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English Learning Motivation and English Self-Efficacy: A Prediction Model on Reading Literacy

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Abstract
This study investigated the impact of English learning motivation and English self-efficacy on the reading literacy of 15-year-old students from seven public schools in remote, underserved areas of the Municipality of Arakan. Employing a quantitative multiple regression design, the study used statistical tools such as the mean, Pearson correlation coefficient, and regression analysis to examine the relationships among variables. Data were collected from 255 purposively selected students across grade levels using standardized survey instruments. Findings revealed that students demonstrated high levels of English learning motivation and English self-efficacy, alongside a functional level of reading literacy. A clear and meaningful connection was evident in students' English learning motivation, both for practical purposes (instrumental) and cultural engagement (integrative), and their reading literacy. Likewise, students who believed in their ability to use English (self-efficacy) tend to perform better in reading tasks. The regression analysis confirmed that both motivation and self-efficacy predict reading performance, with self-efficacy having the most significant impact. These findings emphasize the need to strengthen students' motivation and confidence through evidence-based policies and supportive teaching strategies to enhance reading skills and promote academic success, particularly in underserved schools.

Keywords: Language Education, English Learning Motivation, English Self-Efficacy, Reading Literacy, Public School Students, Regression, Relationship, Philippines.

1. INTRODUCTION

Reading literacy is a foundational skill essential for academic success and meaningful participation in society, as it enables learners to comprehend texts, acquire knowledge across disciplines, and apply information in real-life contexts. Despite its critical role, reading literacy remains a persistent challenge in the Philippine education system. Results from the Programme for International Student Assessment (PISA) 2018 revealed that Filipino 15-year-old students obtained a mean score of 340, which is significantly below the OECD average of 487, placing the Philippines last among 79 participating countries [1] (Department of Education, 2019). Only about 20 percent of Filipino students reached the minimum level of reading proficiency [2] (Department of Education, 2019). Although a slight improvement was observed in PISA 2022, with a mean score of 347, the Philippines remained far below the OECD average, with only 24 percent of learners achieving basic reading proficiency [3] (Department of Education, 2022).

These findings indicate a persistent reading literacy crisis and underscore the urgent need to examine factors that influence learners' reading literacy, particularly in disadvantaged and remote educational contexts. Despite the growing body of research on second language learning, few studies have examined the combined predictive influence of English learning motivation and English self-efficacy on reading literacy among marginalized Filipino adolescents. Addressing this gap is essential to developing evidence-based instructional and policy interventions that support literacy development among learners in underserved communities.

Beyond cognitive skills, non-cognitive factors, such as English-learning motivation, play a crucial role in shaping reading outcomes. Highly motivated learners tend to engage more deeply with texts and persist in reading tasks, leading to improved comprehension [4] (Toste et al., 2020). Students who value reading demonstrate greater engagement, which enhances literacy development, whereas learners with low motivation often avoid reading activities, resulting in limited practice and weaker reading skills [5] (Guthrie & Wigfield, 2000). These findings suggest that reading difficulties stem not only from skill deficits but also from learners' lack of interest and engagement in English reading tasks.

English self-efficacy is another important factor influencing reading performance. Learners' beliefs in their abilities significantly affect their effort, persistence, and academic achievement [6] (Bandura, 1977). Students with higher self-efficacy demonstrate better comprehension and more active participation in reading activities, whereas those with low self-efficacy tend to disengage [7] (Ortlieb & Schatz, 2020). In English as a second language contexts, self-efficacy has been shown to have a strong relationship with reading performance [8] (Chen, 2020), and meta-analytic evidence confirms that self-efficacy consistently supports overall language proficiency [9] (Wang et al., 2020).

In the Philippine context, students who exhibit both high English learning motivation and strong self-efficacy perform better in reading-related tasks [10] (Torres & Alieto, 2019). Learners with higher self-efficacy also achieve greater success in English-medium instruction environments [11] (Zhou & Thompson, 2023). Instructional strategies that strengthen self-efficacy have been found to enhance motivation and improve reading outcomes [12] (Zhuang, 2023). Furthermore, students who perceive themselves as capable and independent readers develop stronger reading habits and comprehension skills [13] (Csizér et al., 2021), and self-efficacy has been shown to predict learners' ability to manage complex reading tasks [14] (Graham, 2022).

This study is anchored in Bandura's Self-Efficacy Theory, which posits that individuals' beliefs in their capabilities influence persistence, effort, and performance [6] (Bandura, 1977). It is further supported by Gardner's Socio-Educational Model, which distinguishes between instrumental motivation, related to practical goals such as academic or career advancement, and integrative motivation, which reflects learners' desire to connect with the culture of the target language [15] (Gardner, 1985). In addition, Deci and Ryan's Self-Determination Theory explains that intrinsic motivation, driven by autonomy, competence, and relatedness, sustains engagement and learning [16] (Deci & Ryan, 2000). Together, these theoretical perspectives emphasize the central role of motivation and self-efficacy in the development of reading literacy, particularly in under-resourced contexts.

Large-scale assessments such as PISA assess not only reading performance but also affective factors, including motivation, engagement, and self-efficacy. Students' interest in reading, persistence in challenging tasks, and beliefs about their abilities are strongly correlated with reading proficiency [17] (OECD, 2019a). Learners who demonstrate high motivation and strong self-efficacy consistently achieve higher reading scores, even after controlling for socioeconomic factors [18] (OECD, 2019b). Moreover,

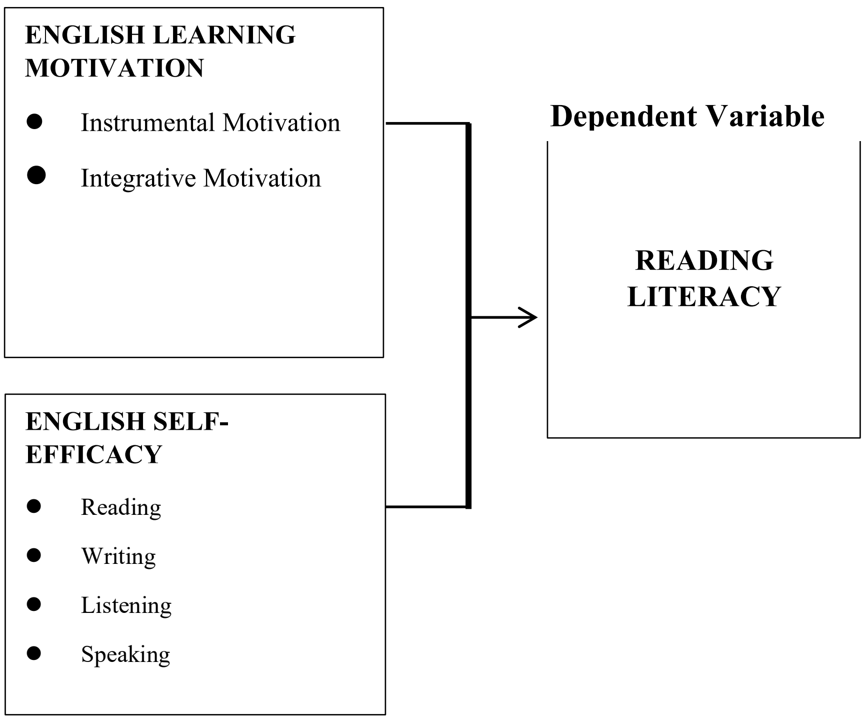
students with stronger self-efficacy are more likely to set challenging goals, sustain effort when reading complex texts, and engage deeply in reading activities. In contrast, those with lower self-efficacy are more likely to disengage and underperform [19] (OECD, 2019c).
These findings highlight that motivation and self-efficacy are critical affective factors influencing reading literacy. In the Philippine context, low PISA reading scores reflect not only cognitive skill gaps but also limited engagement, low reading motivation, and insufficient confidence in learners' abilities [20] (OECD, 2019d). Observations in remote and under-resourced schools further support this relationship, as students who exhibit strong motivation and self-efficacy often achieve notable improvements in reading outcomes despite limited learning resources. Instrumental Motivation, such as career aspirations, and integrative Motivation, such as interest in foreign cultures, encourage active engagement in reading tasks. When supported by effective teaching strategies, including clear learning goals, meaningful tasks, and positive reinforcement, motivation and self-efficacy can transform struggling readers into engaged and competent learners [17, 19] (OECD, 2019a; OECD, 2019c).
Based on these considerations, the study proposes the following hypotheses:

1. There is no significant relationship between instrumental and integrative motivation and the dimensions of reading literacy.
2. there is no significant relationship between self-efficacy in listening, reading, speaking, and writing and the dimensions of reading literacy; and
3. The prediction model based on learners' motivation and self-efficacy is not a significant predictor of reading literacy outcomes.

2. CONCEPTUAL FRAMEWORK

Figure 1.The Conceptual Framework Showing the Variables of the Study

Independent Variable



This study examines the influence of English learning motivation and English self-efficacy on students' reading literacy. It is grounded in the view that motivation and self-belief play critical roles in second language learning and reading development. Clément and Kruidenier identified two primary types of motivation: instrumental Motivation, which refers to learning English for practical purposes such as employment and academic advancement, and integrative Motivation, which reflects the desire to interact with and understand the culture of English-speaking communities. Both forms of motivation are considered essential drivers of language engagement and learning outcomes.

English self-efficacy, defined as learners' beliefs in their capability to perform language-related tasks, is another key construct in this study. Guided by Bandura's Social Cognitive Theory, self-efficacy is measured using the Questionnaire for English Self-Efficacy (QESE), which assesses learners' confidence across four language domains: listening, reading, speaking, and writing. Learners with higher self-efficacy are more likely to persist in challenging tasks, apply effective strategies, and demonstrate stronger academic performance.

Reading literacy is the dependent variable and is conceptualized according to the PISA 2018 Reading Framework, which defines it as the ability to understand, use, evaluate, and reflect on written texts to achieve personal goals and participate effectively in society. Reading literacy is assessed through three cognitive processes: locating information, understanding, and evaluating or reflecting on texts, across both continuous and non-continuous text types and various real-life contexts.

The conceptual framework proposes that higher levels of English learning motivation are associated with stronger English self-efficacy, which, in turn, positively influences reading literacy. These constructs are viewed as interrelated and collectively shaping students' English reading performance. Prior studies support this assumption, showing that motivation and self-efficacy are significant predictors of English achievement and reading engagement. Research has demonstrated that confident learners tend to perform better across language skills. In contrast, motivated learners are more likely to engage deeply with reading tasks and persist in overcoming comprehension challenges.

Despite these findings, limited research has examined the combined predictive effect of English learning motivation and self-efficacy on reading literacy among 15-year-old students in public schools, particularly those in remote and under-resourced areas. This gap is critical, given the Philippines' persistent reading literacy challenges as reflected in recent PISA results, where a large proportion of Filipino learners failed to reach minimum reading proficiency levels.

Thus, this study aims to develop a predictive model that explains how English learning motivation and English self-efficacy jointly influence reading literacy among 15-year-old public school students, regardless of academic level. Specifically, English learning motivation (instrumental and integrative) and English self-efficacy (listening, reading, speaking, and writing) are treated as independent variables, while reading literacy, measured using PISA indicators, serves as the dependent variable. The findings of this study are expected to provide empirical evidence that can inform targeted instructional strategies, intervention programs, and policy decisions aimed at improving reading literacy, particularly for learners in disadvantaged and remote educational contexts. Moreover, the study contributes to the broader literature on motivation, self-efficacy, and reading literacy, while supporting global education goals related to equity and quality education.

3. Methods

This section describes the research respondents, materials and instruments, research design, data collection procedures, and ethical considerations employed in the conduct of the study.

3.1 Research Respondents

The study population consisted of 15-year-old students enrolled in seven public secondary schools in the municipality of Arakan, North Cotabato. These schools, labeled School A through School G to ensure institutional confidentiality, are located in remote, mountainous areas with limited access to educational resources, electricity, internet connectivity, and transportation. The total population comprised 285 students.

Using the Raosoft sample size calculator with a 5% margin of error and a 95% confidence level, the minimum required sample size was 164. To enhance the reliability and representativeness of the findings, 255 students were included in the study, exceeding the minimum required sample size.

Inclusion criteria required that participants be (1) 15 years old, (2) enrolled in a public school located in a remote area, and (3) provided with written parental or guardian consent. Students from more accessible areas with better infrastructure were excluded. Participation was voluntary, and students were informed that they could withdraw at any time without academic consequences.

3.2 Materials and Instruments

Three structured instruments were utilized to collect data on English learning motivation, English self-efficacy, and reading literacy.

The first instrument measured English learning motivation based on the framework of Clément and Kruidenier (1983) [1]. It assessed two dimensions: instrumental Motivation, which relates to practical goals such as employment and academic success, and integrative Motivation, which reflects the desire to connect with English-speaking communities and cultures. Responses were recorded using a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Instrumental motivation was measured using items 1, 2, 5, 7, 8, 11, 14, 15, 16, 17, 18, and 20, while integrative motivation was measured using items 3, 4, 6, 9, 10, 12, 13, and 19.

The second instrument assessed English self-efficacy and was adapted from Bandura's Self-Efficacy Theory using the Questionnaire for English Self-Efficacy (QESE) (Bandura, 1997) [2]. It measured students' confidence across four English macro-skills: listening, reading, speaking, and writing. A 5-point scale was used, ranging from 1 (I cannot do it at all) to 5 (I can do it well). Reading self-efficacy was assessed using items 1, 12, 21, 25, 26, 29, and 32; listening self-efficacy through items 3, 9, 10, 15, 16, 22, 24, and 27; speaking self-efficacy through items 4, 6, 8, 17, 18, 19, 20, 23, and 30; and writing self-efficacy through items 2, 5, 7, 11, 13, 14, 28, and 31.

The third instrument measured reading literacy based on the PISA 2018 Reading Literacy Framework (OECD, 2019) [3]. It assessed students' ability to locate information, understand texts, and evaluate or reflect on content. Items were categorized according to PISA reading proficiency levels. Level 1b (1 point) included items 3, 10, and 12; Level 1a (1 point) included items 4, 11, and 21; Level 2 (2 points) included items 5 to 9 and 13; Level 3 (3 points) included items 14, 15, and 16; Level 4 (4 points) included item 2; and Level 5 (5 points) included items 1 and 17 to 20. The maximum possible score was 56.

Reading literacy levels were interpreted using the PISA global scale: scores of 0–12 indicated Level 1, 13–20 Level 2, 21–32 Level 3, 33–42 Level 4, 43–50 Level 5, and 51–56 Level 6, reflecting increasing levels of reading comprehension and cognitive complexity.

To establish validity and reliability, a pilot test was conducted with 30 students from a comparable school not included in the main study. The instruments were evaluated by four experts from the University of Mindanao and one external evaluator, yielding an average rating of 4.10, classified as "Very Good."

Internal consistency was measured using Cronbach's Alpha. The English learning motivation instrument yielded an alpha coefficient of .920, while the English self-efficacy instrument produced an alpha of .940, indicating excellent reliability.

3.3 Research Design and Procedure

The study employed a quantitative, cross-sectional research design to examine the predictive relationship between English learning motivation, English self-efficacy, and reading literacy, following Creswell and Creswell (2018) [4]. Data were collected using structured survey instruments administered in classroom settings.

Pearson's Correlation Coefficient was used to determine the strength and direction of relationships among variables, as commonly applied in educational research (Sutradhar et al., 2021) [5]. Multiple linear regression analysis was subsequently conducted to determine the predictive contribution of English learning motivation and self-efficacy to reading literacy outcomes (Yi Li, 2024) [6].

Data collection was conducted over two weeks. Ethical clearance was secured from the University of Mindanao Ethics Review Committee prior to data gathering. Official permissions were obtained from the University Research Coordinator, the Dean of the Professional Schools, the Schools Division Superintendent, and the participating school principals. Teachers and school heads assisted in identifying eligible participants.

Parental consent forms were distributed and translated into the local dialect. Students also signed assent forms to confirm voluntary participation. For parents unable to sign, thumbprints were accepted in place of signatures. A pilot test was conducted on June 27, 2025, followed by the main data collection from July 4 to 8, 2025. Surveys were administered in person, and participants received small tokens, such as ballpens and light snacks, as a token of appreciation.

A total of 255 completed responses were collected. Data were encoded using Microsoft Excel and analyzed using the Statistical Package for the Social Sciences (SPSS). Descriptive statistics, including means, standard deviations, frequencies, and percentages, were used to summarize the data. Inferential analyses included Pearson correlation and multiple regression to address the research objectives.

Strict ethical standards were observed throughout the study. The research posed minimal risk, as it involved only survey-based data. Participants were informed that their responses would not affect their academic standing. Guidance counselors and school personnel were available in case of discomfort.

The study complied with the Data Privacy Act of 2012. Participant identities were anonymized using coded labels, and all digital files were password-protected, while physical documents were securely stored. Data will be retained for five years before proper disposal.

Ethical approval was granted under protocol number UMERC-2025-108. Written informed consent was obtained from parents or guardians, and assent was secured from all student participants. The researcher declared no conflict of interest and upheld academic integrity by avoiding plagiarism, fabrication, or falsification. All sources were cited correctly, and the research adviser was acknowledged as a co-author in recognition of substantial scholarly contributions.

RESULTS AND DISCUSSION

This section presents the findings on English learning motivation, English self-efficacy, and reading literacy among 15-year-old students in remote public schools in Arakan. The discussion also highlights the relationships among these variables and their predictive influence on reading literacy.

English Learning Motivation

Table 1 shows that the overall mean of English learning motivation was 4.17, classified as "High," indicating that students are generally motivated to learn English. Instrumental motivation, which reflects practical goals such as academic success and career opportunities, had the highest mean (M = 4.26, SD = 0.52), categorized as "Very High." Integrative motivation, representing interest in English-speaking cultures, also showed a high mean (M = 4.09, SD = 0.53) [1, 5, 7].

Table 1: Level of English Learning Motivation

Indicators	SD	Mean	Descriptive Level
Instrumental Motivation	0.52	4.26	Very High
Integrative Motivation	0.53	4.09	High
Overall	**0.50**	**4.17**	**High**

Instrumental motivation reflects learners' practical orientation and aligns with Gardner's Socio-Educational Model, which emphasizes the role of goal-directed motivation in second language acquisition [1]. Empirical studies indicate that students with strong instrumental motivation demonstrate higher language performance due to perceived tangible benefits (Chen, 2020; Toste et al., 2020) [3, 5].

Integrative motivation also contributes positively to English learning by fostering cultural engagement and meaningful language use. Barber et al. (2020) and Waddington (2023) highlighted that learners motivated by personal interest and cultural connection show deeper engagement and persistence in learning [6, 7]. Together, these findings suggest that both practical and integrative orientations shape students' English learning motivation, with instrumental goals slightly dominant.

English Self-Efficacy

Table 2 shows students' level of English self-efficacy, with an overall average of 3.65, classified as "High." Students felt most confident in listening (M = 3.76, SD = 0.62) and reading (M = 3.75, SD = 0.55), while speaking and writing scored lower (M = 3.55), though still high. Standard deviations indicate consistent confidence across skills.

Table 2: Level of English Self-efficacy

Indicators	SD	Mean	Descriptive Level
Reading Self-Efficacy	0.55	3.75	High
Listening Self-Efficacy	0.62	3.76	High
Speaking Self-Efficacy	0.60	3.55	High
Writing Self-Efficacy	0.59	3.55	High
Overall	0.54	3.65	High

The findings align with Bandura's Self-Efficacy Theory, which posits that learners' beliefs in their abilities influence effort, persistence, and performance (Bandura, 1997) [8]. Gardner's model further explains that self-efficacy interacts with attitudes and motivation to shape achievement (Gardner, 1985) [1].

Reading Self-Efficacy

High reading self-efficacy (M = 3.75, SD = 0.55) suggests learners are confident in understanding English texts, supporting Chen (2020) and Ortlieb and Schatz (2020), who found that higher reading self-efficacy leads to stronger reading performance and persistence in engaging with texts [2, 9]. OECD (2019) also emphasizes that students who are confident in reading show higher engagement and achievement [4].

Listening Self-Efficacy

High listening self-efficacy (M = 3.76, SD = 0.62) reflects learners' confidence in their ability to understand spoken English. Positive attitudes and confidence improve comprehension (Gardner, 1985) [1]. Waddington (2023) explains that high listening self-efficacy reduces anxiety and supports comprehension [6], while Chen (2020) reports more substantial confidence in listening due to reduced performance pressure [2].

Speaking and Writing Self-Efficacy

Speaking and writing self-efficacy were high but lower (M = 3.55). Bandura (1997) explains that tasks with public performance (speaking) or complex organization (writing) create higher psychological demands [8]. Waddington (2023) and Haw et al. (2021) note that limited exposure and fear of evaluation lower self-efficacy in these areas [6, 7]. Sun et al. (2021) and Chen (2020) further confirm that writing self-efficacy is essential but challenging due to cognitive demands [10, 2].

Overall, learners exhibit high self-efficacy, particularly in receptive skills (reading and listening), while productive skills (speaking and writing) need support. Enhancing these areas may improve balanced English proficiency (Bandura, 1997; Gardner, 1985) [8, 1].

The results indicate that students generally have adequate reading comprehension skills to handle academic materials effectively. At PISA Level 3, learners can interpret moderately complex texts, identify main ideas, understand connections between concepts, and make straightforward inferences. This suggests that students are capable of meeting basic academic reading demands (OECD, 2019) [4].

However, Level 3 is insufficient for higher academic learning and lifelong literacy demands. Students performing at this level have limited ability to evaluate arguments, integrate information from multiple sources, or critically reflect on texts—skills essential for advanced academic work (OECD, 2019) [4]. In contrast, Level 6 represents students' ability to evaluate complex texts critically, synthesize information across sources, detect bias, and draw well-reasoned conclusions (OECD, 2019) [4]. Therefore, while participants demonstrate functional literacy, their current reading level indicates restricted higher-order comprehension and critical literacy skills.

This concern is consistent with national data. The Department of Education (2019) reported that only 24% of Filipino 15-year-olds reached at least Level 2 in PISA 2018 reading, compared to the OECD average of 74%, reflecting a persistent gap in reading literacy achievement (Department of Education, 2019) [11]. Although participants performed above the national minimum benchmark, placement at Level 3 still indicates limited progress toward advanced literacy, which remains the global standard.

Supporting these findings, Librea et al. (2023) highlighted that low to moderate reading literacy among Filipino learners is associated with inadequate instructional resources, insufficient exposure to complex texts, and limited instructional support for higher-order comprehension skills [12]. These constraints hinder progression beyond basic understanding toward critical reading proficiency. Furthermore, the PISA 2018 Philippine National Report emphasized that Filipino students struggle with tasks requiring evaluation, reflection, and integration of information—competencies that characterize higher proficiency levels, particularly Levels 5 and 6 (Department of Education, 2019) [11].

In this regard, Haw et al. (2021) demonstrated that need-supportive teaching, which promotes learners' autonomy, competence, and relatedness, has a significant positive effect on reading achievement across diverse Filipino student populations [7]. Their findings suggest that students are more likely to progress toward higher reading proficiency when learning environments actively support motivation, confidence, and meaningful engagement with texts.

Overall, while the participants' reading literacy at PISA Level 3 indicates functional comprehension, it remains insufficient for higher academic demands. Achieving Level 6 should be the long-term instructional target, as it reflects the ability to critically evaluate complex texts, synthesize ideas, and engage in deep analytical reading. These findings highlight the need for sustained instructional reforms emphasizing higher-order reading skills, supportive teaching practices, and equitable access to quality learning resources to enable students to progress beyond basic literacy toward advanced reading proficiency [4, 7, 11, 12].

Reading Literacy

Table 3 presents participants' reading literacy scores. The mean score of 29.76 corresponds to PISA Level 3, reflecting functional proficiency [4, 11].

Table 3. Level of Reading Literacy of Participants

Score	PISA Proficiency Level (Approx.)	Interpretation
29.76	Level 3	Functional proficiency: can interpret moderately complex texts

Level 3 indicates that students can meet basic academic reading demands, but they have limited higher-order comprehension and critical literacy skills necessary for advanced learning and lifelong literacy (OECD, 2019) [4]. This aligns with national data showing Filipino 15-year-olds lag in reading proficiency compared to the OECD average (Department of Education, 2019) [11].

Low-to-moderate reading literacy is associated with inadequate instructional resources, limited exposure to complex texts, and insufficient instructional support for higher-order comprehension (Librea et al., 2023) [12]. Need-supportive teaching, promoting autonomy, competence, and relatedness, can improve reading achievement (Haw et al., 2021) [7].

Relationship between English Learning Motivation and Reading Literacy

Table 4 presents the relationship between English learning motivation and reading literacy. The results reveal a significant positive relationship between overall English learning motivation and reading literacy ($r = .182$, $p = .004$), indicating that students with higher motivation to learn English tend to demonstrate better reading performance. When examined by dimension, instrumental motivation shows a weak but significant relationship with reading literacy ($r = .145$, $p = .020$), while integrative motivation demonstrates a more substantial and more considerable association ($r = .197$, $p = .002$). These findings suggest that although both types of motivation contribute to reading outcomes, integrative motivation exerts a greater influence on students' reading literacy.

Table 4. Correlation between English Learning Motivation and Reading Literacy

English Learning Motivation	r-value	p-value
Instrumental Motivation	0.145*	0.020
Integrative Motivation	0.197**	0.002
Overall	0.182**	0.004

According to Cohen's (1988) interpretation, correlation coefficients between ±0.01 and ±0.30 indicate a slight positive correlation [13]. Instrumental motivation supports engagement in reading for practical purposes, consistent with Toste et al. (2020) and Alfatihah and Tyas (2022), who reported that goal-oriented motivation enhances reading performance when learners perceive reading as purposeful [3, 14]. Integrative motivation promotes deeper cognitive engagement and comprehension, as noted by Barber et al. (2020) and Toste et al. (2020) [5, 3]. Gardner (1985) explains that valuing the language socially and culturally sustains effort and enhances achievement [1]. Bandura's Self-Efficacy Theory further suggests that motivated learners persist in challenging tasks, regulate strategies, and sustain engagement, positively impacting reading literacy (Bandura, 1997) [8].
Overall, English learning motivation, particularly integrative motivation, is a significant contributor to reading literacy. While correlations are modest, they remain educationally meaningful within the context of multiple interacting influences on reading achievement [1, 3, 5, 8, 14].

Relationship between English Self-efficacy and Reading Literacy
Table 5 illustrates the relationship between English self-efficacy and reading literacy. The results reveal a statistically significant positive relationship between overall English self-efficacy and reading literacy ($r = .219$, $p = .000$). Based on Cohen's (1988) guidelines, this coefficient represents a slight positive correlation, indicating that students with more substantial confidence in using English tend to demonstrate better reading literacy. However, the strength of the association is modest.

Table 5. Correlation between English Self-Efficacy and Reading Literacy

English Self-Efficacy	r-value	p-value
Reading Self-Efficacy	0.160*	0.011
Listening Self-Efficacy	0.259**	0.000
Speaking Self-Efficacy	0.197**	0.002
Writing Self-Efficacy	0.181**	0.004
Overall	0.219**	0.000

These results align with Bandura's Self-Efficacy Theory, which emphasizes that learners' beliefs in their capabilities influence effort, persistence, and strategy use, thereby enhancing academic performance (Bandura, 1997) [8]. Listening self-efficacy supports vocabulary development, syntactic awareness, and contextual understanding, all critical for reading comprehension (Chen, 2020; Oranpattanachai, 2023) [2, 15]. Speaking and writing self-efficacy also positively influence reading literacy, as higher confidence in expressive skills promotes engagement and application of comprehension strategies (Wang et al., 2020; Ortlieb & Schatz, 2020) [16, 9]. Reading self-efficacy, while slightly correlated, requires strategic behaviors and active engagement to translate into improved reading performance (Oranpattanachai, 2023) [15].

Overall, the findings indicate a consistent, slight but significant positive relationship between self-efficacy across all English domains and reading literacy. Strengthening self-efficacy in listening, speaking, and writing may indirectly enhance reading performance in EFL contexts [8, 2, 9, 15, 16].

Regression Analysis on the Combined Influence of English Learning Motivation and Self-Efficacy on Reading Literacy

Table 6 shows the results of the multiple regression analysis, which examined the combined effect of English learning motivation and English self-efficacy on students' reading literacy. The study produced an R value of .241, indicating a modest positive relationship between the predictor variables and reading literacy. The R^2 value of .058 suggests that about 5.8% of the variation in students' reading literacy scores can be explained by their levels of motivation and self-efficacy taken together. Among the twlearners, self-efficacy emerged as a statistically significant predictor ($\beta = .174$, $t = 2.591$, $p = .010$). At the same time, learning motivation did not reach statistical significance ($\beta = .111$, $t = 1.650$, $p = .100$). The F value of 7.791 and a significant p-value of .001 indicate that the overall model is statistically significant, suggesting that the inclusion of both motivation and self-efficacy improves the prediction of reading literacy. These results highlight that while motivation is essential, students' belief in their own English capabilities (self-efficacy) plays a stronger and more direct role in influencing reading performance.

Table 6. Multiple Regression Analysis of English Learning Motivation and Self-Efficacy on Reading Literacy

Reading Literacy					
(Variables)		***B***	**β**	***t***	***Sig.***
Constant		10.683		2.096	.037
Learning Motivation		2.016	.111	1.650	.100
Self-efficacy		2.924	.174	2.591	.010
R	.241				
R^2	.058				
ΔR	.051				
F	7.791				
ρ	.001				

Prediction Model: Reading Literacy = 10.683 + 2.016(Learning Motivation) + 2.924(Self-Efficacy)

The model indicates that reading literacy improves as motivation or self-efficacy increases, with self-efficacy having a more substantial effect. This aligns with Bandura's Self-Efficacy Theory, which emphasizes that beliefs in one's capabilities directly influence effort, persistence, and performance (Bandura, 1997) [8]. Empirical studies also support this: Wang et al. (2020), Ortlieb & Schatz (2020), and Anggia et al. (2021) found that self-efficacy predicts reading comprehension through persistence, strategy use, and engagement [16, 9, 17]. Although learning motivation alone is not statistically significant, it still contributes indirectly by supporting engagement and task participation (Bakkaloğlu & Pilten, 2020; Fitria et al., 2021) [18, 19].

Overall, the findings emphasize that enhancing students' English self-efficacy, alongside sustaining motivation through meaningful and purposeful learning activities, is crucial to improving reading literacy in EFL contexts [8, 1, 2, 16, 17, 18, 19].

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

This study provides empirical evidence that English learning motivation and English self-efficacy are important psychological factors associated with the reading literacy of 15-year-old students in remote and underserved public schools in the Municipality of Arakan. While students generally exhibited favorable levels of motivation and confidence in using English, the findings indicate that these internal factors do not contribute equally to reading literacy.

English self-efficacy emerged as the most influential predictor of reading literacy, highlighting the central role of learners' beliefs in their language capabilities. This suggests that students who perceive themselves as capable readers are more likely to engage effectively with texts and demonstrate stronger reading outcomes. In contrast, English learning motivation, although positively related to reading literacy, did not independently predict reading performance when self-efficacy was taken into account, suggesting that motivation alone may be insufficient without a corresponding sense of competence.

The results reinforce established second language learning theories, particularly Bandura's Self-Efficacy Theory and Gardner's Socio-Educational Model, by demonstrating that affective and cognitive beliefs significantly shape literacy development in EFL contexts. More importantly, the findings underscore the need for educational interventions that move beyond promoting motivation and instead focus on strengthening learners' confidence through mastery-oriented tasks, constructive feedback, and supportive learning environments.

Overall, this study contributes to the growing body of literature on reading literacy in marginalized settings and offers context-specific insights that may inform instructional practices and policy decisions to improve English literacy outcomes among learners in geographically and socioeconomically disadvantaged areas.

Recommendation

Based on the study's findings, several practical suggestions can help improve English proficiency and reading literacy, particularly in remote and underserved communities. Since students exhibited lower self-efficacy in speaking and writing, public school teachers and curriculum developers can include more supportive activities that target these skills. Lesson plans may offer structured oral presentations, guided writing exercises, and group discussions to help students develop both their abilities and self-efficacy. Using real-life activities such as mock job interviews, storytelling, and writing application letters can also enhance both instrumental and integrative motivation by demonstrating the real-world value of learning English.

To improve classroom instruction, school leaders and local education offices can organize training programs that focus on boosting students' motivation and self-efficacy. These sessions support teachers in isolated schools, where resources are limited, and learning challenges are greater. Training topics can include project-based learning, flexible teaching strategies, and ways to provide encouraging, constructive feedback that supports student growth.

At the policy level, the Department of Education and other government agencies may allocate funds for learner-friendly materials and accessible technology. Offline digital tools and mobile applications can be helpful for students with limited or no internet access. Additionally, non-government organizations and literacy advocates can partner with schools to implement community-based programs such as mobile libraries, family reading days, and parent literacy workshops that promote reading both inside and outside the classroom.

Colleges and universities that train future teachers can include lessons on fostering learners' motivation and self-efficacy. Pre-service teachers may benefit from field experiences in rural or low-resource schools to better understand and prepare for real classroom situations. Finally, researchers can explore how home literacy practices, family income, and access to technology influence students' Motivation and reading development. Through the combined efforts of teachers, school heads, education officials, and communities, meaningful and lasting progress in English learning and reading literacy can be achieved, particularly for students who need it the most.

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