

Exploring Reading Motivation Strategies: Sparking Where the Learners Are

Karen B. Batiller

Abstract. This study unveiled the reading motivation strategies of elementary teachers. There were eight (8) elementary teachers from Sta. Cruz, North District, Division of Davao Del Sur, who participated in the study. This study made use of a phenomenological approach to extract the ideas of the participants. An in-depth interview was employed to gather information with regard to their respective reading motivation strategies, coping mechanisms with the challenges, and insights. Using the thematic analysis, the following themes emerged: giving of rewards, activating prior knowledge, and effective literacy-based instruction. To overcome challenges in motivating learners to read, three themes were identified: providing varied reading strategies, encouraging learners, and incorporating reading into other areas. The insights drawn from the findings of the study were fostering the love for reading, employing differentiated reading activities, and the significant role of teachers in reading. The importance of reading motivation strategies was highly underscored in this study to cultivate an environment where reading becomes rewarding and enriching experience for learners. Results also revealed that teachers should sustain motivating learners to read to foster literacy proficiency and intellectual growth.

KEY WORDS

1. Reading motivation strategies
2. encouraging learners
3. incorporating reading into other areas

Date Received: January 05, 2025 — Date Reviewed: February 15, 2025 — Date Published: March 15, 2025

1. Introduction

In the vast realm of education, cultivating a genuine passion for reading is a beacon guiding learners towards a lifetime of knowledge and personal growth. However, this journey begins at a critical juncture, the point where the learner's curiosity and unique interests converge with the captivating world of literature. It is within this intersection that educators, parents, and mentors can kindle the initial spark, igniting a deep-rooted love for reading. This research embarks on a journey to uncover the essential strategies and approaches that embrace the individuality of each learner. By recognizing and honoring their distinctive passions and backgrounds, we can tailor reading experiences to resonate with their hearts and minds. Through a thoughtful exploration of effective motivation strategies, we aim to unveil the transformative power of literature in molding eager, engaged readers. The diversity of learners in the United States encompasses varying learning styles, interests, and preferences. Motivation strategies need to be versatile and adaptable, catering to these differences and sparking interest through

diverse reading materials, interactive platforms, and engaging storytelling techniques. The level of parental involvement and encouragement significantly impacts a child's reading motivation. In many cases, parents' busy schedules or lack of awareness regarding effective reading strategies may limit their ability to provide adequate support. Educational efforts should extend beyond the classroom to educate parents about the importance of reading and how they can encourage their children effectively. In United States research indicates that balancing intrinsic and extrinsic motivation is essential. While rewards and recognition can motivate students, fostering a love for reading through engaging content is more sustainable (Guthrie Klauda, 2019). In South Africa, studies emphasize the importance of culturally relevant texts. Many students struggle to relate to the content, which affects their motivation. Incorporating local stories and authors can significantly boost engagement (Pretorius Mampuru, 2020). While in India access to diverse reading materials remains a challenge. Initiatives like mobile libraries and digital resources are helping bridge the gap, but rural areas still face significant obstacles (Banerjee et al., 2021). In the Philippines, socioeconomic disparities significantly affect students' access to reading materials. Many students from low-income families lack books and other educational resources at home. Initiatives such as mobile libraries, book donation drives, and community reading centers have been established to provide access to reading materials. Schools often partner with NGOs to enhance resource availability (Alcantara, 2019) The Philippines' multilingual landscape poses challenges in providing reading materials in students' mother tongues, which is crucial for early reading development. The Mother Tongue-Based Mul-

tilingual Education (MTB-MLE) program has been implemented to teach reading in students' first languages before transitioning to Filipino and English. This approach helps in making reading more accessible and relatable (Tupas Martin, 2020). Parental involvement in children's reading activities is often limited due to parents' work commitments and sometimes low literacy levels. Schools conduct workshops and reading sessions for parents to equip them with strategies to support their children's reading at home. According to Dav Dela Cruz, (2021), community-based programs also encourage family literacy activities. Many students in Davao del Sur come from low-income families, limiting their access to reading materials and educational resources. Programs such as mobile libraries, book donation drives, and community reading centers have been established. Local NGOs and community groups have been instrumental in providing books and creating reading spaces based on the study findings of Reyes (2019). The diverse linguistic landscape in Davao del Sur includes several indigenous languages, making it challenging to provide reading materials in students' mother tongues. The implementation of the Mother Tongue-Based Multilingual Education (MTB-MLE) program aims to develop reading skills in students' first languages before transitioning to Filipino and English. Local literature and indigenous stories are integrated into the curriculum as pointed by Bautista Delos Reyes (2020). Through this research, the reading motivation strategies of teachers were explored to capture the interest and experiences of learners in the world of print. Hence, developing more effective and engaging reading programs that foster a strong reading culture among learners.

1.1. Purpose of the Study—The purpose of the study, focusing on phenomenological inquiry in "Exploring Reading Motivation Strategies: Sparking Where the Learners Are," delved into the lived experiences and perspectives of teachers regarding reading motivation strategies.

Phenomenology, as a research approach, sought to understand the essence and structures of human experiences as they were perceived and lived by individuals. The study aimed to explore how teachers employ reading motivation strategies to capture learners' interest in reading and develop literacy. Phenomenological inquiry allowed for an in-depth examination of their thoughts, emotions, beliefs, and behaviors related to reading. By understanding the essence of their motivations, the study sought to derive meaningful insights into what drives learners to engage with reading. By gaining a deep understanding of the lived experiences and motivations of learners, the study sought to inform the development of targeted and effective reading motivation strategies. Phenomenological insights guided the design of strategies that resonate with learners, fostering a genuine passion for reading precisely where they were in their unique educational and personal contexts. Ultimately, the purpose was to contribute to educational practices and policies by providing insights that can enhance reading motivation approaches. Phenomenological findings can inform educators, policymakers, and other stakeholders about the diverse and nuanced motivations of learners, aiding in the creation of educational environments that cultivate a love for reading.

1.2. Research Questions—The study intended to gain insights and the experiences of the teachers in employing reading motivation strategies. Specifically, the study sought answers the following questions:

- (1) What are the reading motivation strategies of elementary grade teachers?
- (2) How do teachers cope with the challenges of motivating learners to read?
- (3) What are the educational management insights gained from the findings of this study?

1.3. Definition of Terms—The following term is operationally defined to make this study more comprehensive. Reading motivation strategies. These refer to a set of intentional and adaptable approaches employed by teachers to inspire, engage, and sustain learners' enthusiasm and willingness to read. These strategies encompass a diverse range of techniques, methods, and activities designed to address learners' individual interests, cognitive abilities, and socio-cultural backgrounds, aiming to instill a genuine passion for reading, improve comprehension, and encourage a lifelong engagement with written material.

1.4. Significant of the Study—The highlights of this study may be significant to the following: Policy makers. They play a critical role in setting the overarching guidelines and framework for education, including initiatives related to reading motivation strategies. They define the broader goals and standards that educational institutions should aim to achieve regarding reading proficiency and motivation, develop and advocate for policies that prioritize reading as a fundamental skill and encourage the incorporation of effective reading motivation strategies within the educational system and allocate resources and funding to support the implementation of reading motivation programs and initiatives. Department of Education. It plays a crucial role in developing and implementing strategies to enhance reading motivation among learners. Every Child a Reader Program (ECARP) is a nationwide initiative aimed at improving reading literacy and fostering a love for reading among Filipino students. It includes regular reading assessments, teacher training workshops, and the provision of diverse reading materials. School Heads. As key leaders within educational institutions, play a pivotal role in implementing and enhancing reading motivation strategies. Establishing a

school-wide culture that values and promotes reading requires strong leadership and a clear vision. School heads articulate a clear vision for reading literacy, integrating it into the school's mission and goals. Learners. They are the primary beneficiaries of reading motivation strategies. Learners play a vital role in the process of exploring reading motivation strategies, as their engagement and enthusiasm are essential for the success of any reading program. Lack of student engagement and ownership in reading activities. Providing opportunities for students to choose

1.5. Theoretical Lens—This study is anchored on Goal Setting and Progress Monitoring of Locke Latham (2002). Goal-setting theory emphasizes that setting specific, challenging goals related to reading can enhance motivation and performance. Students can set reading goals and monitor their progress, providing a sense of achievement and motivation to reach their targets. This theory suggests that teaching students self-monitoring skills and strategies to track their reading progress can enhance motivation and metacognitive awareness. Students become more engaged in reading when they can track their growth and set achievable goals. In conclusion, understanding and implementing these strategies based on the research findings can significantly impact reading motivation among learners. Providing choice, emphasizing relevance, encouraging social interaction, and incorporating goal-setting and progress monitoring are key components to ignite and sustain motivation for reading. A major area around students becoming successful readers pertains to their motivation to read. Reading motivation is something all teachers and educators strive for with their students. Areas such as intrinsic/extrinsic motivation, influential factors, and attitudes tie directly into reading motivation and the effect it has on learning. Subtopics within these trends consist of achievement, comprehension,

their reading materials based on their interests and preferences. Encouraging students to take leadership roles in organizing reading-related events and clubs. Research Enthusiasts. They play a crucial role in advancing knowledge and understanding of reading motivation strategies. Research enthusiasts have identified various factors that influence reading motivation, including intrinsic factors such as personal interest and enjoyment, as well as extrinsic factors such as rewards and recognition.

technology, dimensions of motivation, instructional approaches, and personal needs. Reviewing these different areas of literature offered a wide spectrum of issues, findings, theories, and generalizations revolved around reading motivation. Understanding the research about reading motivation led me to research previous findings and what has yet to be answered. Moreover, this study is also supported by the Self-Determination Theory (Deci Ryan, 1985). Self-determination theory (SDT) posits that individuals are more motivated to read when their basic psychological needs for autonomy, competence, and relatedness are met. Readers who choose their own books (autonomy), feel skilled in reading (competence) and have positive social interactions around reading (relatedness) are more likely to be motivated. This study also pillared the expectancy-Value Theory (Eccles Wigfield, 2002). This theory suggests that students' motivation to read is influenced by two main factors: expectancy (belief in their ability to succeed in reading) and value (the importance or enjoyment they associate with reading). If a student expects to do well and sees value in reading, they are more likely to engage in and persist in reading activities. The conceptual framework of the study is presented in Figure 1. This study conceptualized the idea about the experiences and coping mechanisms of teachers in employ-

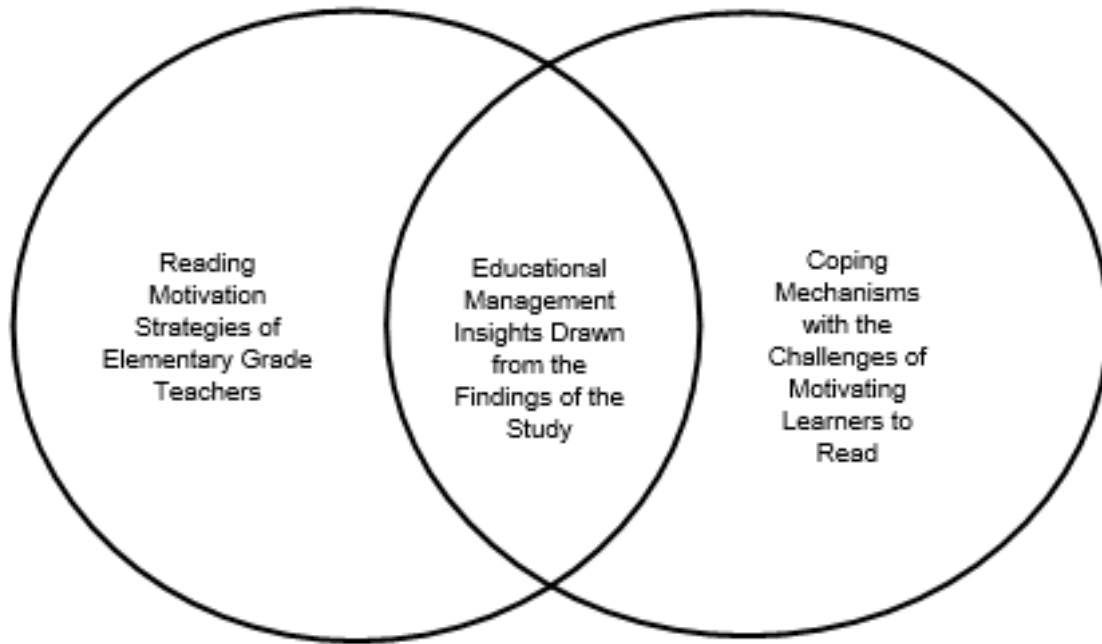


Fig. 1. The Conceptual Framework of the Study

ing reading motivation strategies and insights drawn from the findings of this study. These three interconnected variables are the focus of the study to explore on teachers' experiences as to their journey in reading motivation strategies and be able to reflect on these practices to address challenges in motivating learners to read.

2. Methodology

This chapter presents the method, research participants, data collection, role of the researcher, data analysis, trustworthiness of the study, and ethical considerations. This study explores facts and knowledge that necessitate the consequent design and implementation, as this chapter elaborates.

2.1. Philosophical Assumptions—The study's philosophical assumption framework collects, analyzes, and interprets data within a specific research field, providing the context for the ensuing results and conclusions. Understanding the philosophical assumptions behind qualitative research begins with assessing where it fits within the overall research process, noting its importance as an element of research, and considering how to actively incorporate it into a study. As Khalifa and Khalifa (2024) stated, these assumptions typically cover ontological, epistemological, axiological, and methodological educational perspectives. As I engaged in this research, I was perpetually aware of or influenced by a range of beliefs concerning the nature of reality, how knowledge is acquired, the role values play in research, and the methodologies employed in the study. Ontology. An ontology was a philosophical belief system about the nature of social reality, what can be known, and how. The conscious and unconscious questions, assumptions, and beliefs the researcher brings to the research endeavor are the initial basis for an ontological position. Ontological assumptions are funda-

mental beliefs about the nature of reality and human existence that underpin social research and policy-making. In his 2019 work, Jack Newman explores the ontological assumptions underlying qualitative research, particularly within social policy analysis. Ontology, the study of the nature of reality, was fundamental in shaping research methodologies and interpretations. Newman critiques the dominance of positivist approaches in social analysis, which often emphasize observable phenomena and quantifiable data. He advocates for a constructivist perspective, suggesting that social realities are constructed through human interactions and shared meanings. This viewpoint aligns with qualitative research methodologies that prioritize understanding the subjective experiences and interpretations of individuals. In this study, realities on the reading strategies to motivate learners to read were shared by the participants and try to look into their ways in coping with the challenges. In this study, I relied on the voices and interpretations of the participants through extensive quotes and themes that reflected their words and provided evidence of different perspectives. The answers of the participants to the study were coded and analyzed to build and construct the commonality and discreteness of responses. I made sure that the responses of the participants were carefully coded to ensure the reliability of the result. The researcher upheld the authenticity of the responses and precluded personal bias as the study progressed. Epistemology. An epistemology was a philosophical belief system about who can be a knower. It includes how the relationship between the researcher and research participant(s) is understood. Epistemological assumptions in studies highlight the importance of explicitly addressing researchers' perspectives and methodologies. McNeil (2020) emphasizes the need to challenge dominant postpositivist paradigms in social work and substance use research, advocating for critical epistemologies

to promote social justice. Crotty, Denzin, and Lincoln, cited in the study of Khalifa (2023), stressed that epistemology deals with the nature of the relationship between researcher and subject. It describes how we know what we know. The epistemological assumption of qualitative research is that the quality of interactions with research participants gains knowledge. With the epistemological assumption, conducting a qualitative study means that researchers try to get as close as possible to the study participants. Therefore, subjective evidence is assembled based on individual views. This is how knowledge is known- through the subjective experiences of people. Conducting studies in the field where the participants live and work becomes crucial- these are essential contexts for understanding what the participants are saying. The longer researchers stay in the field or get to know the participants, the more they know what they know from firsthand information. I identified phenomenology with thematic analysis as the best method for this type of study. In this regard, individual researchers "hold explicit belief." The intention of this study was to explore the teachers' lived experiences and reading strategies to motivate learners to read. I interacted closely with the participants to gain direct information that shed light on the knowledge behind the inquiry, particularly on teachers' strategies and coping mechanisms for motivating learners to read. Axiology. This pertains to the role of values and ethics within the research process. Creswell (2019) emphasizes that qualitative researchers acknowledge the value-laden nature of their work. They openly disclose their personal values, biases, and the ethical considerations that influence their studies. This transparency is crucial, as it allows for a deeper understanding of how a researcher's background, experiences, and beliefs may shape the research process and outcomes. By positioning themselves within their research, qualitative inquirers strive to present

findings that are both authentic and reflective of the complex interplay between researcher and subject. In this study, I upheld the dignity and value of every detail of information obtained from the participants. The researcher understood the personal and the value-laden nature of information gathered from the study. I preserved the merit of the participant's answers and carefully interpreted the answers in the light of the participant's personal interpretation. Rhetorics. This relates to the underlying principles, beliefs, and perspectives that shape how researcher approach, conduct, and interpret qualitative studies. This assumption influences the language, tone, and style used in the research process, as well as how findings are

2.2. *Qualitative Assumptions*—Assumptions are the foci for any theory and, thus, any paradigm. It is essential to make explicit assumptions and a sufficient number of assumptions to describe the phenomenon at hand. Explication of assumptions is even more crucial in research methods used to test the theory. Barwick (2020) states that In-Depth Interviews were qualitative research techniques commonly used in the social sciences to provide comprehensive insights into participants' viewpoints, experiences, and comprehension of their social environments. Likewise, Hinton and Ryan (2019) posit that qualitative research interviews are vital in gathering data across various disciplines. These interviews involve posing questions to participants to delve into their perceptions and experiences. A researcher employs a qualitative phenomenological approach and utilizes the in-depth interview method for gathering data. I should be open and upfront about their assumptions to demonstrate that they were considered and increase my study's validity. Neubauer, Witkop, and Varpio (2019) explained their experiences with Phenomenology as a qualitative research approach uniquely positioned to sup-

communicated (Creswell Poth, 2019). The researcher implemented a qualitative research method of phenomenology that allowed the exploration of the experiences and strategies of primary grade teachers on reading motivation to spark where the learners are. This philosophical assumption also stressed that the researcher may write in a literary, informal style using the personal voice and using qualitative terms and limited definitions. The researcher also used the first person to elucidate the teachers' experiences as they employed reading motivation strategies. Further, I interpreted the participants' feelings, perceptions, and beliefs to clarify the essence of the phenomenon under study through narratives.

port this inquiry. It is easy to see why: To truly understand phenomenology, one must develop an appreciation for the philosophies that underpin it. Those philosophies theorize the meaning of human experience. In other words, engaging in phenomenological research requires the scholar to become familiar with the philosophical moorings of our interpretations of human experience. The study utilized a qualitative research method employing a phenomenological qualitative design. According to Lester, phenomenological research involves studying experiences from the individual's perspective, "bracketing" taken-for-granted assumptions and usual ways of perceiving. The phenomenological approach is based on a paradigm of personal knowledge and subjectivity. It emphasized the importance of personal perspective and interpretation. Thus, it was decisive for understanding subjective experiences, gaining insights into participants' motivations and actions, and cutting through the clutter of taken-for-granted assumptions and conventional wisdom (Bhandari, 2020). She added that qualitative research was mainly associated with words, language, and experiences rather than measurements, statistics,

and numerical figures. It refers to the inductive, holistic, epic, subjective, and process-oriented methods used to understand, interpret, describe, and develop a theory on phenomena or settings. It was a systematic, subjective approach used to describe life experiences and give them meaning. This study selected a phenomenological research design to collect data on the experiences and reading motivation strategies of teachers to spark learners' interest. This research approach deepened the understanding of nature and the meaning of everyday teachers' experiences. The researcher collected data from individuals who had experienced the phenomenon under investigation, typically via lengthy interviews. Next, the data analysis involved horizontalization that extracted significant statements from transcribed interviews. The significant statements were transformed into clusters of meanings according to how each would fall under specific psychological and phenomenological concepts. Moreover, these transformations were tied together to make a general description of the experience – both the textual description of what was experienced and the structural description of how it was experienced. I incorporated the meaning of the experience here. Finally, the report was writing such that readers understand better the essential, invariant structure of the essence of the experience. Con-

versely, several challenges have been pointed out. I required a solid grounding in the philosophical guidelines of phenomenology. The subjects selected in the study were individuals who had experienced the phenomenon. The researcher needed to bracket their own experiences and observations, which was difficult. The researcher also needed to decide how and when their observations were incorporated into the study. According to Qutoshi (2018), this study selected a phenomenological research design to collect data on the participants' life experiences. This research approach deepens the understanding of nature and the meaning of everyday experiences. The purpose of phenomenology is to look very closely at the phenomena under study to explore the complex world of lived experiences from the actor's (those who live it) point of view. Doing so helps us understand a phenomenon or an event at a deeper level of consciousness, but it also helps us explore our nature, transforming us at a personal level. In this way, a researcher can reflect critically and become more thoughtful and attentive in understanding social practices. The researcher employed phenomenology as a qualitative method since the focal point of this study was to explore teachers' experiences on reading motivation strategies to capture learners' interest in reading.

2.3. Design and Procedure—The study utilized a qualitative research method employing a phenomenological qualitative design. According to Lester, Phenomenological research is concerned with studying experiences from the individual's perspective, "bracketing" taken-for-granted assumptions, and usual ways of perceiving. The phenomenological approach is based on a paradigm of personal knowledge and subjectivity. It emphasized the importance of personal perspective and interpretation. Thus, it was powerful for understanding subjective

experiences, gaining insights into participants' motivations and actions, and cutting through the clutter of taken-for-granted assumptions and conventional wisdom. Qutoshi (2018), concluded that data collection and analysis occur side by side to illumine the specific experience and identify the phenomena perceived by the actors in a particular situation. The outcomes of a phenomenological study broaden the mind, improve the ways of thinking to see a phenomenon, enable one to see ahead and define researchers' posture through an intentional study of lived

experiences. However, the subjectivity and personal knowledge in perceiving and interpreting it from the research participant's point of view have been central in phenomenological studies. To achieve such an objective, phenomenology could be used extensively in social sciences. The phenomenological research design was a qualitative type of research for which interviews provide an in-depth method that can grant access to deep knowledge and explanations and help to grasp the subject's perspective. A questionnaire was a set of carefully designed, written down, and tested questions that were asked of individual respondents to gather information in research. These structured questionnaires, with some open-ended questions included, were prepared to cater to the subjects that are too busy and difficult to trace. It is also a useful instrument for the researcher to use for the teachers whose number is too significant to be covered by the researcher personally. The questionnaires were also appropriate for quickly collecting massive amounts of data. The open-ended questions allowed the respondents to give a further opinion by qualifying or substantiating their answers. They were also intended to tap as much information as possible from the different categories of respondents (Delve Limpaecher, 2022). The underlying reason for conducting qualitative research is to gain a richly detailed

understanding of a particular topic, issue, or meaning based on first-hand experience. This is achieved by having a relatively small but focused sample base because collecting the data can be rather time-consuming; qualitative data is concerned with depth as opposed to quantity of findings. A qualitative research design is concerned with establishing answers to the whys and hows of the phenomenon in question. Qualitative research design should also account for what was said or done and how something was spoken or carried out by a participant. Sometimes, these mannerisms can hold answers to questions in themselves, and body language and the tone of voice used by respondents are key considerations. As a researcher, I employed a qualitative methodology utilizing a phenomenological design. Qualitative research is typically subjective rather than objective, leading to findings expressed in written form instead of numerical data. Consequently, the information gathered from qualitative research is often not amenable to quantitative analysis using statistical methods, as there may be significant variations among the collected findings. However, by implementing a coding process, common categories can be identified during the analysis, facilitating a more structured interpretation of the data.

2.4. Research Participants—The participants in this study were composed of eight (8) informants. The selected informants were the selected primary grade teachers from Sta-Cruz, North District, Division of Davao Del Sur. The participants should have been served for at least 3 years and above, with a very satisfactory

performance rating for three consecutive years, male or female. The researcher utilized the purposive sampling design since the participants were chosen based on the criteria or purpose of the study. It was also known as judgmental, selective, or subjective sampling. The selection of the participants were purposefully done to ensure that the findings was authentic.

2.5. Ethical Considerations—The ethical consideration section of this study addresses the

key principles that ensure the protection and well-being of the teacher-respondents involved.

This includes adhering to confidentiality, informed consent, and the voluntary nature of participation, ensuring that the research is conducted with integrity and respect for the rights of all respondents. Social Value The researcher recognized the significant social value of this study in improving learning outcomes through reading motivation strategies to literacy instruction. By exploring the experiences of teachers in their classes while employing reading motivation strategies, this study aimed to provide insights that can improve teaching practices and educational policies. This could lead to better academic performance among learners, helping to bridge educational gaps and improve learning outcomes. The findings are expected to benefit not only the respondents but also the wider community by capturing reading motivation strategies that support literacy development within schools with varying access to resources. Informed Consent To ensure ethical compliance, the researcher obtained informed consent from the selected primary grade teachers who were respondents in the study. This process involved providing detailed information about the study's purpose, procedures, potential risks, and benefits in a language that is clear and understandable. Teachers were given ample opportunity to ask questions and assured that their participation was voluntary and that they could withdraw at any time without any negative consequences. All consent forms were documented appropriately, maintaining records that comply with ethical standards and institutional requirements. The researcher also ensured that any questions or concerns raised by the respondents were addressed promptly and respectfully. This thorough consent process upheld the ethical principle of respect for persons, acknowledging the autonomy and rights of the respondents.

Vulnerability of Research Participants As a researcher, I deemed the participants of this study capable of answering the research instru-

ment, as they served as the first-hand source of information. Therefore, I ensured that they could easily be reached through their contact numbers and addresses in case of any clarifications or questions about the study. Moreover, the researcher avoided any actions that could potentially harm the respondents emotionally or psychologically. This involved creating a safe and supportive environment during data collection, where they felt comfortable and understood. By acknowledging their vulnerability, the researcher committed to conducting the study in a manner that prioritized the respondents' dignity and rights.

Risk, Benefits and Safety

In conducting the study on the experiences and strategies of elementary grade teachers on reading motivation, ethical considerations regarding risk, benefits, and safety were paramount. The primary risk involved the potential emotional discomfort respondents might experience when discussing personal and educational experiences, particularly if these touch on sensitivities or perceived educational barriers. To mitigate this risk, the researcher ensured all questions were respectfully framed, culturally sensitive, and designed to avoid any discomfort. Additionally, confidentiality would be strictly maintained, with all data anonymized to protect respondent identities and sensitive information. The benefits of this study are significant, aimed at enhancing educational practices and outcomes. By exploring the experiences and also the coping mechanisms with the challenges encountered by teachers, the study can inform educators and policymakers about the necessary adjustments or enhancements needed to improve educational accessibility and effectiveness. For the respondents, participating in the study may provide a reflective opportunity on their educational experiences, potentially fostering a greater understanding and engagement with their learning environments. This could lead to improved educational support tailored

to the contexts and needs of their learners particularly in improving their reading proficiency. Safety measures were crucial to the ethical conduct of this research. The researcher ensured that all interactions with respondents were conducted in a safe and supportive environment, whether in person or online. Informed consent was obtained from all respondents (which included detailed information about the study's purpose, the nature of their involvement, and their right to withdraw at any time without any consequence). The research design also included oversight by an academic ethics committee to ensure that all aspects of the study adhered to the highest standards of ethical research practice. This safeguarded the well-being of the respondents and the integrity of the research process. Privacy and Confidentiality

Adherence to the Data Privacy Act of 2012 was paramount in this study to protect the personal information of the respondents. The researcher implemented strict confidentiality measures, ensuring that all data collected were securely stored and accessed only by authorized personnel. Personal identifiers were removed or coded to maintain anonymity in any reports or publications resulting from the study. Information gathered from the respondents were used solely for the purposes of this research and were not disclosed to third parties without explicit consent. The researcher also educated the respondents about how their data were handled, providing transparency about privacy protections. By rigorously applying these measures, the researcher upheld the ethical standards of privacy and confidentiality, fostering trust with the respondents and their communities.

Justice The principle of justice required that the benefits and burdens of research were distributed fairly among all groups in society. In this study, utmost care was taken to ensure that the selection of respondents was equitable and that no particular group of teachers was unduly burdened by participation requirements.

Additionally, the study aimed to benefit all involved by contributing valuable insights into effective teaching practices particularly on reading motivation strategies that could be adopted across similar educational contexts. Moreover, the study addressed justice by providing all respondents with equal access to any potential benefits that come from the research, such as professional development insights. By ensuring that the research findings were disseminated widely within the educational community, all stakeholders, not just those participating in the study, could benefit from the enhanced understanding of effective teaching practices. Transparency

Transparency in this study was upheld through clear and open communication with all respondents and stakeholders. The researcher provided detailed information about the objectives, methods, potential risks, and benefits of the study both verbally and in written forms. All consent forms and informational materials were written in clear, accessible language to ensure respondents fully understood their participation and the use of the data collected. Furthermore, the outcomes of the research would be made available to the respondents and the wider community, which not only reinforced the transparency of the research process but also contributed to its educational impact.

Qualification of the Researcher

As a researcher, I ensured that I am qualified to conduct this study. I completed all academic requirements and passed the comprehensive examination before beginning my thesis writing, the final requirement for obtaining my master's degree. I am qualified to study physically, mentally, emotionally, and financially. Additionally, my advisee-adviser partnership is robust, ensuring that this study will reach its successful completion. The qualifications of the researcher conducting this study were crucial to ensuring that the research was conducted competently and ethically. The researcher had a strong back-

ground in educational research and methodology, complemented by specific training in ethical research practices. This preparation was instrumental in designing and conducting the study in a manner that respects the rights and welfare of all respondents. Moreover, the researcher's expertise in interdisciplinary teaching and curriculum development provided the necessary depth of understanding to interpret the findings accurately and to draw meaningful conclusions that could benefit educational practice and policy. This expertise ensured that the study was not only conducted responsibly but also provided valuable insights that were grounded in a thorough understanding of the educational field.

Conflict of Interest

To maintain the integrity of the study, the researcher actively managed any potential conflicts of interest. The funding sources for the research were disclosed to all respondents and stakeholders, with assurances that these sources had no influence over the research agenda, findings, or subsequent publications. The researcher did not hold any vested interests in the specific outcomes of the study, ensuring that the analyses and results were driven purely by the data and relevant educational theories. Regular audits and peer reviews of the research process were conducted to ensure that any unforeseen conflicts of interest were identified and addressed promptly, safeguarding the impartiality and objectivity of the research.

Adequacy of Facilities

I strove to complete the study successfully

2.6. Role of the Researcher—The role of the researcher in this study was to attempt to access the thoughts and feelings of study participants. Thus, it required asking people to talk about things that may be very personal to them. I am committed to educational institutions to uncover, disseminate, and apply

within the specified time and equipped with the necessary resources. Similarly, the technical committee would help enhance my paper by providing valuable suggestions and recommendations. I needed to ensure I had enough funds to continue and finish the research. Moreover, the adequacy of facilities extends to ensuring that all locations were physically accessible to respondents, including those with disabilities, and were culturally appropriate, reflecting the community's values and expectations. This consideration helped foster a respectful and inclusive environment where respondents felt safe and valued. Emergency protocols were in place to address any unforeseen situations during the study, ensuring the safety and well-being of both the respondents and the research staff. Regular checks and maintenance of these facilities ensured that they remained conducive to conducting high-quality research throughout the study period.

Community Involvement

An integral part of the research process to ensure that the study's design and outcomes were relevant and beneficial to the local educational community in Elementary Schools, Sta. Cruz -North District, Division of Davao Sur. I also respected this study's respondents' local traditions, culture, and views. Moreover, I ensured that there would be no deceit at any stage of its implementation, particularly during the recruitment of participants or the data collection methods. Additionally, I felt it was important to express my deep appreciation for their wholehearted participation in this study.

knowledge. To accomplish this, the researcher assumed the following roles during the investigation: Facilitator and Promoter of Unbiased Research. I interviewed the participants and guided them through the process. To avoid the intrusion of bias, the researcher interpreted ideas and responses based on existing litera-

ture and related studies, not on the researcher's knowledge, thoughts, and feelings. Expert in qualitative methods. I implemented the qualitative method correctly. To do so, I assessed myself and sought help from the research adviser and other professionals. These helped her demonstrate competence in explaining the study without biasing the participants, conducting interviews according to the design, making appropriate field observations, selecting appropriate artifacts, images, and journal portions, and employing Environmental Triangulation and Thematic Content Analysis precisely. Data Collector and Keeper. I ensured different ways of recording what will be said and done during the interview, such as taking handwritten notes or audio and video recordings. The recordings were transcribed verbatim before data analysis

2.7. *Data Collection*—The following were the step-by-step process of gathering the data needed. Securing endorsement. The researcher provided an ethics compliance certificate from the Dean of the Graduate School of Rizal Memorial Colleges to pursue the study on Exploring Reading Motivation Strategies as Sparking where The Learners Are. Asking permission from the Schools Division Superintendent. After securing the endorsement, the researcher asked permission from the Schools Division Superintendent to conduct the study before distributing the survey instruments in the identified schools. Moreover, the researcher sent a letter addressed to the Schools Division Superintendent with Chapters 1 and 2 attached, along with the research instrument explaining the study's objectives and the participants' identification. The researcher waited for the SDS's response before conducting it. Asking permission from the school heads. After securing the approval of the SDS, the researcher sent letters to the principals of the schools explaining the study to be

began. Records done by the researcher were adequately secured as they contained sensitive information and were relevant to the research. Data analyst. I saw the phenomenon or problem from the participants' perspective by interpreting data, transcribing and checking, reading between the lines, coding, and theming. I ensured that the findings were accurate to the participants and that their voices were heard. I organized and presented data, presenting the problem and the related literature and studies that support it. The study's findings were also presented by research question, stating the results for each one using themes to show how the research questions were answered. Moreover, the researcher gave future directions and implications of the study for improving educational policy and practices.

conducted in their respective schools. Obtaining consent from the participants. The researcher asked permission from the participants. During the initial conduct of the study, they were formally oriented about the study and the process to undergo as participants. Conducting the interview. The researcher conducted the in-depth interview using the questionnaire in the scheduled or agreed-upon interviews with informants. The profiles of the participants were taken, notes were jotted down, and conversations were recorded using a sound recorder for ease of transcription. The researcher carefully listened and responded actively during the interviews. Transcribing the responses of the interviewees. The researcher transcribed the interviewees' responses precisely by recalling them from the sound recorder after the interview. Data Coding and Thematizing. After the transcription, the data were categorized and coded as required in the data analysis. Then, themes were extracted, and individual participant data were compared and contrasted to create patterns and trends.

2.8. *Data Analysis*—In this study, thematic analysis was utilized to analyze the gathered data. The researcher analyzed the participants' answers from the interviews using Creswell's Model, specifically the identifying of themes approach. According to Creswell as cited by Chali, Eshete, and Debela, (2022) themes in qualitative research are similar codes aggregated together to form a significant idea in the database. Familiarization with the data is common to all forms of qualitative analysis. The researcher immersed himself in and became intimately familiar with their data, read and re-read it and noted any initial analytic observations. Coding is also a common element of many approaches to qualitative analysis and involves generating pithy labels for important features of the data of relevance to the (broad) research question guiding the analysis. Coding is not simply a data reduction method; it is also an analytic process, so codes capture both a semantic and conceptual reading of the data. The researcher coded every data item and ended this phase by collating all their codes and relevant data extracts. Thematic analysis. According to Fuck (2023) thematic analysis was a widely used method for analyzing qualitative social science research data. This research article provides a step-by-step guide on conducting thematic analysis manually, emphasizing the importance of understanding the process for researchers seeking a deeper grasp of the nuances involved. The article highlights the key steps, including familiarizing oneself with the data, gen-

2.9. *Framework of Analysis*—Framework analysis and applied qualitative research can be a perfect match, largely because framework analysis was developed specifically to analyze qualitative data in applied policy research. This study employed a qualitative research method. Rigorous and systematic steps are observed

erating initial codes, searching for themes, reviewing and refining them, defining and naming them, and producing a final report. Researchers can delve deep into the data, capture meaningful details, and uncover rich insights through iterative reading, note-taking, and coding techniques. The thematic analysis offers a valuable avenue for developing theoretical understanding, generating nuanced interpretations, and contributing to knowledge advancement in tourism research. The article also discusses the relevance and adaptability of thematic analysis in various qualitative research designs and methodologies. By prioritizing transparency, rigor, and a manual coding approach, researchers can ensure the validity and reliability of their thematic analysis, leading to robust and insightful findings. Searching for themes is a coherent and meaningful pattern in the data relevant to the research question. The researcher ended this phase by collating all the coded data relevant to each theme. Reviewing themes. The researcher reflected on whether the themes tell a convincing and compelling story about the data and began to define the nature of each individual theme and the relationship between the themes. Defining and naming themes: The researcher prepared a detailed analysis of each theme, then identified the 'essence' and constructed a concise, punchy, and informative name for each theme. Writing-up involves weaving together the analytic narrative and data extracts to tell the reader a coherent and persuasive story about the data, and contextualizing it in relation to existing literature.

when analyzing the information gathered from the teacher-participants. Data were analyzed following the steps outlined by Fuchs (2023) Goldsmith (2021) on qualitative data analysis: Step 1: Obtaining a general sense of each Transcript: In the study of lived experience of teachers with reading motivation strategies, the re-

searcher personally conducted the interviews, which helped to gain a holistic sense pertaining to the entire experiences of the participants. The audiotapes were read three to four times and attempted to comprehend the thought processes and the feelings of the participants. This was suggested by Colaizzi cited in Praveena and Sasikumar (2021) that the investigator should read the audiotape many times in order to clearly understand the content. Step 2: Extracting significant statements: As per Colaizzi cited in Praveena and Sasikumar (2021), the researcher then extracts significant phrases and statements from the transcript that together form a whole meaning of the experience. I read and reread the transcript and analyzed each transcript to identify significant statements from the transcript. These statements were written separately for each participant and coded as transcript page number and line number. Step 3: Formulation of meanings: In this step, Colaizzi cited in Praveena and Sasikumar (2021) recommends that the researcher attempts to formulate more general restatements or meanings for each significant statement from the text. Meanings were formulated from the significant statements and discussed with the same peer group member. As per Husserl cited in Praveena and Sasikumar (2021) bracketing was essential because this would help to avoid misinterpretation about the participant's views. These formulated meanings were then coded and categorized and were given to expert researcher to check for the correctness of these processes and consistency of the meanings. Step 4: Organization of formulated mean-

ings in to clusters of themes and themes: After obtaining formulated meanings from significant statements, the researcher arranged them into clusters of themes. These theme clusters then shrunk into emergent themes which was depicted in chapter 3 discussions. These clusters of themes and the final themes were then given to the peer group member as well as to the expert researcher for checking its accuracy. Step 5. Exhaustively describing the Phenomenon: In the fifth stage of analysis, the researcher integrates all the resulting ideas into an exhaustive description of the phenomenon. This was achieved by combining all the theme clusters, emergent themes and formulated meanings into a description to create an overall structure. It was then presented to the experts to confirm its completeness and its reflection to the experiences of teachers. Step 6. Describing the fundamental structure of the phenomenon: In this step, findings were reduced to avoid repetitions and to make a clear and concise description of phenomenon. In my research study, this was depicted as a conceptual framework which contained all the dimensions of lived experience of teachers in reading motivation strategies. Step 7. Returning to the Participants to validate the findings from the study participants: This step aimed to validate study findings using "member checking". This was the final stage of data analysis which involves returning to the participants for a follow up interview, to elicit the representativeness of the emerged phenomenon with their experience (Cresswell, 2019).

2.10. Trustworthiness of the Study—The concepts of validity and reliability was relatively foreign to the field of qualitative research. Qualitative researchers substitute data trustworthiness instead of focusing on reliability and validity. Trustworthiness consists of the components such as credibility, transferability, de-

pendability, and conformability. Qualitative research, which is supported by the concept of trustworthiness, has important consequences for the development and execution of policies. Policymakers depend on substantial evidence to create well-informed and adaptable policies that tackle social concerns and foster fair out-

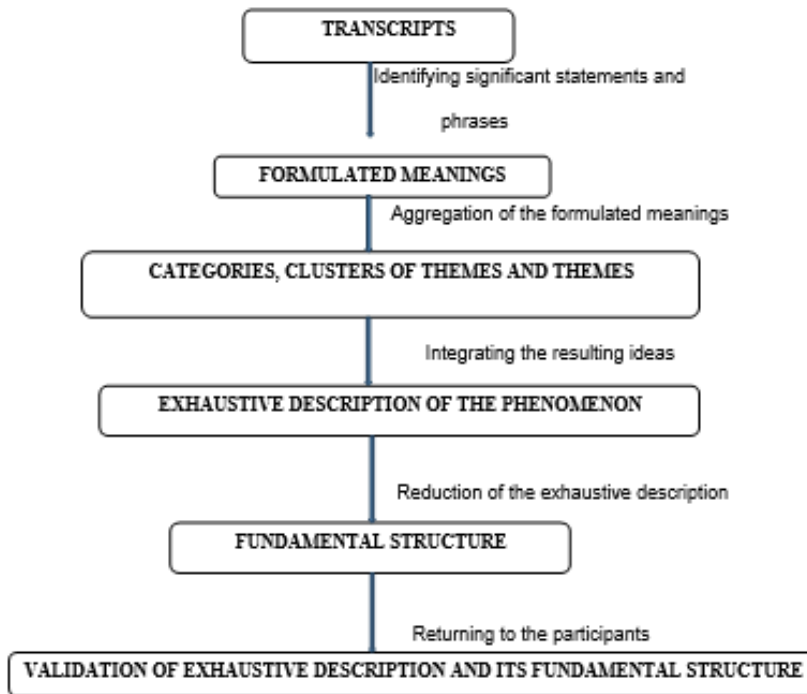


Fig. 2. Illustrates The Descriptive Phenomenological Data Analysis

comes. Reliable qualitative research findings, enhanced by a thorough understanding of the context and a range of views, are crucial evidence for informing policy decisions. By incorporating these discoveries into policy deliberations, legislators can formulate more comprehensive, culturally astute, and efficient laws that align with the actualities and requirements of varied demographics, thus promoting social justice and fairness (Hendren et al., 2023; Ahmed, 2024). Credibility refers to the extent to which a research account is believable and appropriate, particularly regarding the level of agreement between participants and the researcher. Credibility was most often associated with the framework Yvonna Lincoln and Egon Guba presented. Transferability is the degree to which qualitative research results can be transferred to other contexts or settings with other respondents. The researcher facilitates the transferability judgment by a potential user through

thick description. Dependability is the extent to which other researchers could repeat the study and ensure consistent findings. In other words, if a person wanted to replicate your study, they should have enough information from your research report to do so and obtain similar findings as your study did. Conformability refers to the objectivity of research during data collection and data analysis. There must be congruency between two or more independent persons about the data’s accuracy, relevance, or meaning (Ahmed, 2024). Conformability also indicates a means to demonstrate quality. When we need to understand and report on people’s opinions, we always use qualitative data. While qualitative data analysis offers rich insights, it comes with challenges. Each unique QDA qualitative data analysis method has its unique hurdles. The challenges researchers and analysts might face depend on the chosen method (Dye, 2021).

3. Results and Discussion

This chapter presents and discusses the study's results with reference to its aim. It also discusses the themes that emerged from the data gathered. The results present the description and background of the participants who were assigned pseudonyms to conceal their identities.

3.1. Reading Motivation Strategies of Elementary Grade Teachers—The elementary years are foundational in shaping students' attitudes and behaviors toward reading. Recognizing this critical period, teachers employ a spectrum of motivational techniques tailored to their students' diverse needs and interests. Teachers leverage various tools and methodologies to make the reading experience enriching and enjoyable. In a world inundated with distractions and demands, cultivating a love for reading has become more crucial than ever. However, inspiring individuals, particularly children, to embrace the habit of reading isn't always a straightforward task. This is where the significance of reading motivation strategies comes into play. These strategies are not mere tools; they are essential vehicles driving the journey toward literacy, critical thinking, and personal growth. Ultimately, the importance of reading motivation strategies extends far beyond the act of read-

3.1.1. Activating prior knowledge—Activating prior knowledge is a reading strategy that helps students use their existing knowledge, experiences, and memories to understand new text better. It also helps students see the connections between what they already know and what they are learning and increases their interest in reading. Using what students already know in reading comprehension has many advantages. According to Courtney et al., (2023), it helps students understand better by making use of their existing knowledge and linking it to new information. This is also supported by Manzura (2023) who opined that this can happen before,

ing itself. It lays the foundation for lifelong learning, intellectual curiosity, and a deeper understanding of the world. Giving of rewards. Giving of rewards or reward system in reading motivation is a practice that involves offering students some form of incentive, such as praise, certificates, gifts, or privileges, for completing a certain amount of reading or demonstrating improvement in reading skills. The purpose of this practice is to increase students' interest, engagement, and achievement in reading. Furthermore, extrinsic rewards, such as physical rewards for good reading comprehension, can improve reading performance as mentioned by Imène (2018). Finally, rewards, especially incentives, can motivate employees to work better, perform higher, produce more, and benefit more as detailed by Priya, (2022). In summary, rewards and reward systems are important for increasing reading motivation, fostering reading habits, enhancing performance, and motivating people in both educational and professional settings.

during, or after reading, and it is especially important in listening comprehension. Further, using prior knowledge increases students' interest in reading (Ivar et al., 2018). Doing hands-on activities and using prior knowledge have been shown to improve reading comprehension a lot, no matter how good, motivated, or knowledgeable students are in reading (Ahmed and Ibrahim, 2018). Activities before reading that use background knowledge, such as previewing the text, also help reading comprehension. So, using prior knowledge in reading motivation not only helps comprehension but also makes students more motivated to read and understand the text.

3.1.2. Effective literacy-based instruction—Effective literacy instruction in reading motivation is the use of teaching practices and strategies that foster students’ interest, engagement, and enjoyment of reading. Reading motivation is an important aspect of effective literacy instruction that has many benefits. Studies have shown that using motivational elements in teaching vocabulary to students who are at risk or have learning disabilities can make them more interested in the materials and enhance the quality of instruction (Troia and Wallace, 2023). Children with reading difficulties can improve their reading performance and skills when they receive motivation support and strategies as revealed by Shula (2022). Also, teaching motivational strategies and providing motivational support can lead to better reading comprehension outcomes, as stated by Miriam Robert, (2021). Second-language learners can benefit from motivational reading instruction as well, as it can foster their reading engagement and improve their literacy and academic achievement, as viewed by Gene (2020). Motivational reading interventions can also have positive effects on both reading motivation and reading achievement, as mentioned by Bradley ,(2022). Moreover, interventions focusing on fluency-oriented reading instruction can boost students’ confidence and attitude toward reading. In summary, effective literacy instruction that includes motivational strategies can increase reading motivation and help students succeed in reading. Based on the figure above, three themes emerged from the responses of the participants which were giving of rewards, activating prior knowledge and effective literacy-based instruction. In giving of

rewards this theme suggests that teachers use incentives or rewards to motivate students to engage with reading. These rewards could be tangible, such as stickers or small prizes, or intangible, such as praise or extra privileges. By offering rewards, teachers aim to reinforce positive reading behaviors and create a sense of accomplishment and satisfaction among students. Activating prior knowledge this theme implies that teachers leverage students’ existing knowledge and experiences to enhance their motivation to read. By connecting new reading material to what students already know, teachers make the content more relatable and meaningful. This strategy helps students see the relevance of reading to their own lives and fosters a deeper understanding and interest in the material. Effective literacy-based instruction this theme highlights the importance of employing engaging and effective instructional methods to promote reading motivation. Teachers may use a variety of strategies, such as interactive read-alouds, guided reading, literature circles, and collaborative activities, to make reading enjoyable and meaningful for students. By creating a supportive and stimulating learning environment, teachers can nurture students’ love for reading and encourage them to become lifelong readers. These three themes suggest that elementary grade teachers employ a combination of strategies to motivate students to read, drawing on both intrinsic and extrinsic motivators and catering to students’ diverse interests and learning needs. By implementing these strategies effectively, teachers can inspire a passion for reading and empower students to become confident and proficient readers.

3.2. Coping mechanisms with the challenges motivating learners to read—Motivating learners to read can often feel like navigating a labyrinth of challenges. From distractions posed by the digital age to varying levels of interest

and comprehension, educators face a myriad of obstacles in fostering a passion for reading among their students. However, within these challenges lie opportunities for innovation and growth. Coping mechanisms, designed to ad-

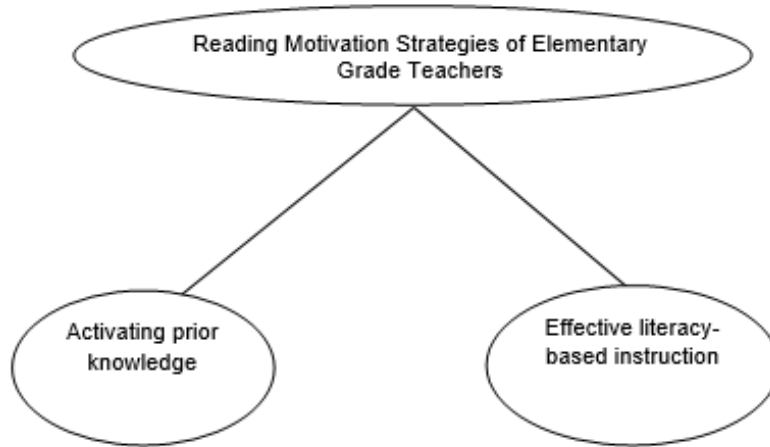


Fig. 3. Emerging Themes On The Reading Motivation Strategies Of Elementary Grade Teachers

dress these hurdles head-on, play a pivotal role in empowering educators to inspire a love for reading within their classrooms. In the dynamic landscape of education, where traditional methods may fall short, understanding and implementing effective coping mechanisms becomes imperative. These mechanisms serve as guiding principles, offering educators a roadmap to

navigate the complexities of motivating learners to read. Whether it's adapting instructional approaches to suit individual learning styles or leveraging technology to enhance engagement, coping strategies provide educators with the tools necessary to surmount the obstacles in their path.

3.2.1. Providing Varied Reading Strategies—Providing varied reading strategies and activities is a way of enhancing students' reading motivation by offering them different ways to engage with texts and develop their reading skills. To motivate students to read more, it is beneficial to provide different reading strategies and activities. These strategies can help students who struggle with reading to overcome their motivational problems and become more involved and interested in reading. Students' motivation and engagement can also be improved by using motivational supports, such

as games, pair work, and goal setting (Cho et al., 2023). Moreover, teaching students how to use motivational strategies can positively affect their reading performance, especially in word reading (Toria and Wallace, 2023). Teachers can also use various strategies to make reading activities more appealing to students, such as using books, showing book content, forming reading groups, and making reading spaces (Mary and Parilah, 2020). These strategies can help students value books and read more often, which can increase their reading motivation (Diana-Crina, M., Musata, 2021).

3.2.2. Encouraging learners—Encouraging learners in reading motivation is a key goal

for educators who want to foster a love of reading and improve reading achievement. There are

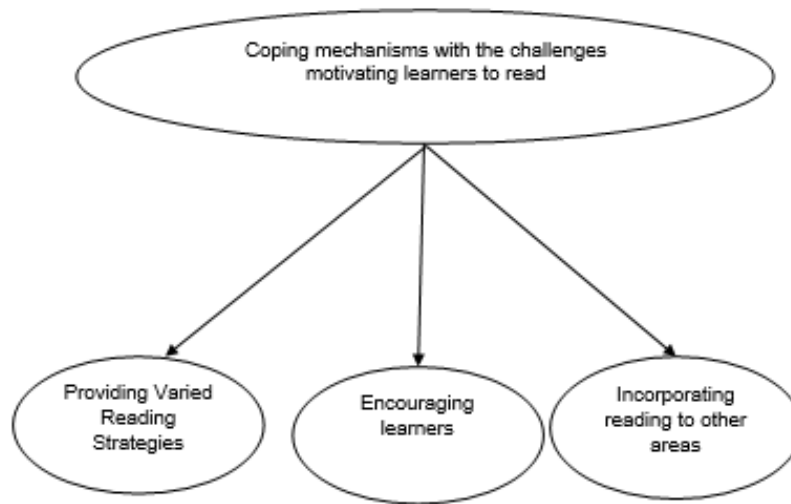


Fig. 4. Emerging Themes On The Coping Mechanisms With The Challenges Of Motivating Learners To Read

many factors that can influence how motivated students are to read, such as their interest, self-efficacy, choice, feedback, and goals. Reading motivation can benefit learners in many ways. It can make them more involved and diligent in reading tasks, which can boost their reading understanding and academic achievement as detailed by Asiri (2023). Using both extrinsic

and intrinsic rewards can motivate learners to read more actively as mentioned by Toni (2021). Teachers have a vital role in fostering motivation in students, as their traits, feelings, and communication can impact learners' motivation as stated by Tina (2022). Intrinsic motivation, such as reading for pleasure, helps learners read more, which is essential for reading growth.

3.2.3. *Incorporating reading to other areas*—Incorporating reading into other activities or areas is a way of enhancing reading motivation, which is the desire and willingness to read. Reading motivation can influence reading engagement, which is the amount and quality of reading that students do. Reading engagement can in turn affect reading achievement, which is the level of skill and comprehension that students demonstrate in reading. Reading motivation can be boosted by integrating reading with other domains or tasks. This can help students who struggle with reading to develop better fluency, interest, and confidence (Miriam

and Robert, 2023). It can also improve how well they read in specific subjects and cope with changes in their daily reading motivation (Sabina and Allison, 2020). Using various reading techniques and exercises can also result in better understanding and more enthusiasm in students (Katelyn et al., 2016). Moreover, short activities before reading such as hands-on experiments and activating prior knowledge can greatly enhance reading comprehension and create a strong foundation for further learning from text (Ivar et al., 2017). Lastly, reading a lot of texts has been shown to raise the intrinsic motivation and reading skills of high school students (Ho-Hyuk et al., 2015).

Based on the figure above, three themes emerged from the responses of the participants which were providing varied reading strategies, encouraging learners, incorporating reading to other areas. In providing varied reading strategies this coping mechanism involves offering a diverse range of reading strategies to cater to the individual needs and preferences of learners. By presenting different approaches to reading, such as using multimedia resources, incorporating interactive activities, and offering choice in reading materials, educators can make the reading experience more engaging and accessible to all students. This approach recognizes that learners have varying interests, abilities, and learning styles, and seeks to accommodate these differences to foster a positive reading environment. In encouragement plays a vital role in motivating learners to read, especially when they encounter challenges or setbacks. Educators employ this coping mechanism by providing positive reinforcement, praise, and support to boost learners' confidence and self-efficacy in reading. By acknowledging and celebrating students' progress and efforts, educators help cultivate a growth mindset and resilience, en-

couraging learners to persevere and take ownership of their reading journey. In integrating reading into various aspects of the curriculum is another coping mechanism used by educators to enhance motivation. By connecting reading to other subjects or real-world contexts, educators make the reading experience more relevant and meaningful to learners. This approach highlights the interdisciplinary nature of reading and emphasizes its importance beyond the confines of the language arts curriculum. Whether through cross-curricular projects, thematic units, or community-based initiatives, incorporating reading into other areas helps learners see the value and applicability of reading skills in different contexts. These coping mechanisms underscore the importance of flexibility, encouragement, and integration in addressing the challenges of motivating learners to read. By providing varied strategies, fostering a supportive learning environment, and highlighting the interconnectedness of reading with other domains, educators can empower learners to develop a lifelong love for reading and become proficient readers.

3.3. Educational Management Insights Drawn from the Findings of the Study—In the realm of education, the quest to unlock the full potential of learners and cultivate a lifelong passion for knowledge is perpetual. Central to this endeavor is the understanding that motivation lies at the heart of effective learning experiences. Within this context, reading motivation strategies emerge as invaluable tools, offering profound insights into how we can engage students, inspire curiosity, and foster a love for learning that transcends the confines of the classroom.

At its core, reading is not merely a skill to be mastered but a gateway to a world of discovery, enlightenment, and empowerment. However, motivating individuals, particularly students, to embark on this journey can present a myriad of challenges. This is where the intersection of educational theory and reading motivation strategies becomes instrumental. By dissecting the mechanisms that drive individuals to engage with text, teachers can glean invaluable insights into how to design instructional approaches that resonate with learners on a profound level.

3.3.1. Fostering the love for reading—Fostering the love for reading in reading motivation

means encouraging students to enjoy reading and value it as a meaningful activity. It can have

several benefits for students' reading skills, comprehension, engagement, and academic achievement. Reading motivation can benefit from cultivating a love for reading. This can boost reading motivation and comprehension (Lisa et al., 2023). When students enjoy reading, they tend to read more frequently and improve their reading abilities (Lorilynn et al., 2021). This can translate into better reading grades and academic performance (Li-qun, 2022). Moreover,

3.3.2. Employing differentiated reading activities—Employing differentiated reading activities in reading motivation means using various strategies and tasks to adapt the instruction and assessment to the individual and diverse needs, interests, and preferences of the students. Differentiated reading activities can help students learn a range of skills including, phonics, comprehension, fluency, word prediction, and story prediction. Differentiated reading activities can boost reading motivation in various ways. They can make students more motivated to learn, more engaged and participatory in read-

3.3.3. Significant role of teacher in reading—Reading motivation is the desire and interest that students have in reading. It is influenced by many factors, such as the teacher's practices, the text's relevance, the student's goals, and the social context. Reading motivation is important because it affects the amount and quality of reading that students do, which in turn affects their reading achievement and development. Reading motivation is greatly influenced by teachers, who can offer many advantages to their students. By teaching both the mechanics and the enjoyment of reading, teachers can help students develop a lifelong reading habit as commented by Lorilynn et al. (2021). Students who are motivated to read tend to read more often and become better readers, which

cultivating a love for reading can avoid the drop in motivation that often causes reduced reading involvement and skills (Maxwell, 2022). It can also foster a literacy culture, where reading becomes a routine and a valued activity (Hidayatul et al., 2020). In summary, cultivating a love for reading can have a positive effect on students' motivation, engagement, and academic achievement.

ing (Amir and Nasaruddin, 2023). They can also address individual needs and acknowledge learner diversity, leading to deeper learning and higher satisfaction for both weaker and gifted learners. Furthermore, they can inspire low-achieving students, foster more participation, interaction, and cooperation, and strengthen the relationship between teachers and students (Ira et al., 2022). Additionally, they can enhance students' reading motivation and comprehension skills through extensive reading lessons based on differentiated instruction (Erhan and Enisa, 2017). In summary,

leads to higher reading scores (Muhalisa, 2022). Teachers can also stop the decrease in motivation and encourage students to read more, thus avoiding the Matthew Effect where the gap between good and poor readers widens (Kelly, 2011). Teachers have an important role in helping students understand the reasons and rewards of reading, creating situations for students to feel confident as readers, giving students options in what they read, and facilitating peer interactions around reading (Ira and Mudjiran, 2022). Hence, statement 5 acknowledges the challenges of addressing diverse reading levels and other factors in teaching, but underscores the fulfillment teachers feel when they ensure that no child is left behind. Finally, statement 6 highlights the importance of patience and per-

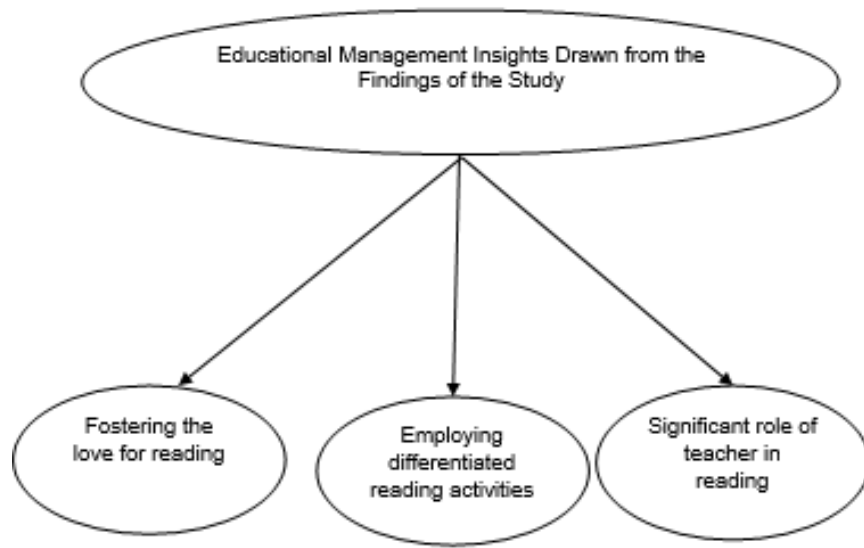


Fig. 5. Emerging Themes On The Educational Management Insights Drawn From The Findings Of The Study

sistence in helping students develop a love for reading, despite the challenges posed by numerous distractions in the digital age, and emphasizes that with proper guidance, students can become avid readers. Moreover, teachers can use different teaching methods, organize classes

well, and employ learning media to enhance students' motivation in learning (Syafira and Febrina, 2022). The teacher's role as a maker, helper, inspirer, assessor, and innovator is vital in increasing students' interest in reading.

Based on the figure above, three themes emerged from the responses of the participants which were fostering the love for reading, employing differentiated reading activities, and significant role of teacher in reading. In fostering the love for reading this theme emphasizes the importance of cultivating a positive reading culture within educational institutions. Educational managers can facilitate this by creating an environment that celebrates reading, such as establishing dedicated reading spaces, organizing reading events or challenges, and showcasing literature throughout the school. By promoting a love for reading from an early age, educational managers can lay the foundation for lifelong learning and academic success among students. In employing differentiated reading activities,

differentiated instruction is essential for meeting the diverse needs of students. Educational managers can support teachers in implementing this by providing professional development opportunities and resources for designing and delivering differentiated reading activities. This might involve offering a variety of reading materials at different levels of difficulty, incorporating technology to personalize learning experiences, and adapting instruction to accommodate students' individual learning styles and preferences. By embracing differentiation, educational institutions can ensure that all students have access to meaningful and engaging reading experiences that cater to their unique abilities and interests. In significant role of teachers in reading, teachers play a central role in fostering students' read-

ing skills and attitudes. Educational managers should recognize and support this by providing teachers with the necessary training, resources, and support to effectively teach reading. This includes professional development on evidence-based reading instruction, access to high-quality instructional materials and assessments, and opportunities for collaboration and peer learning. Additionally, educational managers can create a positive work environment that values and prioritizes literacy instruction, empowering teachers to make a meaningful impact on students' reading outcomes. Overall, these insights underscore the importance of leadership and management in promoting reading proficiency and enthusiasm among students. By prioritizing the development of a strong reading culture, supporting differentiated instruction, and empowering teachers as literacy leaders, educational managers can create an environment where all students have the opportunity to become confident and lifelong readers.

4. Implications and Future Directions

In this chapter, the summary of the study is presented, from the summary of the findings, I drew the implications and future directions. The purpose of my study was to unveil the reading motivation strategies, coping mechanisms with the challenges of motivating learners to read and insights drawn from the findings of the study.

4.1. Findings—To achieve the research objectives, I made use of qualitative phenomenological method with the use of thematic analysis. In adherence to Creswell's (2019) guidelines in which open ended questions for interview were applied to get authentic understanding of people's experiences. Furthermore, through this interview approach, I encouraged my participants to fully and openly discuss their own definition or meaning of the phenomenon being explored which were the experiences of teachers in employing reading motivation strategies.

4.2. Implications—The results of my analysis revealed the following significant findings. On reading motivation strategies of elementary grade teachers, three themes emerged from the responses of the participants which were giving of rewards, activating prior knowledge and effective literacy-based instruction. In giving of rewards this theme suggests that teachers use incentives or rewards to motivate students to engage with reading. These rewards could be tangible, such as stickers or small prizes, or

Based on the results of thematic analysis of the responses from the participants of the study the following findings and their corresponding themes were revealed: the reading motivation strategies delved on giving rewards, activating prior knowledge and effective literacy-based instruction. The coping mechanisms employed were: providing varied reading strategies, encouraging learners and incorporating reading to other areas. The insights drawn from the findings of the study were: fostering the love for reading, employing differentiate reading activities and significant role of teachers in reading.

intangible, such as praise or extra privileges. By offering rewards, teachers aim to reinforce positive reading behaviors and create a sense of accomplishment and satisfaction among students. Activating prior knowledge implies that teachers leverage students' existing knowledge and experiences to enhance their motivation to read. By connecting new reading material to what students already know, teachers make the content more relatable and meaningful. This strategy helps students see the relevance of read-

ing to their own lives and fosters a deeper understanding and interest in the material. Effective literacy-based instruction highlights the importance of employing engaging and effective instructional methods to promote reading motivation. Teachers may use a variety of strategies, such as interactive read-alouds, guided reading, literature circles, and collaborative activities, to make reading enjoyable and meaningful for students. By creating a supportive and stimulating learning environment, teachers can nurture students' love for reading and encourage them to become lifelong readers. These three themes suggest that elementary grade teachers employ a combination of strategies to motivate students to read, drawing on both intrinsic and extrinsic motivators and catering to students' diverse interests and learning needs. By implementing these strategies effectively, teachers can inspire a passion for reading and empower students to become confident and proficient readers. On the coping mechanisms with the challenges of motivating learners to read, three themes emerged from the responses of the participants which were providing varied reading strategies, encouraging learners, incorporating reading to other areas. In providing varied reading strategies, this involves offering a diverse range of reading strategies to cater to the individual needs and preferences of learners. By presenting different approaches to reading, such as using multimedia resources, incorporating interactive activities, and offering choice in reading materials, educators can make the reading experience more engaging and accessible to all students. This approach recognizes that learners have varying interests, abilities, and learning styles, and seeks to accommodate these differences to foster a positive reading environment. Encouragement plays a vital role in motivating learners to read, especially when they encounter challenges or setbacks. Educators employ this coping mechanism by providing positive reinforcement, praise, and support

to boost learners' confidence and self-efficacy in reading. By acknowledging and celebrating students' progress and efforts, educators help cultivate a growth mindset and resilience, encouraging learners to persevere and take ownership of their reading journey. Integrating reading into various aspects of the curriculum is another coping mechanism used by educators to enhance motivation. By connecting reading to other subjects or real-world contexts, educators make the reading experience more relevant and meaningful to learners. This approach highlights the interdisciplinary nature of reading and emphasizes its importance beyond the confines of the language arts curriculum. Whether through cross-curricular projects, thematic units, or community-based initiatives, incorporating reading into other areas helps learners see the value and applicability of reading skills in different contexts. These coping mechanisms underscore the importance of flexibility, encouragement, and integration in addressing the challenges of motivating learners to read. By providing varied strategies, fostering a supportive learning environment, and highlighting the interconnectedness of reading with other domains, educators can empower learners to develop a lifelong love for reading and become proficient readers. On the educational management insights drawn from the findings of the study, the themes emerged from the responses of the participants were fostering the love for reading, employing differentiated reading activities, and significant role of teacher in reading. Fostering the love for reading emphasizes the importance of cultivating a positive reading culture within educational institutions. Educational managers can facilitate this by creating an environment that celebrates reading, such as establishing dedicated reading spaces, organizing reading events or challenges, and showcasing literature throughout the school. By promoting a love for reading from an early age, educational managers can lay the foundation for

lifelong learning and academic success among students. Differentiated instruction is essential for meeting the diverse needs of students. Educational managers can support teachers in implementing this by providing professional development opportunities and resources for designing and delivering differentiated reading activities. This might involve offering a variety of reading materials at different levels of difficulty, incorporating technology to personalize learning experiences, and adapting instruction to accommodate students' individual learning styles and preferences. By embracing differentiation, educational institutions can ensure that all students have access to meaningful and engaging reading experiences that cater to their unique abilities and interests. In the significant role of teachers in reading, they play a central role in fostering students' reading skills and attitudes. Educational managers should recognize and support this by providing teachers with the

4.3. Future Directions—Based on the findings of the study, it is important that the findings are properly relayed and used by the significant people whom this research was intended for. Policy Makers. They may recognize the importance of literacy in driving economic growth, social equity, and cultural enrichment. Supporting evidence-based reading motivation strategies through policy initiatives can lead to improved literacy rates and reduced educational disparities. Investing in early childhood literacy programs and providing resources for schools and communities to implement effective reading motivation strategies are essential components of comprehensive education policies. School Administrators. Reading motivation strategies may align with educational objectives and can support schools in achieving literacy goals outlined in their curriculum. Investing in resources and professional development opportunities related to reading motivation can improve teaching

necessary training, resources, and support to effectively teach reading. This includes professional development on evidence-based reading instruction, access to high-quality instructional materials and assessments, and opportunities for collaboration and peer learning. Additionally, educational managers can create a positive work environment that values and prioritizes literacy instruction, empowering teachers to make a meaningful impact on students' reading outcomes. Overall, these insights underscore the importance of leadership and management in promoting reading proficiency and enthusiasm among students. By prioritizing the development of a strong reading culture, supporting differentiated instruction, and empowering teachers as literacy leaders, educational managers can create an environment where all students have the opportunity to become confident and lifelong readers.

practices and student outcomes. Schools that prioritize reading motivation often see higher levels of student engagement, attendance, and academic achievement. Librarians. Librarians may utilize reading motivation strategies to curate engaging book collections, organize literacy programs, and promote reading initiatives within their communities. Implementing incentives, such as reading challenges and rewards, can encourage library patrons of all ages to explore new genres and authors. By fostering a culture of reading, librarians contribute to the overall literacy levels and educational attainment of their patrons. Teachers. Reading motivation strategies may help teachers create dynamic and interactive learning environments that inspire students to read. Effective strategies can assist teachers in identifying students' reading interests and abilities, allowing for differentiated instruction. Motivated readers are more likely to actively participate in class dis-

cussions, leading to enhanced comprehension and critical thinking skills. Parents. They may play a crucial role in nurturing their children's reading habits and motivation. Understanding effective motivation strategies enables parents to create reading-friendly home environments, such as setting aside dedicated reading time and providing access to a variety of reading materials. Motivated readers often exhibit improved language skills, broader vocabulary, and increased empathy, which are essential for overall child development. Learners. Enhancing reading motivation strategies is vital for learners as it can foster a love for reading, improve literacy skills, and boost academic performance. Tailored motivation techniques can address individual preferences and interests, making reading more enjoyable and engaging for learners. Developing a positive attitude towards reading at an early age can have long-term benefits, including lifelong learning and personal development. Future Researchers. Reading motivation strategies are also important for researchers and academics who rely on the critical analysis of written texts to advance knowledge in their respective fields. By employing effective reading motivation strategies, researchers can synthesize information from multiple sources, evaluate the validity of research findings, and communicate their own ideas clearly and persuasively through written publications.

5. References

- Ahmed, G. S., & Ibrahim, M. A. (2018). The role of background knowledge in enhancing reading comprehension. *Social Science Research Network*.
- Ahmed, S. K. (2024). The pillars of trustworthiness in qualitative research. *Journal of Medicine, Surgery, and Public Health*, 2, 100051.
- Al-Ahdal, A. A. M. H. (2020a). Ebook interaction logs as a tool in predicting learner performance in reading. *Asiatic: IIUM Journal of English Language and Literature*, 14(1), 174–188.
- Al-Ahdal, A. A. M. H. (2020b). Overcoming pronunciation hurdles in efl settings: An evaluation of podcasts as a learning tool at qassim university saudi arabia. *Asian EFL Journal Research Articles*, 27(1), 86–101.
- Al-Ahdal, A. A. M. H. (2020c). Translanguagism and the bilingual efl learner of saudi arabia: Exploring new vistas. *Asian EFL Journal*, 27(1), 14–26.
- Alcantara, M. (2019). Bridging the gap: Socioeconomic status and reading motivation in the philippines. *Journal of Educational Development*, 12(2), 135–150.
- Alcantara, M. S. (2019). Socioeconomic factors and their impact on reading motivation among filipino students. *Journal of Educational Development*, 25(3), 215–230.
- Al-Ghazo, A. (2018). The effect of sq3r and semantic mapping strategies on reading comprehension learning among jordanian university students. *English and Education*, 4(3), 92–106.
- Ali, B. (2020). The impact of incentives and awards in digital libraries on primary school students' reading motivation in efl classrooms – (a case of erbil, iraq). *Journal of Education and Behavioral Sciences*, 6(1), 1–16. <https://doi.org/10.31578/IEBS.V6I1.215>
- Arnold, J. (2020). *Affect in language learning*. Cambridge University Press.
- Asiri, M. S. (2023). Potential benefits of enhanced motivation on english language learners' performance. *Arab World English Journal*, 1–45. <https://doi.org/10.24093/aweij/th.294>

- Aydemir, Z., Ozturk, E., & Horzum, M. (2018). The effect of reading from screen on the 5th grade elementary students' level of reading comprehension on informative and narrative type of texts. *Educational Sciences: Theory Practice, 13*(4), 2272–2276. <https://doi.org/10.12738/estp.2013.4.1294>
- Baker, L., & Wigfield, A. (2019). Dimensions of children's motivation for reading and their relations to reading activity and reading achievement. *Reading Research Quarterly, 34*, 452–477.
- Banerjee, R., Kumar, A., & Mathur, S. (2021). Bridging the literacy gap in rural india through mobile libraries. *International Journal of Educational Development, 80*, 102–109.
- Clinton, J., & Hattie, J. (2018). The relationship between home literacy environments and reading motivation in children. *Reading Research Quarterly, 53*(4), 455–472.
- Courtney, H., Patricia, A. A., & Sarah, M. L. (2023). Leveraging what students know to make sense of texts: What the research says about prior knowledge activation. *Review of Educational Research, 003465432211484–003465432211484*. <https://doi.org/10.3102/00346543221148478>
- Creswell, J. W. (2019). *Research design: Qualitative, quantitative, and mixed method approaches*. Sage Publications.
- Creswell, J. W., & Poth, C. N. (2019). *Qualitative inquiry and research design: Choosing among five approaches* (4th). SAGE Publications.
- Cummins, J. (2020). Language diversity and reading motivation: Bilingual education's role in canada. *Journal of Multilingual and Multicultural Development, 41*(3), 215–230.
- David, M. E., & Dela Cruz, L. (2021). Enhancing reading motivation through parental involvement in the philippines. *International Journal of Educational Research, 18*(4), 320–335.
- David, M. E., & Dela Cruz, L. P. (2021). Strengthening reading motivation through enhanced parental involvement: Insights from the philippines. *International Journal of Educational Research, 105*, 101700.
- Decci, V., & Pourhossein Gilakjani, A. (2012). Reciprocal teaching strategies and their impacts on english reading comprehension. *Theory and Practice in Language Studies, 2*(10).
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. Springer.
- Diana-Crina, M., & Musata, B. (2021). Strategies to improve children's interest in reading activities. *20*, 39–46. <https://doi.org/10.24193/ED21.2021.20.05>
- Domyei, Z. (2020). Conceptualizing motivation in foreign-language learning. *Language Learning, 40*(1), 45–78.
- Duke, N. K., Pearson, P. D., Strachan, S. L., & Billman, A. K. (2021). Essential elements of fostering and teaching reading comprehension. In B. Samuels & A. E. Arstrup (Eds.), *The handbook of reading comprehension*.
- Dye, T. (2021). Qualitative data analysis: Step-by-step guide (manual vs. automatic). <https://getthematic.com/insights/qualitative-data-analysis/>
- Edmunds, K. M., & Bauserman, K. L. (2018). What teachers can learn about reading motivation through conversations with children. *Reading Teacher, 59*(5), 414–424. <https://doi.org/10.1598/RT.59.5.1>
- Erhan, G., & Enisa, M. (2019). Efficacy of multi-level extensive reading in young learners' reading motivation. *International Online Journal of Education and Teaching, 4*(4), 290–315.

- Ertem, I. S. (2018). The influence of personalization of online texts on elementary school students' reading comprehension and attitudes toward reading. *International Journal of Progressive Education*, 9(3), 218–228.
- Fuchs, K. (2023). A systematic guide for conducting thematic analysis in qualitative tourism research. *Journal of Environmental Management and Tourism*, 14(6), 2696. [https://doi.org/10.14505/jemt.v14.6\(70\).17](https://doi.org/10.14505/jemt.v14.6(70).17)
- Fuster-Guillen, D. (2019). Qualitative research: Hermeneutical phenomenological method. *Investigación Cualitativa: Método Fenomenológico Hermenéutico*, 7(1), 201–229. <https://doi.org/10.20511/pyr2019.v7n1.267>
- Gambrel, A. A. (2021). The effect of motivation on developing efl learners' reading comprehension skills. *International Journal of English Language Teaching*, 4(10), 1–9.
- Gambrell, L. B. (2021). Motivation in the school reading curriculum. *Journal of Reading Education*, 37(1), 5–14.
- Garcia, N. P. (2018a). Cultural relevance in reading materials and its impact on student motivation in the philippines. *Culture and Education Review*, 10(3), 75–89.
- Garcia, N. P. (2018b). Promoting cultural relevance in reading materials to boost motivation among filipino learners. *Culture and Education Review*, 30(3), 55–70.
- Gardner, R. C., & Lambert, W. E. (2019). Motivational variables in second-language acquisition. *Canadian Journal of Psychology/Revue canadienne de psychologie*, 13(4), 266–272.
- Gene, M. (2020). Effects of fluency oriented instruction on motivation for reading of struggling readers. *Education Sciences*, 10(3), 56. <https://doi.org/10.3390/EDUCSCI10030056>
- Goldsmith, L. J. (2021). Using framework analysis in applied qualitative research. *The Qualitative Report*, 26(6), 2061–2076. <https://doi.org/10.46743/2160-3715/2021.5011>
- Gomez, M., & Rodriguez, A. (2018). Development and validation of a reading motivation questionnaire for elementary students. *Journal of Educational Measurement*, 20(2), 112–127.
- Grabe, W., & Yqmashta, J. (2022). Motivation for reading. In *Handbook of reading research* (pp. 224–250). <https://doi.org/10.1017/9781108878944.011>
- Guthrie, J. T., Hoa, A. L. W., Wigfield, A., & Tonks, S. M. (2018). Reading motivation and reading comprehension growth in the later elementary years. *Contemporary Educational Psychology*.
- Guthrie, J. T., & Klauda, S. L. (2019). Motivating students to read: Evidence-based strategies for the classroom. *Journal of Educational Psychology*, 111(1), 27–39.
- Harmer, J. (2018). *The practice of english language teaching*. Edinburgh Gate.
- Hendren, K., Newcomer, K., Pandey, S. K., Smith, M., & Sumner, N. (2023). How qualitative research methods can be leveraged to strengthen mixed methods research in public policy and public administration. *Public Administration Review*, 83, 468–485.
- Hidayatul, U., Budi, H., & Taufiq, C. (2020). Application of a literacy culture approach to foster student learning motivation. 6. <https://doi.org/10.21070/ICECRS2020392>
- Hidi, S. (2020). An interest researcher's perspective on the effects of extrinsic and intrinsic factors on motivation. In C. Sansone & J. M. Harackiewicz (Eds.), *Intrinsic motivation: Controversies and new directions* (pp. 309–339). Academic Press. <https://doi.org/10.1037/h0083787>

- Ho, L., & Limpaecher, A. (2022). What is phenomenological research design? essential guide to coding qualitative data. <https://delvetool.com/blog/phenomenology>
- Ho-Hyuk, J., Mun-Koo, K., & Young-Hee, K. (2018). The effect of english extensive reading activities on students' reading proficiency and reading motivation. *Education 3-13*, 92–95. <https://doi.org/10.14257/ASTL.2015.92.19>
- Iftanti, E. (2018). What makes efl students establish good reading habits in english. *International Journal of Education and Research*, 3(5), 365–374.
- Imène, B. (2018). The impact of extrinsic reward on learners' performance and motivation in reading. *26(44)*, 43–56.
- Ivar, B., Roy-Petter, J., & Helge, I. S. (2019). Effects of different ways of introducing a reading task on intrinsic motivation and comprehension. *Journal of Research in Reading*, 40(1), 17–36. <https://doi.org/10.1111/1467-9817.12053>
- Johnson, E. (2019). Understanding reading motivation: A qualitative study of student perspectives. *Journal of Educational Psychology*, 25(2), 135–150.
- Jones, T., & Brown, C. (2021). Reading engagement: A comparison between ebooks and traditional print books in an elementary classroom. *International Journal of Instruction*, 4(2), 5–22.
- Kaisa, S., Laakso, M. J., & Nissinen, K. (2021). Peer collaboration and reading motivation in finnish primary schools. *Scandinavian Journal of Educational Research*, 65(3), 379–394.
- Khairuddin, Z. (2018). Study of students' reading interests in a second language. *International Education Studies*, 6(11), 160–170.
- Khalifa, H. (2023). Philosophical assumptions in communication qualitative research., 27, 1–26. <https://doi.org/10.21608/ejsrt.2023.342674>
- Khalifa, H., & Khalifa, H. (2024). Philosophical assumptions in communication qualitative research: A scoping review. *Scientific Journal of Radio and Television Research*. <https://doi.org/10.21608/ejsrt.2024.271307.1085>
- Khataee, E. (2020). Reading failure among iranian efl learners: Study of underlying problems. *Journal of English Language Translation Studies*, 6(3), 164–176.
- Kinley, N., & Ben-Hur, S. (2018). Extrinsic motivation: Using reward and punishment. In *Changing employee behavior*. Palgrave Macmillan. https://doi.org/10.1057/9781137449566_4
- Lee, S., & Kim, H. (2021). Exploring factors influencing reading motivation among middle school students. *Reading Research Quarterly*, 36(4), 320–335.
- Lim, J. A., & Hernandez, M. (2023). Digital literacy and reading motivation: Addressing the digital divide in philippine education. *Philippine Journal of Education*, 40(2), 112–127.
- Li-qun, G. (2022). Contemporary american literature in online learning: Fostering reading motivation and student engagement. *Education and Information Technologies*, 28(4), 4725–4740. <https://doi.org/10.1007/s10639-022-11329-5>
- Lisa, V. D. S., Roel, V. S., Suzanne, F., & Lidia, R. A. (2023). Effectiveness of interventions that foster reading motivation: A meta-analysis. *Educational Psychology Review*, 35(1), 1–38. <https://doi.org/10.1007/s10648-023-09719-3>
- Lorilynn, B., Sharp, A. C., & Douglas, S. G. (2021). Examination of teacher practices on student motivation for reading. *The Reading Teacher*, 74(6), 723–731. <https://doi.org/10.1002/TRTR.1999>

- Manalo, L. D., & Velasco, R. (2024). Evaluating the effectiveness of reading interventions in the philippines. *Journal of Literacy Research*, 22(1), 58–73.
- McGeown, S. P., Norgate, R., & Warhurst, A. (2022). Exploring intrinsic and extrinsic reading very good and very poor readers. *Educational Research*, 54(3), 309–322. <https://doi.org/10.1080/00131881.2012.710089>
- Miriam, M., & Robert, S. (2021). The impact of motivational reading instruction on the reading achievement and motivation of students: A systematic review and meta-analysis. *Educational Psychology Review*, 33(3), 1125–1163. <https://doi.org/10.1007/S10648-020-09584-4>
- Muhalida, Z. I. (2022). Reading motivation and efl learners' vocabulary development against interest in learning english moderated by teacher competence. *J-SHMIC: Journal of English for Academic*, 9(2), 25–38. [https://doi.org/10.25299/jshmic.2022.vol9\(2\).9823](https://doi.org/10.25299/jshmic.2022.vol9(2).9823)
- Mustafa, A. (2018). The benefits of graded reading. *International Journal of Social Sciences*, 3(4), 177–180. <https://doi.org/10.23918/IJSSSES.V3I4P177>
- Muzaki, F. I. (2018). Teaching discourse analysis through listening for esl learners in indonesia: A conceptual review. *International Journal of Language and Literature*, 5(1), 99–102.
- Neubauer, B. E., Witkop, C. T., & Varpio, L. (2019). How phenomenology can help us learn from the experiences of others. *Perspectives on Medical Education*.
- Nguyen, T., & Tran, L. (2019). Cultural influences on reading motivation: A comparative study of vietnamese and american students. *Journal of Cross-Cultural Psychology*, 15(3), 239–256.
- Ningrum, S., & Matondang, S. A. (2018). The correlation between students' motivation and achievement in reading comprehension. *The International Journal of Social Sciences and Humanities Invention*, 4(7), 3636–3639.
- of Education (DepEd), D. (2018). *Every child a reader program: Impact and challenges* (tech. rep.). DepEd Publications.
- of Education (DepEd), D. (2021). *Read at home program: Adapting to the new normal* (tech. rep.). DepEd Publications.
- of Education (DepEd), D. (2022). *Annual education report* (tech. rep.). DepEd Publications.
- Park, J., & Lee, M. (2022). Exploring the multidimensional nature of reading motivation: A factor analytic approach. *Journal of Educational Psychology*, 29(4), 345–360.
- Pretorius, E. J., & Mampuru, D. M. (2020). Culturally relevant texts and reading motivation among south african learners. *South African Journal of Education*, 40(2), 150–166.
- Putman, M., & Walker, C. (2020). Motivating children to read and write: Using informal learning environments as contexts for literacy instruction. *Journal of Research in Childhood Education*, 24(2), 140–151. <https://doi.org/10.1080/02568541003635243>
- Reyes, L., & Villareal, D. (2019). Socioeconomic factors and reading motivation in brazilian schools. *Latin American Journal of Educational Research*, 14(2), 75–89.
- Rodriguez, M., & Chavez, E. (2020). Exploring reading motivation among indigenous students: A qualitative study. *Journal of Indigenous Education*, 12(2), 145–160.
- Santos, G. R., & Reyes, P. (2022). Professional development and reading instruction in the philippines. *Asian Journal of Education*, 33(1), 45–60.
- Schaffner, E., Schiefele, U., & Ulferts, H. (2018). Reading amount as a mediator of the effects of intrinsic and extrinsic reading motivation on reading. *Journal of Educational Psychology*.

- Smith, J., & Brown, K. (2020). Enhancing reading motivation through classroom interventions: A meta-analysis. *Journal of Literacy Research*, 22(1), 58–73.
- Syafira, S., & Febrina, D. (2022). The role of teachers in increasing the reading interest of elementary school students. *Primary Education Journal*, 6(1), 30–30. <https://doi.org/10.22460/pej.v6i1.2958>
- Troia, G. A., & Wallace, S. E. (2023). Motivation and literacy development in students with or at risk for reading difficulties and other diverse learners. *Topics in Language Disorders*, 43(2), 93–94. <https://doi.org/10.1097/tld.0000000000000313>
- Tupas, R., & Martin, I. (2020). Multilingual education in the philippines: Challenges and strategies. *Language Policy Journal*, 15(3), 239–256.
- Walsh, M., Faren, S., & Fitzsimmons, P. (2022). Digital literacy and reading motivation: Implications for australian schools. *Australian Journal of Education*, 66(1), 56–72.
- Wang, L., & Chen, Y. (2023). The effectiveness of technology-enhanced reading motivation interventions: A systematic review. *Educational Technology Review*.
- Wigfield, A., & Guthrie, J. T. (2018). Relations of children’s motivation for reading to the amount and breadth of their reading. *Journal of Educational Psychology*, 89(3), 420–432. <https://doi.org/10.1037/0022-0663.89.3.420>
- Yamashita, J. (2023). Teacher professional development and reading motivation strategies in japan. *Asia-Pacific Journal of Teacher Education*, 51(2), 190–206.