.29

8. The overall mean of the ratings of the respondents which is 3.46 indicates that the respondents **moderately utilized** the reading motivation approaches.

### III. Level of Seriousness of the Problems Encountered By Teachers in Utilizing the Reading Motivation Approaches

1. As to the problems encountered on parents, the respondents that their level of seriousness is only moderately serious as shown by the average weighted mean of their ratings which is 3.20.

2. The respondents' problems encountered by them on school administrators, indicated by the average weighted mean of 2.20, are **fairly serious**.

3. With regards to their problems encountered on parents and other stakeholders, the average weighted mean of 3.20 indicates that they are **moderately serious**.

4. The problems encountered by the teachers in the utilization of the reading motivation approaches is **moderately serious** as evidenced by the computed grand mean which is 2.64.

### IV. Comparison of the Levels of Utilization of Reading Motivation Approaches Across Profile Variables

The corresponding p-values of the computed F-values of the tests on the significance

of the difference of the levels of utilization of the reading motivation approaches are all greater than 0.05. These values warrant the acceptance of the null hypotheses.

#### **V. Comparison of the Level of Seriousness of the Problems Encountered by Teachers Across Profile Variables**

There is no significant difference on the levels of seriousness of the problems encountered by teachers in utilizing the reading motivation across profile variables as shown by the computed p-values of the F-values which are all less than 0.05

#### **Conclusions**

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

1. Majority of the respondents are middle-aged, or they belong to the so-called Generation X or Gen X, have 40 or less pupils, are majors of enhanced general education, are teachers in the intermediate level, have earned units in the masteral program, holders of Teacher III position, have taught English for 8 years and below, and have attended few seminars related to teaching reading.
2. Teachers highly utilized positive motivation approaches in teaching reading to their pupils.
3. The problems encountered by teachers in the utilization of the motivation approaches in teaching reading are moderately serious.
4. The level of utilization of the teachers on the reading motivation approaches does not differ significantly across the respondents' profile variables.
5. The extent of seriousness of the problems encountered by the teachers in the utilization of the motivation approaches in teaching reading does not differ significantly across the respondents' profile variables.
6. The profile variables of the teachers are not significant correlates of their level of utili-

zation of the reading motivation approaches and the level of seriousness of the problems they encounter in utilizing the approaches

### **Recommendations**

Based on the findings and conclusions of this study, the researcher highly recommends the following:

1. Teachers may continue attending seminars related to teaching to enhance or sustain their capacity to teach reading specifically in equipping themselves with the recent trends in making pupils enjoy reading. Teachers may establish an open communication with their school administrators regarding their issues on support they need.
2. Teachers may be encouraged to continue pursuing their graduate degrees for it may contribute to the levelling up of their competencies in teaching. School administrators may extend support to their teachers, through coaching or mentoring, with regards to their observed weaknesses which consequently improve their performance and that of the pupils.
3. School administrators may allocate a portion of their MOOE for faculty development so that teachers would not be making use of their own financial resources in attending in-service trainings/seminars.
4. The involvement of parents in the academic performance especially in reading must be strengthened through quarterly meetings or card day.
5. A similar study be conducted in a different setting, and which may include other variables which the researcher may deem essential.

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